

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**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, Deputy Chief of Post-Secondary Readiness

**Board Meeting Date**

**Subject** Services For: High School Linked Learning

**Action Requested and Recommendation**

Discussion by the Measures N and H Commission of the 2026-2027 Education Improvement Plan (EIP) priorities, processes and purpose.

**Background**

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

EIP retreat with Commission and Measures N and H Staff.

**Competitively Bid**

Was this contract competitively bid? No

If no, exception: N/A

**Fiscal Impact**

Funding resource(s): Measure H

**Attachments****April 21 EIP Retreat Discussion Materials:**

1. EIP Retreat Agenda
2. Measure H Parcel Tax
3. Current EIP template
4. Linked Learning Quality Standards
5. EIP Implementation Priorities
6. EIP Policy
7. Current Self-assessment Form (for Conditionally Approved Sites)
8. Pathway Self-Assessment Guidance (once every 3 years)
9. EIP Pathway improvement strategy cycle graphic
10. OUSD Getting to Gold Blue Print
11. EIP Changes Feedback summary

# April 21 Meeting Agenda: Implementation Priorities & EIP Planning Retreat

## Meeting Objectives:

- *Develop shared understanding between Commission and staff on EIP implementation priorities, structure, and timeline for 2026–27*
- *Clarify how the EIP functions as a continuous improvement tool grounded in program quality and student outcomes*

## Materials in your Folder:

1. Meeting Agenda
2. Measure H Parcel Tax
3. Current EIP template
4. Linked Learning Quality Standards
5. EIP Implementation Priorities
6. EIP Policy
7. Current Self-assessment Form for Conditionally Approved Schools
8. Pathway Self-Assessment Guidance (once every 3 years)
9. EIP Pathway improvement strategy cycle graphic
10. OUSD Getting to Gold Blueprint
11. EIP Changes Feedback summary

## MENU:

DRINKS: Coffee, Fresh Orange Juice, Water
Kale, Apple and Fennel Slaw (Vegetarian, Gluten-Free)
Fresh Fruit Salad (Vegan, Gluten-Free)
House-Baked Muffins & Scones (Vegetarian)
Frittatas: spinach with mushroom, green peppers and cheese (Vegetarian, Gluten-Free)
Random Assortment of Candy and Snacks

## April 21 Meeting Agenda: Implementation Priorities & EIP Planning Retreat

Time	Topic	Goals/Key Questions	Next Steps
9:00- 9:10 am	<b>Welcome &amp; Meeting Purpose</b>	<ul style="list-style-type: none"> <li>● Review the purpose and desired outcomes of the retreat</li> <li>● Overview of agenda</li> </ul>	
9:10-9:40 am	<b>EIP Implementation Priorities</b>	<ul style="list-style-type: none"> <li>● Review of recently adopted implementation priorities               <ul style="list-style-type: none"> <li>○ What are the key priorities for 26-27?</li> <li>○ How can priorities be phased in to achieve maximum impact?</li> <li>○ How will Staff and the Commission monitor the priorities' progress over time?</li> </ul> </li> </ul>	
9:40-10:30	<b>Purpose of EIP as an Improvement Tool</b>	<ol style="list-style-type: none"> <li>1. Overview of current EIP structure (staff walkthrough of template and prior cycle)</li> <li>2. Framing the core purpose of the EIP per the parcel tax (<b>Measure H Parcel Tax</b> )</li> <li>3. EIP as a tool for:           <ul style="list-style-type: none"> <li>● Reflection on program quality</li> <li>● Aligning to Linked Learning quality standards</li> <li>● Analysis of student outcomes</li> <li>● Identification of root causes</li> </ul> </li> </ol>	

## April 21 Meeting Agenda: Implementation Priorities & EIP Planning Retreat

		<ul style="list-style-type: none"> <li>• Development of strategic goals, outcomes, and aligned strategies</li> <li>• Budget alignment</li> </ul> <p>4. Building self-assessment directly into the EIP structure</p> <ul style="list-style-type: none"> <li>• Review of Current Self-Assessments</li> <li>• What does pathway-level self-assessment look like?</li> </ul> <p>Guiding Question:</p> <ul style="list-style-type: none"> <li>• What are the implications for Measure N/H staff, and how does the updated purpose of the EIP inform how we support school sites to achieve the intended outcomes outlined in the policy document?</li> </ul>	
<p><b>10:30-11:20</b></p>	<p><b>Moving Forward: what is currently in the works for 26-27</b></p>	<ul style="list-style-type: none"> <li>• Updates from Measures N and H Staff             <ul style="list-style-type: none"> <li>○ Illustrating the Continuous Improvement Cycle with the EIP Pathway improvement strategy cycle graphic</li> <li>○ EIP changes feedback summary</li> </ul> </li> <li>• Guiding questions:             <ul style="list-style-type: none"> <li>○ Where does reflection, assessment, and Commission oversight occur?</li> <li>○ What distinguishes a <i>strategic</i> EIP goal? How do goals align to pathway</li> </ul> </li> </ul>	

## April 21 Meeting Agenda: Implementation Priorities & EIP Planning Retreat

		quality standards and measurable outcomes?	
<b>11:20-11:30</b>	<b>Closing &amp; Next Steps</b>	<ul style="list-style-type: none"> <li>• Summary of major discussion themes</li> <li>• Decisions or areas requiring follow-up</li> </ul>	
<b>11:30-11:40</b>	<b>Recess prior to Commission's April Business meeting</b>		
<b>11:40-12:30</b>	<b>Business meeting</b>	<ol style="list-style-type: none"> <li>1. BMFs</li> <li>2. Amendment: 26-27 EIP template</li> <li>3. Proposed Changes: 26-27 Charter MOU</li> </ol>	

## Exhibit A-I

### ABBREVIATION OF THE MEASURE

*[This summarizes, in 75 words or less, the full text of the proposition which appears below.]*

To continue to: reduce dropout rates; prepare Oakland students for college and 21st century careers; attract and retain highly qualified teachers; and provide mentoring, tutoring, and counseling; shall the Oakland Unified School District measure renewing the \$120 parcel tax for 14 years, without increasing the initial tax rate, adding annual cost-of-living adjustments, exemptions for seniors and specified low-income individuals, and independent oversight and audits, generating at least \$11.5 million annually that the State cannot take away be adopted?

## Exhibit A-II

### II. FULL TEXT OF THE MEASURE

#### BEGINNING OF FULL TEXT OF MEASURE----->>>>>

#### **2022 OAKLAND UNIFIED SCHOOL DISTRICT COLLEGE AND CAREER READINESS FOR ALL ACT**

This Proposition may be known and referred to as the “2022 Oakland Unified School District College and Career Readiness for All Act” or as “Measure \_\_\_\_” [*designation to be assigned by County Registrar of Voters*], which shall be referred to herein as the “Measure.”

#### FINDINGS

The Oakland Unified School District (“District” or “OUSD”) is determined to provide excellent educational programs to all students, including rigorous college preparatory academic courses in English, math, science, and other core programs that allow them to qualify for admission to the University of California and State University systems.

Essential elements of the District’s mission and vision to deliver educational excellence include improving student access to career-based and work-based learning opportunities as well as to support programs for students transitioning to high school and college.

Educational excellence also requires counseling, tutoring, mentoring, and other intensive support services to improve graduation rates, reduce the drop-out rate and support students struggling to graduate from high school.

Students should be prepared for the transition to work by enrolling in career education programs that offer practical experience via post-secondary options such as apprenticeships, job training, and community college certification that will lead to well-paying jobs in a competitive job market.

These efforts require the District to attract and retain highly qualified teachers and other staff.

However, state and local funding has not been adequate to meet these goals, and the District has no assurance that state or federal funding will permit the District to meet these goals in the future. To that end, the voters of Oakland approved the original Oakland Unified School District College and Career Readiness for All Act (“Original Measure”), which supported a comprehensive approach to high school education that integrated challenging academics with career-based learning and real-world work experiences. The impact of the Original Measure has been significant:

- Graduation rates have increased by 12%.
- A-G completion rates have increased by 13.8%.
- Dropout rates have decreased by 10.9%.
- Graduation rates and A-G completion rates have increased for African American students in OUSD by 17.5% and 17.3%, respectively.

## Exhibit A-II

- Graduation rates and A-G completion rates have increased for Latinx students in OUSD by 9.5% and 10.1%, respectively.
- The dropout rates for all students has decreased by 11 percentage points and for African American male students by 17 percentage points.

### THEORY OF ACTION

Consistent with the Original Measure, the specific purpose of the Measure is intended to continue and expand the comprehensive approach to high school education that involves research-based strategies integrating rigorous college preparatory academic programming with career-based learning, real-world work experiences, career technical training, and comprehensive student support services. This comprehensive approach involves, among other things, the creation of small learning communities of career-oriented pathways (i.e., cohorts of students and educators engaged in a sequence or continuum of core academic courses, career-oriented education, and work-based learning) and intensive, individualized supports to create the conditions for more students to graduate high school prepared to succeed in college, career, and community.

The District expects that this approach, if continued and implemented with fidelity, will lead to improved student outcomes for all students and more equitable student outcomes based on race, ethnicity, gender, socio-economic status, English Learner status, special needs status, housing status, immigration status, and family circumstance in the following ways:

- Increases in high school students' readiness to succeed in college and career.
- Increases in middle school students' successful transition to high school.
- Increases in the high school graduation rate.
- Increases in student access to career pathways.
- Decreases in the high school drop-out rate.
- Reductions in disparities in student achievement.

### COLLEGE & CAREER READINESS COMMISSION

The Board of Education ("Board") shall establish a College & Career Readiness Commission ("Commission") composed of five (5) persons each of whom demonstrate knowledge and expertise in one or more of the following areas: high school and postsecondary curriculum, instruction, and leadership; education research, evaluation, and analytics; student, family, and community engagement; career and industry integration with education; decision-making focused on racial equity and school improvement; and/or financial management and audits. The Commission shall advise and report to the Board and shall be responsible for reviewing and approving Annual Education Improvement Plans (including hearing any required oral presentations). Additionally, the Commission shall be responsible for overseeing the proper allocation and use of all parcel tax monies, which includes reviewing annual independent audit reports. To ensure compliance with the requirements and intent of the Measure, the Commission may, at its discretion, submit recommendations to the Board regarding new or modified Board Policies or to the Superintendent regarding new or modified Administrative Regulations.

