

LCAP Goals: College and Career Readiness

Documents Attached:

1. Executive Summary

Links to the Following: <http://www.scusd.edu/pod/documents-linked-learning-pathways-board-presentation>

2. Behaviors of Learning and Teaching Continuum

3. Linked Learning Essential Elements

4. Work-Based Learning in Linked Learning

5. Community of Practice Continuum

Estimated Time of Presentation: 20 minutes

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I. Overview of Linked Learning Pathways: Preparing SCUSD Students for College, Career, and Life after High School

The ever-changing global landscape continues to pose new and demanding challenges in public education. As reported by Achieve, “A high school diploma is no longer enough. Nearly every good job requires some postsecondary education and/or training”. Consequently, Sacramento City Unified School District (SCUSD) is driven to graduate students who are college and career ready, and in the high school space, Linked Learning is the district’s signature approach. This approach, which is implemented via industry-themed pathways, includes four core components: 1) rigorous academics, 2) challenging career technical education, 3) work-based learning, and 4) wrap-around student support. Each pathway represents a broad industry. Each pathway represents a broad industry.

SCUSD was one of the nine districts in the California Linked Learning District Initiative funded by the James Irvine Foundation from 2009 to 2015. Since 2009, the number of Linked Learning Pathways in the district has grown from 4 to 21 pathways. Each pathway serves between 150 to 500 students. Currently, 32% of high school students are enrolled in pathways. To ensure high quality implementation and coherence, the following are focus areas of work within the Linked Learning implementation in SCUSD: Defense of Learning, Work-Based Learning, Pathway Alignment and Articulation, Communities of Practice, and Pathway Quality Review and Certification.

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partners. This year we received new funding from The California Endowment Grant. Due to the sunset of the James Irvine and Cohort 8 grants, LCFF has been allocated to