## Exhibit A-II

### ANNUAL EDUCATION IMPROVEMENT PLAN (“PLAN”)

The goal of each school’s Plan must be to equitably place all students in that school in career pathways or academies that deliver challenging academics, career technical education, work-based learning, and personalized academic, social, and emotional support services. Additionally, to be approved, each Plan must be consistent with the Theory of Action and must include, at minimum:

- Completion of a diagnostic self-evaluation of the submitting school’s needs to implement the full continuum of an integrated college and career preparation program for all students that include rigorous academics, work based learning, career technical training, and comprehensive student support services.
- Annual and three-year accountability indicators.
- Evidence-based strategies designed to meet the accountability indicators.
- Annual benchmarks for the implementation of new or enhanced structures and systems that equitably place all students in career pathways or academies.
- A description of how school staff, time schedules, and budgets are coherently structured to implement the Plan’s strategies and activities.

The Superintendent or designee shall create, after considering recommendations from the Commission, the necessary templates, documents, and resources for the submission, review, and approval of a school’s Plan.

### COLLEGE & CAREER ACCOUNT CREATION AND USES

Consistent with Government Code section 50075.1 and all other applicable laws and regulations, the District shall establish and maintain the Oakland College & Career Readiness For All Account (“College & Career Account”) and all Measure proceeds shall be deposited into the College & Career Account. All funds in the College & Career Account shall be expended consistent with the specific purpose set forth in the Theory of Action.

For each fiscal year, at least 90% of funds in the College & Career Account shall be allocated to eligible schools for staffing and education activities and programs consistent with the Theory of Action of the Measure. Examples of such permissible uses include (but are not limited to):

- College and career preparatory courses (which includes Career Technical Education courses).
- Work-based learning opportunities such as opportunities for career awareness and exploration, job shadowing, internships, and job certifications.
- School and guidance counseling, tutoring, mentoring, and other intensive support services to students.
- High school bridge programs that help students successfully transition from 8th to 9th grade.
- Post-high school bridge programs to help students successfully transition from 12th grade to post-secondary education and the workforce.

## Exhibit A-II

- Materials, supplies, or equipment to support the design and implementation of student projects and project-based learning aligned to the pathway instructional focus.
- Programming, staffing, and activities such as community-building field trips, retreats, student incentives, and other events and activities that promote student belonging, student goal setting, and increased motivation in pathways.
- Staffing that enables student cohorting and parity across pathways in multi-pathway schools.
- State of the art or industry-specific equipment that aligns to industry and career-readiness standards.
- Programming and staffing that facilitate student enrollment and success in college courses while in high school.

The allocation to each eligible school shall be on a per pupil basis for students enrolled at the school in grades nine (9) through twelve (12) and who reside in Oakland. “Eligible schools” are defined to be (i) any Oakland Unified School District school and (ii) any charter school that received funding from the Original Measure (i.e., the Oakland Unified School District College and Career Readiness for All Act approved by the voters in November 2014) in 2021-22.

For an eligible school to request an allocation of funds from the College & Career Account in a given fiscal year, the school must submit an Annual Education Improvement Plan (“Plan”) to the Commission. For an eligible school to receive an allocation of funds from the College & Career Account in a given fiscal year, the Commission must approve its Plan (or an amended version of the Plan) and the Board must subsequently approve the allocation associated with the Plan. All eligible schools shall be held to the same high standards and expected to provide all students with access to rigorous academic programming, career technical training, work-based learning experiences, and comprehensive student supports.

Nothing herein shall limit the Board’s ultimate and final authority to add, modify, or reject an allocation for funding except that the District may not require that an OUSD school expend any funds from the College & Career Account to which it is allocated in one fiscal year in a way that supplants District-directed funding to that school in the prior fiscal year. This authority to allocate funding from the measure is absolute and the Board’s decisions may not be challenged or appealed either to other governmental agencies or to the courts.

No more than ten percent (10%) of funds in the College & Career Account may be used by the Oakland Unified School District to administer the College & Career Account. Such administrative expenses include, but are not limited to, central office staffing, school quality reviews, independent audit services, communicating the impact of the Measure, creating and supporting a community of practice across eligible schools, evaluating the impact of the Measure, and other activities to ensure fiscal accountability and alignment with the Measure.

The purpose of the funds, as set forth herein, is to further the Theory of Action of the Measure and should be applied with deference to the needs of eligible schools as outlined in the Plans approved by the Commission. To this end, the Commission shall be given great deference as to

## Exhibit A-II

the interpretation and application of this Measure. The Commission may recommend Board Policies and/or Administrative Regulations to be used to determine whether a particular proposed expense is permitted under the Measure when the Commission is unable to make such a determination. However, the Board retains ultimate, sole, and unappealable authority and discretion for deciding whether a specific use of funds is permissible under the Measure and, separately, whether to provide funding for such use.

### TAX RATE, TERMS, AND SUNSET

Upon approval of two thirds of those voting on the Measure, the Board of Education (“Board”) of the District shall be authorized to levy a qualified special tax on each parcel of taxable real property in the District, in the annual amount of one hundred and twenty dollars (\$120.00) per parcel (“Rate”) for fourteen (14) years, commencing July 1, 2023 and ending June 30, 2037.

Effective July 1, 2023, the Measure shall replace the Original—i.e., Oakland Unified School District College and Career Readiness for All Act (also known as Measure N)—approved by the voters in November 2014, and the latter shall cease to be in effect as of that date.

Beginning with the 2024-25 tax year (the second year of assessment of the special tax), and each year thereafter, as long as the Measure is in effect, the Rate may be adjusted from the Rate levied in the prior tax year by a cost-of-living adjustment equal to the annual average percentage change (currently, the “All Items” category, not seasonally adjusted) of the Bay Area Consumer Price Index – All Urban Consumers for the San Francisco-Oakland-Hayward area over the prior twelve months, as of December of the prior fiscal year, as published by the U.S. Bureau of Labor Statistics. If, in any given year, that index is not available, then the Rate may be adjusted based on the next comparable Consumer Price Index published by the U.S. Bureau of Labor Statistics that is available as of December of the prior fiscal year in the following priority: Bay Area, California, the United States. The cost-of-living adjustment shall be limited to an increase of five (5) percent per year and the new Rate shall be rounded annually to the nearest cent. The determination of the Rate and which index to use shall be determined by the District in its sole discretion.

### TAXPAYER EXEMPTIONS

As permitted by state law, the special tax shall apply to all property owners within the District except that an exemption from payment of the special tax may be granted on any single-family residential parcel owned that qualifies under one or more of the following conditions:

- **Senior Citizen Exemption:** Any parcel owned by a person or jointly owned and occupied by persons 65 years of age.
- **SSI Exemption:** Any parcel owned by a person or jointly owned by persons receiving Supplemental Security Income for a disability, regardless of age.
- **SSDI Exemption:** Any parcel owned by a person or jointly owned by persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does

## Exhibit A-II

not exceed 250 percent of the most recently available tax year's federal poverty guidelines issued by the United States Department of Health and Human Services.

The exemption shall be available pursuant to procedures to be prescribed by the Superintendent or designee, or otherwise as required by law or by the Alameda County Tax Collector. Owners must apply for this exemption annually, or otherwise as required by law or by the Alameda County Tax Collector, by petition to the District in the manner and at the time set forth in procedures established by the Superintendent or designee.

### ANNUAL REPORT AND INDEPENDENT AUDIT

The chief fiscal officer of the District shall cause an independent financial auditor to prepare a report and audit for each fiscal year in which taxes have been levied or expended in accordance with the Measure. The report and audit shall be filed with the Board and made publicly available. The report and audit shall include (but is not limited to including) the following information:

- The amount of funds collected and expended in the applicable reporting period. The applicable reporting period may be a calendar year, fiscal year, or other appropriate annual period, as determined by the chief fiscal officer or designee in consultation with the Commission.
- A description of the uses of all funds expended in the applicable reporting period, and a determination that such uses were consistent with the Measure.

As noted herein, the cost of the annual report and audit may be paid from the proceeds of the parcel tax. The annual report and audit may be incorporated into or filed with the District's annual budget, financial audit, or other appropriate routine reports to the Board.

### PROTECTION FROM COUNTY OR STATE SEIZURE OR USE

It is the intent of the voters of Oakland that the County Superintendent of Schools, the State Legislature, the Governor, or any other state or county actor or entity shall not be permitted to redirect or reduce the proceeds of the Measure. Additionally, if, in any fiscal year during the term of the Measure, the County Superintendent of Schools, the State Legislature, the Governor, or any other state or county actor or entity takes any action the effect of which is to deprive the District of the benefit of any or all proceeds of the Measure—whether by directly taking such proceeds for any State purpose, by taking such proceeds into account for purposes of calculating State support of the District under Section 8 of Article XVI or under any program of categorical aid, special aid or other special programs, or by reducing other funding to OUSD—then the tax rate shall be reduced commensurately if doing so would not further diminish the proceeds from the Measure controlled by the District.

### LEVY AND COLLECTION

The tax permitted to be levied under the Measure shall be collected by the Alameda County Tax Collector at the same time and in the same manner and shall be subject to the same penalties as

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ad valorem property taxes collected by the Tax Collector. Unpaid taxes shall bear interest at the same rate as the rate for unpaid ad valorem property taxes until paid.

“Parcel of taxable real property” shall be defined as any unit of real property in the District which receives a separate tax bill for ad valorem property taxes from the Alameda County Tax Collector. “Parcel of taxable real property” shall exclude all parcels which are otherwise exempt from or on which are levied no ad valorem property taxes in any year, and all parcels which qualify for at least one of the exemptions provided for herein.

The District shall annually provide a list of parcels to the Alameda County tax collection officials which the Superintendent or designee has approved for an exemption in accordance with the Measure.

The Alameda County Assessor’s determination of exemption or relief for any reason of any parcel from taxation, other than through the exemptions set forth herein, shall be final and binding for purposes of the Measure. Taxpayers wishing to challenge the County Assessor’s determination must do so under the procedures for correcting a misclassification of property pursuant to Part 9 of Division 1 of the California Revenue and Taxation Code or other applicable procedures. Taxpayers seeking a refund of any tax paid shall follow the procedures applicable to property tax refunds pursuant to the California Revenue and Taxation Code.

### SEVERABILITY

The voters of Oakland and Board hereby declare, separately and together, that by approving the Measure, that every section, paragraph, sentence and clause of the Measure has independent value, and the voters and the Board would have adopted each provision hereof regardless of every other provision hereof. Should any part of the Measure be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts hereof shall remain in full force and effect to the fullest extent allowed by law.

<<<<-----END OF FULL TEXT OF MEASURE

<b>School Name:</b>		<b>Site #:</b>	#N/A						
<b>Pathway Name(s):</b>									
<b>School Description</b>									
<b>School Mission and Vision</b>									
<b>School Demographics</b>									
<b>2023-2024 Total Enrollment Grades 9-12</b>		<b>#REF!</b>							
<b>Special Populations</b>	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
<b>Student Population by Race/Ethnicity</b>	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>Select Group</b>			

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
 Please refer to this Data Dictionary for definitions of the Indicators. \* Denotes changes for 2024-25 for continuation schools

<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data "as of 1/27/2025" (Optional)</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data "as of 1/15/2026" (Optional)</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
<a href="#">Four-Year Cohort Graduation Rate</a>	TBD	TBD		TBD	N/A						
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A						
<a href="#">Four-Year Cohort Dropout Rate</a>	TBD	TBD		TBD	TBD						
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	TBD	TBD		TBD	TBD						
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A						
<a href="#">On Track to Graduate - 9th Graders</a>	TBD	TBD		TBD	TBD						
9th Graders meeting A-G requirements	TBD	TBD		TBD	TBD						
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	TBD	TBD		TBD	TBD						
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	TBD	TBD		TBD	TBD						
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	TBD	TBD		TBD	TBD						
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	TBD	TBD		TBD	TBD						
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A						
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	TBD	TBD		TBD	TBD						
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	TBD	TBD		TBD	TBD						
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Mid-Year Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Mid-Year Data</b>	<b>2025-26 Goal (3-Year Goal)</b>	<b>2025-26 Data</b>	<b>2026-27 Goal (4-Year Goal)</b>
Four-Year Cohort Graduation Rate	TBD	TBD		TBD	TBD						
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A						
Four-Year Cohort Dropout Rate	TBD	TBD		TBD	TBD						
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD		TBD	TBD						
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A						
<a href="#">On Track to Graduate - 9th Graders</a>	TBD	TBD		TBD	TBD						
9th Graders meeting A-G requirements	TBD	TBD		TBD	TBD						
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	TBD	TBD		TBD	TBD						
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	TBD	TBD		TBD	TBD						
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	TBD	TBD		TBD	TBD						
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	TBD	TBD		TBD	TBD						
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A						
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	TBD	TBD		TBD	TBD						
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	TBD	TBD		TBD	TBD						

**ROOT CAUSE ANALYSIS**  
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<i>Instructions: Complete the Strengths and Challenges columns columns for all indicators in bold (lines 47-50. Then select ONE of the indicators from lines 51-54 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)		
<b>A-G Completion - 12th Grade</b>		
<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)		
<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course		
<b>PATHWAY QUALITY ASSESSMENT</b>		
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>
		<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness		
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation		
<b>2023-2024: YEAR ONE ANALYSIS</b>		
<b>Pathway Strategic Goals</b>		
<i>Pathway Quality Strategic 3 Year Goals</i> <i>Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant &amp; Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>		
<b>Goal #1:</b> By 2026		
<b>Goal #2:</b> By 2026		
<b>Goal #3:</b> By 2026		
<b>Pathway Strategic Actions</b>		
<i>Strategic Actions for 2023-24</i> <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>		
<b>Strategic Actions for Goal #1</b>		
<b>Strategic Actions for Goal #2</b>		
<b>Strategic Actions for Goal #3</b>		
<b>Budget Expenditures</b> <i>Effective July 1, 2023 - June 30, 2024</i>		
2023-2024 Budget: Enabling Conditions Whole School		









<b>School Name:</b>		<b>Site #:</b>	#N/A
<b>Pathway Name(s):</b>			
<b>School Description</b>			
<b>School Mission and Vision</b>			

School Demographics									
2023-2024 Total Enrollment Grades 9-12			#REF!						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities?						Select Group		

**SCHOOL PERFORMANCE GOALS AND INDICATORS**  
 Please refer to this [Data Dictionary](#) for definitions of the Indicators. \* Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data *as of 1/27/2025* (Optional)	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data *as of 1/15/2026 (Optional)	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	TBD	TBD		TBD	TBD						
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A						
Four-Year Cohort Dropout Rate	TBD	TBD		TBD	TBD						
A-G Completion Rate (12th Grade Graduates)	TBD	TBD		TBD	TBD						
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A						
On Track to Graduate - 9th Graders	TBD	TBD		TBD	TBD						
9th Graders meeting A-G requirements	TBD	TBD		TBD	TBD						
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD		TBD	TBD						
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD		TBD	TBD						
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD		TBD	TBD						
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD		TBD	TBD						
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A						
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD		TBD	TBD						
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD		TBD	TBD						
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)	2025-26 Data	2026-27 Goal (4-Year Goal)
Four-Year Cohort Graduation Rate	TBD	TBD		TBD	TBD						
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A						
Four-Year Cohort Dropout Rate	TBD	TBD		TBD	TBD						
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD		TBD	TBD						
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A						
On Track to Graduate - 9th Graders	TBD	TBD		TBD	TBD						
9th Graders meeting A-G requirements	TBD	TBD		TBD	TBD						
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD		TBD	TBD						
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD		TBD	TBD						
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD		TBD	TBD						
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD		TBD	TBD						
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A						
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD		TBD	TBD						
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD		TBD	TBD						

**ROOT CAUSE ANALYSIS**  
 Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.









<b>Pathway Name:</b>	Select Pathway		<b>Program #:</b>	
<b>Mission and Vision</b>				
<b>PATHWAY QUALITY ASSESSMENT</b>				
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation				
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness				
<b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation				
<b>2023-2024: YEAR ONE ANALYSIS</b>				
<b>Pathway Strategic Goals</b>				
<b>Pathway Quality Strategic 3 Year Goals</b> <i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant &amp; Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." <b>Example:</b> By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>				
<b>Goal #1:</b>				
By 2026				
<b>Goal #2:</b>				
By 2026				
<b>Goal #3:</b>				
By 2026				
<b>Pathway Strategic Actions</b>				
<b>Strategic Actions for 2023-24</b> <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>				
<b>Strategic Actions for Goal #1</b>				
<b>Strategic Actions for Goal #2</b>				
<b>Strategic Actions for Goal #3</b>				
<b>Pathway Budget Expenditures</b>				
<i>Effective July 1, 2023 - June 30, 2024</i>				
<b>2023-2024 Pathway Budget</b>				





Focal Student Population	Which student population will you focus on in order to reduce disparities?	Select Group					
<b>PATHWAY PERFORMANCE GOALS AND INDICATORS</b>							
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.							
Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
<a href="#">Four-Year Cohort Graduation Rate</a>	TBD	TBD	TBD	TBD			
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A			
<a href="#">Four-Year Cohort Dropout Rate</a>	TBD	TBD	TBD	TBD			
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	TBD	TBD	TBD	TBD			
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A			
<a href="#">On Track to Graduate - 10th Graders</a>	TBD	TBD	TBD	TBD			
10th Graders meeting A-G requirements	TBD	TBD	TBD	TBD			
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	TBD	TBD	TBD	TBD			
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	TBD	TBD	TBD	TBD			
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	TBD	TBD	TBD	TBD			
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	TBD	TBD	TBD	TBD			
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A			
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	TBD	TBD	TBD	TBD			
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	TBD	TBD	TBD	TBD			
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
<a href="#">Four-Year Cohort Graduation Rate</a>	TBD	TBD	TBD	TBD			
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD			
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD			
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A			
<a href="#">On Track to Graduate - 9th Graders</a>	TBD	TBD	TBD	TBD			
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD			
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	TBD	TBD	TBD	TBD			
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	TBD	TBD	TBD	TBD			
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	TBD	TBD	TBD	TBD			
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	TBD	TBD	TBD	TBD			
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A			
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	TBD	TBD	TBD	TBD			
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	TBD	TBD	TBD	TBD			
<b>Pathway Student Data Reflection</b>							
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?							
<b>Assets</b>				<b>Challenges</b>			
What might be some root causes to help you understand those student data?							

Pathway Strategic Goals	
<i>Pathway Quality Strategic 3 Year Goal</i>	<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
Automatically add pathway strategic goals here	

Pathway Strategic Actions Reflection	
<i>2024-2025 Strategic Actions</i>	<b>Reflection on 2024-2025 Strategic Actions</b> <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	<i>(Pre-populate from Year 2 Strategic Actions, rows 66-80 above)</i>
24-25 Strategic Actions for Goal #2	
24-25 Strategic Actions for Goal #3	

Pathway Strategic Actions 2025-2026			
<i>2025-2026 Strategic Actions</i> <i>Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?</i>			
Goal #1: By 2026	Automatically add goals here	New or Revised Strategic Actions for Goal #1	
Goal #2: By 2026		New or Revised Strategic Actions for Goal #2	
Goal #3: By 2026		New or Revised Strategic Actions for Goal #3	

Pathway Budget Expenditures	
<i>Effective July 1, 2025 - June 30, 2026</i>	
2025-2026 Pathway Budget	





<b>9th Grade</b>						
<b>2023-2024: YEAR ONE ANALYSIS</b>						
<b>9th Grade Strategic Goals</b>						
<p><b>9th Grade Quality Strategic 3 Year Goal</b>  <i>What are 1-3 goals to improve 9th grade and the integration with the pathway? Write them as SMART goals (Specific, Measurable, Achievable, Relevant &amp; Time-Bound). Goals should start with the "By 2026..."</i>  <b>Example:</b> "By 2026 we will increase our 9th grade on-track to graduation by 10% from 2021-22 to 72% for all students. We will accomplish this through biweekly 9th grade team meetings that track and monitor the effectiveness of student interventions."</p>						
<b>Goal #1:</b> By 2026						
<b>Goal #2:</b> By 2026						
<b>Goal #3:</b> By 2026						
<b>9th Grade Strategic Actions 2023-24</b>						
<p><b>Strategic Actions for 2023-24</b>  <i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i></p>						
<b>Strategic Actions for Goal #1</b>						
<b>Strategic Actions for Goal #2</b>						
<b>Strategic Actions for Goal #3</b>						
<b>9th Grade Budget Expenditures</b>						
<i>Effective July 1, 2023 - June 30, 2024</i>						
<b>2023-2024 9th Grade Budget</b>						
<p><b>BUDGET JUSTIFICATION</b>                  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                  For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a>.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p>						
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>


**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

<b>Pathway Quality Strategic 3 Year Goal</b>	<p><b>Check in on 3-Year Goals</b>  <i>For each 3-year goal, answer:</i>                      -To what extent is the pathway on track for accomplishing this goal by 2026?                      -What has supported or hindered progress towards each goal this year?</p>
(Pre-populate from Year 1 Analysis 9th Grade Quality Strategic 3 Year Goal, rows 5-7 above)	

**Pathway Strategic Actions Reflection**

<b>2023-2024 Strategic Actions</b>	<p><b>Reflection on 2023-2024 Strategic Actions</b>  <i>For the Strategic Action sets for each goal, answer:</i>                      -Are you on track for accomplishing the actions for the related goal this school year?                      -If so, what has been done or will be done by the end of the year to accomplish it?                      -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
<p>23-24 Strategic Actions for Goal #1</p> <p><i>(Pre-populate from Year 1 Strategic Actions, rows 10-24 above)</i></p>	
<p>23-24 Strategic Actions for Goal #2</p>	
<p>23-24 Strategic Actions for Goal #3</p>	

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**  
 Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<b>Goal #1:</b> By 2026	pre-populate	<b>New or Revised Strategic Actions for Goal #1</b>	
<b>Goal #2:</b> By 2026		<b>New or Revised Strategic Actions for Goal #2</b>	
<b>Goal #3:</b> By 2026		<b>New or Revised Strategic</b>	



24-25 Strategic Actions for Goal #1	Automatically add strategic actions from 24-25 plan here	
24-25 Strategic Actions for Goal #2		
24-25 Strategic Actions for Goal #3		

**Pathway Strategic Actions 2025-2026**

**2025-2026 Strategic Actions**  
*Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?*

Goal #1: By 2026	Automatically add goals here	New or Revised Strategic Actions for Goal #1	
Goal #2: By 2026		New or Revised Strategic Actions for Goal #2	
Goal #3: By 2026		New or Revised Strategic Actions for Goal #3	

**Pathway Budget Expenditures**  
*Effective July 1, 2025 - June 30, 2026*

**2025-2026 Pathway Budget**







## 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"> <li>○ 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.</li> </ul>	<p><b>Why Integrated Programs of Study Matter:</b></p> <ul style="list-style-type: none"> <li>● <b>Career Preparation:</b> Aligns education with career themes, equipping students with skills for high-growth, high-wage jobs.</li> <li>● <b>College Readiness:</b> Ensures students graduate prepared for postsecondary success, with transferable credits and credentials.</li> <li>● <b>Relevance:</b> Links academics to career technical education, community and civic issues, and real-world applications, boosting student engagement and achievement.</li> <li>● <b>Equity:</b> Expands access to postsecondary opportunities and reduces financial barriers for underrepresented students.</li> <li>● <b>Workforce Development:</b> Builds a community of</li> </ul>
1.1 Cohort Structure	<ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> <p><i>Exceeding standard:</i></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul>	
1.2 Complete Program of Study	<ul style="list-style-type: none"> <li>○ 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).</li> </ul>	

## Integrated Program of Study

*Student-centered learning connected to postsecondary and industry expectations*

### 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.

## Integrated Program of Study

*Student-centered learning connected to postsecondary and industry expectations*

### 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

*Student-centered learning connected to postsecondary and industry expectations*

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

## 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.

## Work-Based Learning

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

### 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

## Work-Based Learning

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

### 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"> <li>○ 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.</li> </ul>	<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"> <li>○ 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.</li> </ul> <p><i>Exceeding the standard:</i></p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Tailored Academic Support:</b> Offer tutoring and coordinated, integrated scaffolds in pathway-relevant subjects to ensure success (i.e. math support for</li> </ul>

### 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.

# Commission **Implementation Priorities** for the Educational Improvement Plan (EIP) Policy

OUSD reaffirms its commitment to ensuring that the Educational Improvement Plan (EIP) policy strengthens Linked Learning implementation and directly advances student academic achievement. To that end, the Commission authorizes senior staff to prioritize the following areas of implementation in the development of systems, tools, and supports. The Measure N/H commission intends that these standards and systems should be applied to all participating OUSD and charter schools.

## **Governance & Flexibility**

Senior staff retain discretion over tools, platforms, observation protocols, and analytic methods, provided the standards and indicators are met. The Commission oversees adherence to timelines, transparency, and progress against outcomes.

## **Measurement & Reporting Expectations**

- **Annual Cycle:** Ratings and tier assignments occur within a defined annual cycle that leverages complete academic-year data (timing aligned to Commission schedules).
- **Data Sources:** Use existing student performance, attendance, certification, and implementation fidelity data wherever possible; minimize new data collection.
- **Disaggregation & Equity:** Report outcomes by student subgroups and pathway characteristics to identify and address inequities.
- **Continuous Improvement:** Document Plan–Do–Study–Act (PDSA) cycles or equivalent reflective processes; share learning across pathways.

## **1. Policy Standard: Timing and Structure of Public Reporting**

### **Purpose:**

To provide transparent information to the public about the impact of its investment in Linked Learning.

### **Desired Outcome:**

- Senior staff shall design a public reporting cycle that ensures timely, transparent, and accessible reporting of pathway outcomes and fidelity measures.
- Annual public reports shall be released no later than January 31 of each year.
- Reports must be publicly accessible online, presented at a public Commission meeting, and translated into family-friendly formats (e.g., summaries, visuals, and multilingual resources).

- Reports must include year-to-year comparisons and disaggregated student outcomes by subgroup, consistent with student privacy protections.

## **2. Policy Standard: Increasing Coherence, Alignment, and Integration**

### **Purpose:**

Ensure that the Educational Improvement Plan (EIP) process is coherent, aligned with state and federal accountability frameworks, and integrated with existing school planning efforts, while minimizing duplication and administrative burden.

### **Desired Outcomes:**

- 1. Alignment Across Systems:** EIP content should demonstrate clear alignment with major accountability and improvement frameworks (e.g., state and federal systems [i.e., Local Control Accountability Plan (LCAP)], WASC, local plans) so that schools can leverage existing work rather than duplicating efforts.
- 2. Efficiency and Accessibility:** The submission process should reduce unnecessary manual data entry and facilitate integration with existing data systems, enabling timely and accurate reporting
- 3. Evidence-Based Reporting:** Schools should primarily use existing, verifiable data sources (e.g., student performance, attendance, certification metrics) to substantiate EIP goals and progress.
- 4. Timely Public Reporting:** Annual public reports should be scheduled to allow reflection on complete academic-year data and inform strategic planning and budget decisions for the following year.

## **3. Policy Standard: System for Evaluation and Differentiated Support**

**Standard:** Develop a comprehensive system that objectively evaluates schoolwide outcomes and the impact of linked learning pathways and provides differentiated support and oversight tailored to performance, ensuring continuous improvement and equity in student outcomes.

### **Desired Outcomes**

- 1. Clear Differentiation of Support Levels:** Schools and pathways receive supports that vary in intensity and type based on demonstrated needs and performance, with transparent expectations for improvement.

2. **Transparent Entry and Exit Criteria:** Schools understand how they enter a given support level and what conditions must be met to exit or transition to another level.
3. **Proportionate Oversight:** Oversight is scaled to performance—reduced for consistently high-performing schools and increased for those with persistent gaps—while maintaining minimum accountability for all.
4. **Continuous Improvement:** All schools demonstrate measurable progress toward fidelity and student outcome goals, supported by timely interventions and monitored through public accountability.

### Indicators of Adequacy

- **Transparency:** Criteria for assigning support levels and oversight calibration are published and applied consistently.
- **Support Plans:** Schools receiving elevated support have documented improvement plans with measurable milestones and timelines.
- **Progress Monitoring:** Schools in higher support levels provide regular updates on progress toward milestones and barriers encountered.
- **Results:** Evidence of improvement in fidelity and student outcomes over defined intervals, or documented decisions to escalate or de-escalate support.

## 4. Pathway Size Analysis & Guidance

**Standard:** Provide evidence-based guidance on optimal and minimum pathway size for effective Linked Learning implementation; articulate programmatic alternatives for schools and pathways of sub-optimal sizes.

### Indicators of Adequacy:

- **Analysis Delivered:** A report to the Commission defines optimal/minimum size ranges and includes implications for staffing, WBL, and scheduling.
- **Decision Guidance:** Published guidance outlines acceptable alternatives (e.g., shared resources, consolidation, cohorting) for sub-optimal sizes.
- **Adoption & Use:** Pathways below the minimum size have an approved plan aligning to the guidance; progress is monitored annually.

## 5. Funding Schema (Measures N/H)

**Standard:** Codify a funding schema that is transparent, aligned to tiers and demonstrated needs, and compliant with administrative cost guardrails (e.g., the Administrative 10%).

### Indicators of Adequacy:

- **Schema Published:** The funding model, allocation rules, and tier linkages are publicly documented and accessible.
- **Compliance:** Annual verification shows allocations are consistent with the schema and administrative cost limits.
- **Equity Lens:** Funding decisions demonstrate consideration of need, student demographics, and gap-closing potential (with disaggregated reporting).

## 6. Peer Learning & Communities of Practice

**Standard:** Establish mechanisms that enable robust peer learning and practice transfer across pathways and between schools

**Indicators of Adequacy:**

- **Participation:** Regular convenings or platforms show broad participation across roles (e.g., pathway leads, WBL, CTE, counselors).
- **Feedback & Iteration:** Participant feedback informs improvements to the peer learning mechanism (e.g., agenda focus, facilitation, cadence).

# Educational Improvement Plans Policy

## Policy Intent: Implementing Linked Learning

**Whereas** the Oakland Unified School District (OUSD) affirms its responsibility to ensure that every student graduates ready for college, career, and community success;

**Whereas** the OUSD recognizes that the **Linked Learning model**—integrating rigorous academics, career-technical education, work-based learning, and student supports—has been demonstrated to improve student outcomes and expand equitable access to high-quality learning experiences;

**Whereas** the Oakland community has passed the 2014 Measure N and the 2022 Measure H parcel taxes dedicated to supporting the implementation of **Linked Learning model** across both OUSD District and Charter schools.

**Whereas** the OUSD Measures N and H Oversight Commission has a statutory role in ensuring accountability for parcel tax funds used to improve college and career readiness, and therefore must exercise strong public oversight of pathway implementation and outcomes;

**Whereas** OUSD is entering its tenth year of implementing Linked Learning districtwide, it recognizes the **importance of raising implementation standards**.

**Whereas** the OUSD is committed to ensuring that the implementation of Linked Learning across OUSD is focused on **student academic achievement and post-secondary achievement as the central goals**, while also maintaining fidelity to the core design principles of the model.

**Whereas** the OUSD acknowledges the critical role the Oakland parent and caregivers play in student success and is committed to engaging our community in a meaningful partnership;

**Whereas** the OUSD acknowledges the importance of **cross-team collaboration** among educators, parents, students, community-based partners, school leaders, industry partners, and higher education institutions in successfully implementing and sustaining Linked Learning pathways and academies;

**Whereas** the OUSD affirms the value of **transparency, reflection, and public accountability** in strengthening the quality of Linked Learning pathways and building trust with students, educators, families, and the community;

**Whereas** the OUSD seeks to minimize duplication of effort by aligning school and district planning processes with **established external frameworks for Linked Learning certification and quality criteria**;

## ***Policy Statement on Educational Improvement Plans for Linked Learning Implementation***

### **Policy Directives**

**Be it resolved** that OUSD shall require each school offering a Linked Learning pathway or academy to annually develop and update an **Educational Improvement Plan (EIP)** that:

1. Defines measurable student outcome goals rooted in academic achievement and postsecondary readiness, including:
  - a. Increases in high school students' readiness to succeed in college and career.
  - b. Increases in middle school students' successful transition to high school.
  - c. Increases in the high school graduation rate.
  - d. Increases in student access to career pathways.
  - e. Decreases in the high school dropout rate.
  - f. Reductions in disparities in student achievement.
2. Incorporates **cross-team collaboration**, requiring input and shared responsibility from parents/students, academic teachers, CTE teachers, administrators, counselors, and industry or higher education partners.
3. Demonstrates alignment with the **Linked Learning certification framework** and other relevant external standards for pathway quality and fidelity.
4. Identifies strategies that offer equitable access to Linked Learning opportunities and strengthen interdisciplinary teaching, integrate work-based learning experiences, and expand opportunities for dual enrollment.
5. Provides evidence of stakeholder shared decision-making and co-creation in pathway planning and improvement, including students and families.

**Be it further resolved** that the District shall establish an **Annual Evaluation and Public Reporting System** to monitor the effectiveness of EIPs, using existing accountability measures where possible, reducing equity gaps, and reporting outcomes transparently to the community.

**Be it further resolved** that the Annual Evaluation and Public Reporting System will be rooted in student achievement data and help foster the deep reflection and collaboration necessary for successful implementation.

**Be it further resolved** that the District shall provide differentiated supports to schools based on an evaluation that emphasizes student outcomes and model implementation to help build collaboration and continuous improvement practices.

**Be it further resolved** that the Measures N and H Oversight Commission shall annually review Educational Improvement Plans and district evaluation reports to ensure:

***Policy Statement on Educational Improvement Plans for Linked Learning Implementation***

- Fidelity of pathway implementation to the Linked Learning model,
- Progress toward improving student outcomes, and
- Effective and transparent use of public funds.
- Identification and closure of equity gaps



## 2025-2026 Measures N & H New School Statement of Intent and Self-Assessment

<b>School and Site Number:</b>	
Which of the state-approved <a href="#">CTE industry sectors</a> does your pathway align with?	

<i>Please indicate your intent</i>	<b>Declaration of Intent</b> <i>Do you declare that Linked Learning aligns with your school's vision and that you would like to move forward with implementation?</i>
	<p><b><u>NO</u></b> The Linked Learning framework and its domains (rigorous academics, a career technical education sequence of courses, work-based learning, and student support) do not align with our school's current mission and vision. The 2024-2025 school year will be our last year utilizing Measures N and H funds, and we rescind our request for Measures N and H funding for the 2025-2026 school year.</p>
	<p><b><u>YES</u></b> We are committed to fully implementing Linked Learning with fidelity. We will continue to build an industry-themed pathway that fully integrates rigorous academics, a career technical education sequence of courses, work-based learning, and student support.</p>

**Measures N and H Linked Learning Quality Standards Self-Assessment:**

*Based on your stakeholders' review of each standard, please enter either "NS" for "not meeting the standards", "MS" for "meeting the standards", or "ES" for "exceeding the standards" in the "SCORE" column then provide a brief justification of your self-assessment.*

Integrated Program of Study		
STANDARDS	SCORE	JUSTIFICATION
<b>1.0 Equitable Admission</b>		
<b>1.1 Cohort Structure</b>		
<b>1.2 Complete Program of Study</b>		



<b>1.3 Curriculum and Instructional Design and Delivery</b>		
<b>1.4 Assessment of Learning</b>		
<b>1.5 Early College Credit Opportunities</b>		
<b>1.6 Partner Input and Validation</b>		

**Work-Based Learning**

<b>STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION</b>
<b>2.1 Work-Based Learning Plans</b>		
<b>2.2 Student Work-Based Learning Experiences</b>		
<b>2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness</b>		

**Integrated Student Supports**

<b>STANDARDS</b>	<b>SCORE</b>	<b>JUSTIFICATION</b>
<b>3.1 College and Career Preparation and Support</b>		
<b>3.2 Student Orientation</b>		
<b>3.3 Social-Emotional Skill Development</b>		
<b>3.4 Individual Student Support</b>		
<b>3.5 Student Input and Validation</b>		



<b>Funding Requested</b>	<b>Please Mark X.</b>	<b>Please Provide a Brief Justification for the Funding Requested</b>
<b>Removal</b> <ul style="list-style-type: none"><li>• \$0 per pupil</li></ul>		The Linked Learning framework and its domains (rigorous academics, a career technical education sequence of courses, work-based learning, and student supports) do not align with our school's current mission and vision. The 2024-2025 school year will be our last year utilizing Measures N and H funds, and we rescind our request for Measures N and H funding for the 2025-2026 school year.
<b>Conditionally Approved - Reduced Funding:</b> <ul style="list-style-type: none"><li>• \$525 per pupil</li></ul>		
<b>Full Implementation Funding</b> <ul style="list-style-type: none"><li>• \$850 per pupil</li></ul>		

\_\_\_\_\_  
Principal/Director's Signature

\_\_\_\_\_  
Principal/Director's Name

\_\_\_\_\_  
Date

## 2023-2024 Measure N/H Education Improvement Plans (EIP) Pathway Quality Assessment Guidance

Rev. 1-18-23

### Purpose of College and Career for All and Linked Learning Quality Standards

*Background: The Measure N Initial Self-Assessment Rubric is now outdated. It was established at the beginning of Measure N in 14-15 and no longer reflects the progress we have made in pathway development across the district. The College and Career for All and Linked Learning Quality Standards are essentially the Linked Learning Gold Certification Standards, with a few modifications.*

- The Linked Learning standards represent the highest quality standard for Linked Learning pathways
- They emphasize college and career learning experiences and equitable outcomes for all students
- Reviewing and self-assessing as pathway teams is meant to promote cycles of continuous improvement and to inform school/pathway goals and budget priorities

### Configurations for Completing the Self-Assessment

The self-assessment can be done in various configurations of people. Select the one that best fits your school/pathway.

- **Whole pathway teams (teachers, assistant principal, pathway coach, WBLL) ← THIS ONE IS PREFERRED**
- Pathway lead teacher + pathway coach
- Pathway lead teacher + pathway coach + one (assistant principal, another pathway teacher, WBLL, etc.)
- All pathway leads from one site together + pathway coach

### Suggested Norms to Prioritize and Meeting Agreements

Norms	Meeting Agreements
Pause <b>Paraphrase</b> <b>Pose Questions</b> <b>Provide Data</b> Put ideas on the table Pay attention to self and others	<ul style="list-style-type: none"> <li>● Be present</li> <li>● Stick to the protocol or process</li> <li>● Consider the standards holistically</li> <li>● Lend honest reflection in service of improving student learning</li> <li>● (add more as needed)</li> </ul>

### Suggested Process

Designed to be about a 60-minute process. A more extensive process could be designed for a team retreat for an opportunity to dive into a deeper reflection on the standards that leads to goal setting, action plans, and collaborative budget development.

1. **(2 min) Purpose** The purpose of this process is to develop a working understanding of the Pathway Quality Standards and reflection in today's meeting will inform the Measure N EIP development and support pathway continuous improvement. Pathway leadership will share progress and final submission with the pathway team.
2. **(5 min) Norms and Meeting Agreements:** Review norms and suggested meeting agreements. Add or revise meeting agreements to align to purpose based on team needs and input.
3. **(20 min) Clarify and Engage:** Everyone is given time to read through the standards and then address clarifying questions, section by section. *This is not yet time to reflect, but is simply to ensure everyone develops an initial working understanding of the standards.*

A possible “tight structure” for this process, if you want to go into more detail, could be:

[“Read and Example”](#) variation

- Select one section of the standards to start with: Integrated Program of Study, Work Based Learning, Integrated Student Supports
  - In partners, letter off A and B
  - Each partner reads the first standard
    - A generates an example of the standard in action (verbally)
    - B summarizes the example and/or the standard
  - Repeat the pattern with each standard (1.1, 1.2, etc.) in the category, alternating examples and summarizing roles
  - Spend no more than 3 minutes per standard
  - Repeat the whole process with another section of the standards
  - Debrief as a whole group to share interesting takeaways, new learnings, lingering clarifying questions
4. **(25 min) Evaluate:** Section by section, *holistically* evaluate the degree to which the pathway is meeting or exceeding the standards for that section, and where there might be opportunity for growth. Try using language from the standards to

support reasoning. Use the [Jamboard](#)\* as a way for everyone to add a short phrase with a rationale or description that reflects their assessment of the standard.

Positive example (**meeting/exceeding the standard**): *All WBL activities are open to all students*

Opportunity for growth example (**not quite meeting the standard**): *Students don't do WBL self-assessments*

*\*You will need to make a copy of the Jamboard for each team you plan to use it with*

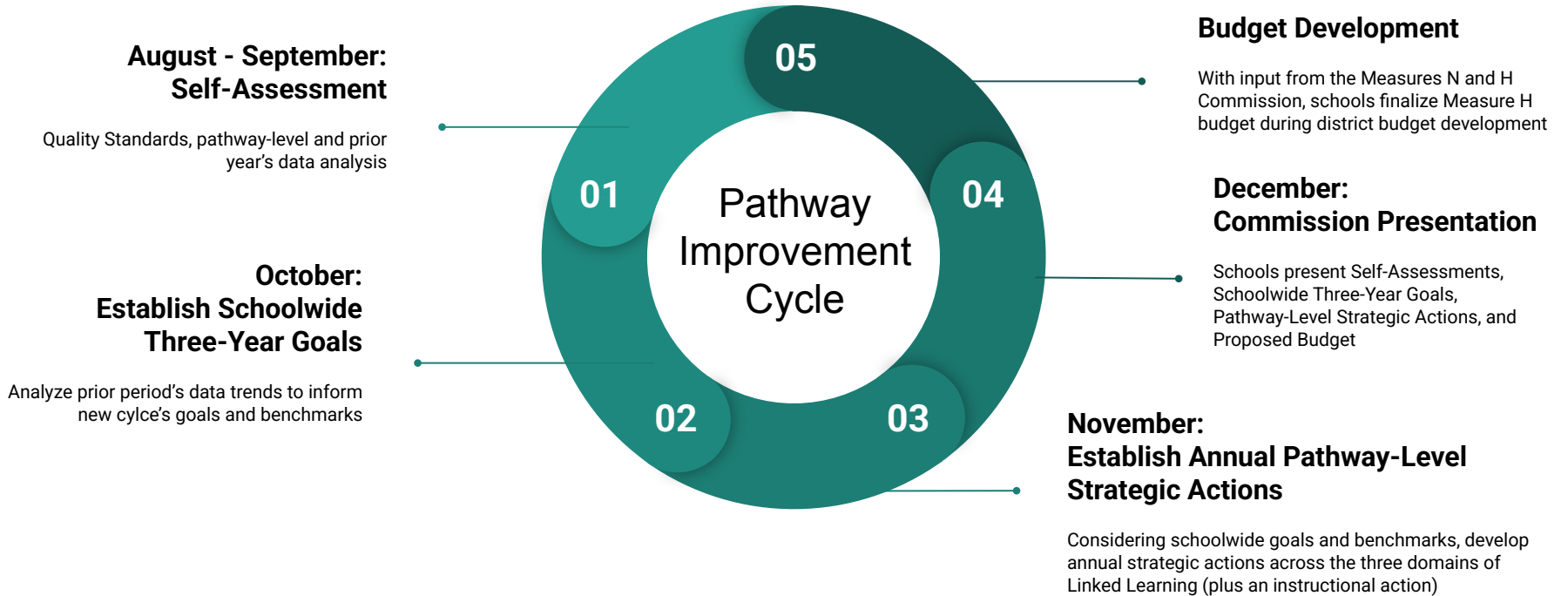
- 5. (10 min) Set Goals:** Discuss what areas of the standards would be best to focus on for 23-26 pathway goals [if doing this as a pathway team, consider the "[Penny Payout](#)" strategy to inform how to prioritize focal area(s) for the coming years].

Get input from the team around how to write the 3 SMART goal statements, and then backwards plan 3-5 strategic actions necessary to accomplish the goals that will happen in the 23-24 school year. Use these goals and actions to inform budget/expense priorities for the coming year.

\*\*\*\*\*After the team meeting\*\*\*\*\*

Pathway Coach and Pathway Lead use content from the Jamboard to complete the "Pathway Quality Assessment" section of the Measure N EIP, summarizing team members' reflections on "Evidence of Growth," "Areas of Strength" and "Next Steps."

Share back with the whole pathway team the final goals, strategic actions, and budget/expenditures in the EIP.



## Getting to Gold in Oakland - a blueprint for improvement

### Vision

Measure H affords us the opportunity to reset our aspirations – both to continue to improve the systems that support College and Career Pathways for all Oakland students and to deepen the quality of the teaching and learning that pathways allow *but do not guarantee*.

Measure H states that it aims, “To continue to: reduce dropout rates; prepare Oakland students for college and 21st century careers; attract and retain highly qualified teachers; and provide mentoring, tutoring, and counseling; shall the Oakland Unified School District measure renew... the \$120 parcel tax for 14 years...” As the text of Measure H states:

“The impact of the Original Measure [N] has been significant:

- Graduation rates have increased by 12%.
- A-G completion rates have increased by 13.8%.
- Dropout rates have decreased by 10.9%.
- Graduation rates and A-G completion rates have increased for African American students in OUSD by 17.5% and 17.3%, respectively.
- Graduation rates and A-G completion rates have increased for Latinx students in OUSD by 9.5% and 10.1%, respectively.
- The dropout rates for all students have decreased by 11 percentage points and for African American male students by 17 percentage points.”

College and career pathways in Oakland are making a difference.

The next phase of our work is to “get to gold” systematically.

### Golden Students

- For a student attending a gold-certified school:
  - In an internship or internship like experience
  - Experienced college
  - Postsecondary plan
  - CTE Completer (demonstration of mastery of CTE skills)
  - A-G eligible
  - So much relevance from the real world
  - Consistent, individualized, and support from counselors and specialists

### Theory of Action

By engaging and supporting our pathways and schools in a process of continuous reflection and collaborative improvement of practice that is aligned with OUSD’s adopted Linked Learning Quality Standards and that is validated by internal and external stakeholders (Getting to Gold), students will engage with school at increasing

levels and will increasingly be college, career, and community ready as measured by graduation rate, a-g readiness, and seamless postsecondary transition with an informed and specific goal.

## Context

- Renewal of commitment to college and career pathways as a core strategy to improving the learning and outcomes of Oakland's high school students.
- Historic investment and improvement via career-themed small learning communities where adults work intentionally to integrate college, career, and community readiness via linked learning pathways
- James Irvine invested in nine districts across California; Oakland Unified was among them. This initiative brought dollars, coaching, and technical assistance. Pathways that participated in the initiative participated in a certification process whereby they engaged in cycles of improvement against standards and then opened their doors to external visitors to evaluate their progress. This led to several OUSD pathways becoming certified, including at Oakland High, Skyline, and Fremont.
- As that initiative wound down, Irvine funded an evaluation conducted by SRI. The findings were very promising and are also instructive of our work going forward:

“During the initial [5 year] pilot, a multi-year evaluation was conducted by SRI International's Center for Education Policy. It showed that students in *certified* Linked Learning pathways within the California Linked Learning District Initiative were better prepared to succeed in college, career, and life compared to peers in traditional high school programs. Specifically, compared with their peers, students in certified Linked Learning pathways earned more credits in high school; reported greater confidence in their life and career skills; and said they experienced more rigorous, integrated, and relevant instruction. They were less likely to drop out and were more likely to graduate on time. Furthermore, students who had low achievement scores in earlier grades made significant progress when they participated in Linked Learning. Lastly, the four-year college-going rate for African Americans in Linked Learning was twelve percentage points higher than peers not participating in pathways.” - ConnectEd website
- The Pathway Coaches, High School Linked Learning, and Measures N and H Commissioners developed an Oakland version of the Linked Learning Alliance's gold standards, including a version that reflects our continuation school model.

## Strategy

### Basic Strategy Approach (explained in more depth below)

1. Measure H asks Oakland schools and pathways to work toward continuous improvement as indicated by:
  - “Completion of a **diagnostic self-evaluation** of the submitting school's needs to implement the full continuum of an integrated college and career preparation program for all students that includes rigorous academics, work-based learning, career technical training, and comprehensive student support services.
  - Annual and three-year **accountability indicators**.
  - **Evidence-based strategies**<sup>1</sup> designed to meet the accountability indicators.

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<sup>1</sup> [Using Linked Learning to Implement the Common Core State Standards | ConnectED](#)  
[Linked Learning: A Guide to Make High Schools Work](#)  
[Resource Library | Linked Learning Alliance](#)  
[The Viability of Combining Academic and Career Pathways: A Study of Linked Learning](#)

- Annual benchmarks for the implementation of new or enhanced structures and systems that equitably place all students in career pathways or academies.
  - A description of how school staff, time schedules, and budgets are coherently structured to implement the Plan's strategies and activities."
2. Clearly articulate what the [Oakland Gold Standards](#) are, including specific criteria and high-quality resources.
  3. Clearly articulate metrics for success, including leading and lagging indicators, and indicators of the quality of the *processes* of continuous improvement (see below), of moving toward quality learning, teaching, and pathway support systems. Ground success in quality and performance improvement, measured by Gold Standards and [aligned performance indicators](#).
  4. Encourage a culture of mutual accountability first, and external accountability later ([Fullan](#)). Develop metrics for successful value creation (ongoing stages of quality improvement) before outcome evaluation ([Wenger-Trayner](#)).
  5. Communicate, coordinate, align, and build coherence across all OUSD departments, aligned with a deeper understanding of what pathways are and can accomplish.
  6. Curate and communicate the stories of what Linked Learning is and is doing ([Wenger-Trayner](#), Chapter 18).
  7. Support [communities of practice](#) (e.g., of school leaders, pathway coaches, teacher leaders, teacher teams, student leaders, community members, etc.) to inform emergent purposes, develop a sense of community, and learn together how to improve their practice.
  8. Use this structure as a place for a professional model of improvement ([Mehta](#)). Support teachers and leaders to develop and learn in a collaborative capacity development model. Use Lead by Learning cycles of inquiry as a strategy to improve practice ([Lead by Learning Playbook](#)).
  9. Foster a community of practice of coaches who support school leaders and pathway teacher teams to engage in continuation improvement toward the Oakland Gold Quality Standards.
  10. Host periodic practice sharing events; low key, iterative, using protocols like the Lead by Learning processes. Use these to build the innovation network for breadth and spread, within which communities of practice go deep into practice improvement.
  11. Host annual celebrations of practices and successes.
  12. Start small, iterate. Depth over breadth.
  13. Deepen and strengthen *relationships* instead of scaling *things* ([adrienne maree brown](#)).
  14. A Tiered Approach: To manage and support the complexity as well as the scope and scale of the work, a tiered approach, where schools or pathways would apply as members of staged cohorts going for certification over time, as a part of developing a continuous improvement strategy tailored to their specific stages of development of the Oakland Pathway Gold Standards. Coaching is continuous, before, during, and after certification is achieved. Teams engage in continuous improvement and are recertified every three years.

### Some Design Principles

1. We are working in a human system.
2. We are always about grounding the work in a clear expression of our purpose.
3. We always start with asking, *What is the experience we want folks to have?* because experience changes both understanding and practice.

4. Student and adult public learning are key. Student learning and adult learning are symmetrical.
5. Our norms and mutual accountability guide professional interactions better than mandates, compliance, rewards, and sanctions.
6. We iterate. Small steps lead to systems transformation.

## Strategy Narrative

When we think about large scale change, or improvement, processes, we often get caught in a presumed dichotomy between, on the one hand, starting with structural changes and then thinking they will lead to cultural changes, that is, changes in beliefs, habits of mind, and practices; or, on the other hand, starting with cultural changes, that is, changing beliefs, habits of mind, and practices, and thinking that will lead to structural changes. Partly that is because we think of strategy as putting some new thing in place in a linear, sequential process of step by step changes leading toward long term goals and outcomes, with measurable benchmarks and indicators of progress along the way. We think of it as a technical, mechanical process. But human systems change isn't linear and it isn't primarily technical or mechanical. Systems change isn't a *thing* we decide we are all going to do and then expect people to do it with fidelity. Systems change also isn't a *thing* we decide some will start doing and then we will scale the thing across our system. Systems change isn't a thing at all; it's a *process*, and it's about deepening human relationships and connections, and building trust, leading to engagement in collective learning to improve our practice in systemic, not just individual ways (and learning to improve practice is an iterative thing, as "practice makes practice"). That requires collaboratively practicing our practice, and creating systems to support that as a collective effort, not just an individual one, or, as Michael Fullan refers to it, building social capital before intellectual capital, and thus creating capacity and coherence at a systems level.

To think of strategy in these ways suggests that, as [Chris Corrigan](#) puts it, we are not about solving problems; we are about shifting patterns. That requires moving from a piecemeal approach to a holistic approach (see the [Center for Whole Child Education](#) for a [recent policy paper](#) on this idea and practice). Thus, the leader's role is one of noticing and naming those patterns, and then catalyzing shifts to the newer patterns we want to see enacted holistically.

The approach to strategy in this kind of humanistic systems change work assumes:

1. That change is a socially constructed (or social constructivist) process. It depends on collective capacity to make meaning and develop effective practice across the system over time.
2. That it involves emergent and thus unpredictable practices. Leaders "[disrupt through emergence](#)," and that leads to innovation.
3. Therefore it can be guided and nurtured, but very little of it can be controlled. Leadership's role in supporting this kind of change requires different mindsets and skillsets from what most leaders in large educational bureaucracies are trained and rewarded for.
4. That it is neither linear nor sequential. So traditional strategic planning modes do not work.
5. And thus it is not susceptible to traditional deterministic cause and effect kinds of actions or beliefs.

So since strategy is not linear and mechanistic, and it's not about "implementing a thing with fidelity," and it's not individualistic, what is it? It's actually an *experiential organizational learning* process that is symmetrical across the system and involves everyone as a learner in their own space. [Richard Elmore](#) asks us to transcend

the apparent dichotomy described above: *“There are two necessary cognitive predispositions for complex problem solving: focus on the details or start from a single big idea. We have to be able to do both in school improvement.”*

Elmore acknowledges these apparent paradoxes and complexities that are at the heart of the kind of strategy, an organizational learning strategy, that we need to transform whole systems:

***“We must work on systems. We are at the edge of our competence. All our systems work now is managing the learning of the system.”***

*“We do not have a choice anymore; we must treat learning as a systemic as well as individual task. Everyone is being asked to do things they do not know how to do, operating on the edge of their competence. The work worth doing is the work we are least confident about and that tests the boundaries of our existing skill and knowledge.”*

*“Managing the organization is managing the **learning** of the organization.”*

*“We are asking students to think in several dimensions at the same time, as well as to monitor and take control of their own learning. **We must as well.**”*

*“The more complex the work becomes, the greater the tendency for it all to fall apart under stress.”*

Because of all this complexity, and the reality of how unknown and unpredictable the territory of systems change is, Elmore talks about strategy as a process of *actively* exploring the environment to learn enough about it to *act* (that sounds circular because it is). What Elmore is describing is a fundamentally constructivist or social constructivist idea about learning (Piagetian, Vygotskian) applied to organizational strategy:

- Clarify Purpose & Prioritize: *“Strategy is a set of organizing ideas we use to help us decide which are the most important problems to be working on at any given time.”*
- Probe, Sense, Respond: *“Strategy is a way of sorting out the incoming complexity and choosing what to make primary focus. It is not natural; it is an order we create by actively manipulating or transforming the environment.”*
- Be a Listening Leader: *“Strategy is the set of actions we pursue in order to learn about the environment we are trying to transform, and to use that learning in the service of transformation.”*

Elmore asks us to start with what he refers to as the instructional core, and work symmetrically out from there. Thus:

***“...what determines the overall quality of and performance of the system is what happens in classrooms between teachers and students in the presence of content [the instructional core]....”***

*“The first decision rule is whether we are affecting the dimensions of that core in ways that lead to improvements in the quality of the instructional experience and performance of adults and students in the classroom. Everything around the periphery is instrumental to what’s in the center. **Improvements**”*

**can occur only in three ways: increasing the level of content, raising the knowledge and skills of the teacher, or changing the role of the student in the instructional process....”**

*“It is NOT a linear model; it is a recursive model... You must analyze your actions in [each] domain [see below] in terms of their impact on all the other elements.”*

Elmore presents his approach as a framework with these domains:

- *building knowledge and skill*
- *developing and using information*
- *building efficacy and accountability*
- *organizing the work*
- *developing leadership*
- *sustaining a mandate*

In order to work in these domains, Elmore proposes six principles:

*“Six Principles for Strategic Thinking about School Improvement*

- #1: The problems of the system are the problems of the smallest unit.*
- #2: Processes of improvement are symmetrical across levels [fractal nature]*
- #3: Reciprocity of pressure and support*
- #4: Coherence is a consequence of acting [practicing together] more than believing [talking together]*
- #5: Improvement consists of increasing in quality and performance over time. Increases in performance result from increases in quality. Increases in performance generally lag increases in quality.*
- #6: High levels of improvement require high levels of learning widely distributed in the organization, and high levels of learning require transfer of agency [transfer from leaders to teachers; transfer from teachers to students]”*

What are the mechanisms one might use to enact this kind of non-linear, learning-focused, emergent, constructivist, human-centered approach to strategy? Zaid Hassan ([The Social Labs Revolution](#)) puts it this way:

*“A good strategy in the context of complexity would include an iterative process. The simplest form of an iterative process is trial, error, observation, and reflection. You try something out, wait to see what happens, and then make another move based on what you’ve learned. The more complex the challenge, the more sophisticated a search strategy needs to be to find the way through the terrain, but the core essence of any iterative process is the same....*

*“Complex social challenges are too complicated for grand strategies. Instead, what is required from [leaders at all levels] is strategic direction and the creation of space. Within that space unfold multiple actions aligned in a strategic direction. That’s strategy.”*

*[So,] “[a]ddressing complex social challenges requires deep strategic commitment coupled with radical tactical flexibility.”*

In order to create and maintain that kind of iterative process, Hassan proposes a sequence of actions that looks like this:

*“7 Steps Toward a Theory of Systemic Action*

*1ST REQUIREMENT: CONSTITUTE A DIVERSE TEAM*

*2ND REQUIREMENT: DESIGN AN ITERATIVE PROCESS*

*3RD REQUIREMENT: ACTIVELY CREATE SYSTEMIC SPACES*

*#1: CLARIFY INTENTION*

*#2: BROADCAST AN INVITATION*

*#3: WORK YOUR NETWORKS*

*#4: RECRUIT WILLING PEOPLE*

*#5: SET DIRECTION*

*#6: DESIGN IN STACKS*

*1. Innovation or problem solving: In the [social] labs we have run, the basis for this layer has been the U Process.*

*2. Information and learning: This involves research, baseline surveys, documenting the process of the lab, and disseminating results.*

*3. Capacity building: This could involve building the capacity of the lab team or the secretariat.*

*4. Governance: This may consist of a formal legal structure, or it may involve a steering committee or leadership group of some sort. Warning: overdo this one at your peril.*

*#7: FIND CADENCE”*

There is an analytic framework that might help with the “what, where, and who” of locating Elmore’s principles and domains within Hassan’s steps. It’s called [The Six Circle Model](#), and is based on work that Margaret Wheatley did with Tim Dalmau and Steve Zueback. It frames the work in three structural domains (Pattern, Process, and Structure), which are “above the green line” in the diagram, and three human interactional domains (Identity, Information, and Relationship), which are “below the green line” in the diagram. Each of those sets of three constitutes part of any organizational system. Each needs to be paid attention to in order to understand how a human system works and to plan for any change in a human system. The “above the green line” elements, patterns, processes, and structures, together constitute “the way we do things,” the constructed domain, while the “below the green line” elements, identity, information, and relationship, constitute how we make meaning and create coherence together, the emergent domain. Each set of three informs the other, and together they constitute the culture of the organization, and together they enable and reinforce coherence in the system. (But note here that “coherence” in the 6 Circle Model does not have a value associated with it; you can have a coherent system that does not practice or result in the values we want. Hence the need to use the model for analysis as well as planning, within a clear sense of the purpose of our work and the values we want it to embody.)

Most of the Basic Strategy Approach ideas and the Design Principles presented at the start of this discussion derive from using the Six Circle Model combined with the constructivist notions of change that Elmore and Hassan describe as pointers and heuristics for strategy development. We might ask:  
(below the green line)

- *How are we acknowledging the individual identities of all the people in our change strategy, and how are we building a collective identity from their individual identities?*
- *How are we enabling them to share information and make collective meaning and decisions together?*
- *How are we building trusting relationships so they can do the hard and risky work of learning to change?*
- *What purposes are emerging from their collective meaning making?*
- *What is the collective experience of strategic learning and action we want them to have?*
- *What kinds of work are they doing together?*
- *How are they creating a system of mutual accountability to guide their professional interactions?*
- *How might below the green line efforts help us to redesign above the green line systems?*

(above the green line)

- *Are there above the green line patterns, processes, and structures that enable below the green line identity formation, information sharing, and relationship building?*
- *Are there above the green line patterns, processes, and structures that impede below the green line identity formation, information sharing, and relationship building?*
- *What patterns of organization are helping/impeding the strategic processes we are engaged in?*
- *What processes of organization are helping/impeding the strategic processes we are engaged in?*
- *What structures of organization are helping/impeding the strategic processes we are engaged in?*
- *How might redesigned above the green line systems help enable effective below the green line work?*

Two more heuristics might help us as leaders to be strategic in complex change efforts.

One is a model of leadership decision analysis and decision-making, called the [Cynefin](#) framework ([introductory video](#)). It sorts the kinds of situations we will find ourselves in into five rather fluid domains, two on one side where things are knowable and predictable, and two on the other side where things are not predictable and not initially knowable, and a starting point in the center where we basically have no idea where we are.

On the predictable side, some things are simple, with predictable cause and effect, the domain of best practice, that is for the most part controllable. Here we “sense, categorize, and respond.” Checklists are a kind of simple situation. Rituals and routines. But very little of the actual reality of complex change resides there. The other predictable domain is complicated, and requires analysis or some other form of investigation by experts (loosely defined) of various positions, perspectives, kinds of knowledge, and experiences to make sense of things and determine a course of action. Good practice resides here. Most curriculum design resides here. Structural changes, or the “above the green line” constructed parts of the system (but not the “below the green line,” emergent, human processes of deciding about and making the shifts needed to put them into practice) reside here. Here we “sense, analyze, and respond.”

On the unpredictable side is the domain of complex phenomena. Most of what we encounter as leaders of complex change resides here. Cause and effect can be perceived only in retrospect because of the complex interconnections and interactions of things. This is the domain of [emergent practice](#), and as any teacher can tell you, most of what happens in their classrooms is an example of emergent practice, no matter how great the curriculum or lesson plan. Here, we “probe, sense, and respond.” This is the place for “little tries,” for “safe to

fail” experiments. Finally, there is the purely chaotic domain, where there is no relationship between cause and effect at the systems level. If we find ourselves there, the best thing we can do is “act, then sense, then respond,” usually very quickly, to try to reduce the chaos to something we can more thoughtfully act on. All action in this domain is novel. (It is important to note that most leaders think they are in the simple domain most of the time, just trying to solve problems reactively and move on, or thinking that there is a simple solution to everything that arises, and that they can control cause and effect, thinking that most of what they encounter are simple problems that just require simple solutions. Often, the biggest error leaders make is to mistake complex or sometimes even complicated situations for simple ones, and that can cascade the situation into chaos really quickly.)

The Cynefin framework assumes that most challenges in complex change processes require leadership thinking and action in a combination of domains. But fundamentally, Cynefin aligns with what Chris Corrigan says about the leader’s role being not to solve problems, but to catalyze shifts in patterns. Having an analytic heuristic like the Cynefin framework makes understanding this work to notice, name, and then catalyze shifts in patterns much easier.

Finally, Michael Fullan has been studying change for many decades, and [writing with great insight](#) about change. In a recent book ([Coherence: The Right Drivers in Action for Schools, Districts, and Systems](#)) he explores how to lead for coherence from a constructivist and systems change perspective.

Fullan states that we are interested not just in developing an individual teacher's intellectual capacity to do this kind of work, but in building system capacity to support it and spread it. He identifies four kinds of system capacity development that are essential for achieving coherence in the kind of complex system change strategy we need:

1. Collaborative Capacity, that is, Cultivating Collaborative Cultures: producing strong groups and strong individuals.
2. Capacity for Deepening Learning, that is, Improving the Quality of the Instructional Core through creating new pedagogical partnerships.
3. Capacity for Results, that is, the Capacity for Mutual Accountability: skills and competencies that serve as a basis for being self-responsible that then build a solid foundation for achieving accountability to the outside system.
4. Capacity for Focusing Direction: Systemic Solutions: the need to integrate substantively with larger system initiatives.

A document that builds on all of these sources of thought about complex change strategy and summarizes most of this approach is the [7 Dimensions of Deeper Learning District Transformation](#), a draft created initially by the directors of the [Deeper Learning Dozen](#) to guide their district and school leaders in supporting equitable deeper learning systems change in their districts and schools.

The seven dimensions are:

1. Develop Your Own Convictions About What You Think is Really Important for Young People and What Success Would Look Like
2. Galvanize Common Purpose Towards Deeper Learning
3. Disrupt Through Emergence: Cultivate a Variety of Change Agents Throughout the System to Spur the

Emergence of a New World

4. Re- envision Key Elements of Schooling Towards Deeper Learning
5. Develop Infrastructure That Supports Consistent and Equitable Deep Learning
6. Build a Culture of Inquiry and Humane Continuous Improvement
7. Cultivate Cross-Cutting Habits of Mind and Ways of Working

In the document, each of these dimensions is presented succinctly and followed by questions to guide reflection on and planning for leading complex change efforts.

### **Some Resources for Strategy Development (all cited above in the text)**

[Oakland Gold Standards](#) for High Quality Pathway Development

Jal Mehta, [From Bureaucracy to Profession: Remaking the Educational Sector for the Twenty-First Century](#)

Lead by Learning, [Lead by Learning Playbook](#)

Center for Whole Child Education, [Guiding Principles for Equitable Whole Child Design](#)

Richard Elmore, [The Strategic Turn in School Improvement](#) and Watkins, [some summary notes](#)

Zaid Hassan, [The Social Labs Revolution](#) and Watkins, [some summary notes](#)

Margaret Wheatley, Tim Dalmau, and Steve Zúieback, [The Six Circle Model](#) (Watkins explanatory slide deck)

Dave Snowden, The [Cynefin](#) framework (National Equity Project slide), and Jennifer Garvey Berger, [introductory video](#)

Michael Fullan and Dianne Quinn, [Coherence: The Right Drivers in Action for Schools, Districts, and Systems](#)

Etienne Wenger, Richard McDermott, and William M. Snyder, [Cultivating Communities of Practice](#)

Etienne Wenger-Trayner and Beverley Wenger-Trayner, [Learning to Make a Difference: Value Creation in Social Learning Spaces](#)

Peggy Holman, [Engaging Emergence](#)

adrienne maree brown, [Emergent Strategy](#)

Michael Fullan, [Change Forces](#)

Chris Corrigan, [Patterns and Constraints](#)

John Watkins (current revision), along with, Jal Mehta, Alisa Berger, Rod Allen, and Andy Calkins (previous revision), [7 Dimensions of Deeper Learning District Transformation](#)

### **Two blogs and additional resources that might help:**

John Watkins, [OK. So We Are Listening to Student Voices... Now What? Inclusive Strategy for Educational Transformation](#)

Victor Prussack, Jocelyn Fletcher Scheuch, Doannie Tran, and Jennifer Poon, [What Happens When Students and Community Members Help Write Your Strategic Plan? The Story of Inclusive Design in Burlington School District](#)

Californians for Justice, [Student Voice Continuum](#)

Kentucky Student Voice Team, [The Co-Creation Generation](#)

ConnectEd California, [Community of Practice Continuum](#)

ConnectEd California, [Behaviors of Learning and Teaching Continuum](#)

## *Combined Feedback on Proposed EIP Timeline Revisions*

Across the Charter COP, Pathway Coach COP, and PPL feedback sessions, participants expressed appreciation for the effort to refine the EIP process and generally supported several of the proposed improvements. At the same time, participants shared a number of key wonderings:

### **1. General Support for Structural Improvements**

Participants responded positively to the proposed **two-part EIP structure** and the effort to improve the overall process. Several comments reflected appreciation for the intent behind the revisions and the opportunity to focus on different parts of the work at different times.

- “Appreciate the two-part system because it does allow focus on one part at a time.”
- “Appreciate all the considerations, the hard work, and time.”
- “The spreadsheet wasn’t making us crazy but this change makes sense.”

There was also broad support for moving narrative work out of spreadsheets and into formats better suited for reflection and planning.

- “Appreciate getting the narrative work out of spreadsheets.”
- “Appreciate the shift from google sheets to another format for goals.”

### **2. Need for Clarity on Implementation Details**

Across all groups, participants raised a number of questions about how the revised structure would work in practice, what guidance or protocols will support it, and how it would align with existing planning cycles.

- “When would schools get access to complete this because the beginning of the year can be quite hectic?”
- “How will the budget and SPSA timeline match up precisely?”
- “What does reflection mean?”
- “Why is the goal setting in October not September?”

### **3. Questions and Concerns About Goals and Budget Alignment**

Participants recognized the intent to strengthen alignment between goals and funding, but noted that pathway work is often supported by multiple funding sources and complex resource allocations.

- “Will we be able to divide some expenses across multiple goals?”
- “How specific will goals and actions need to be aligned when doing budgets?”

Some participants also highlighted broader concerns about how strict alignment requirements might influence planning.

## *Combined Feedback on Proposed EIP Timeline Revisions*

- “I think mandating budget/goal alignment might make goals more compliance-oriented.”

### **4. Mixed Perspectives on Presentation Changes and Engagement Opportunities**

Participants expressed interest in maintaining meaningful opportunities for pathways to share their work with the Commission and broader community, even as presentation formats change.

- “What is the vision for the ‘site visits’?”
- “How can we create a student showcase related to the CAPstone projects?”
- “Pathway teams really like being able to present directly to the commission.”

Some comments also suggested alternative ways for commissioners to stay connected to pathway work.

- “Suggesting a shared calendar where site events could be shared.”

### **5. Opportunities to Strengthen the Process**

Participants shared ideas to improve the implementation of the proposed revisions and strengthen the process overall, including incorporating student voice and leadership into the reflection process. Questions and concerns arise regarding the adaptability of new templates with the existing ones.

- “I don’t see an emphasis on student voice and leadership here.”
- “This may be more of a HOW discussion... adapting the reflective protocols.”
- “Just make sure that the boxes to fill can be copied or pasted as needed.”

### **6. Frequency and Workload Considerations**

Some participants commented on the workload implications of parts of the proposed timeline. The suggestion for year-long monthly reflections raised some concerns.

- “Need more info on what monthly reflections look like.”
- “‘Monthly’ pathway reflections in Year 1 of the new cycle seems too frequent.”

#### ***Feedback Sources:***

1. [\*Charter COP November feedback session \(November 13, 2025\)\*](#)
2. [\*Pathway Coaches Feedback and Questions \(November 7, 2025\)\*](#)
3. [\*PPL feedback and questions \(November 20, 2025\)\*](#)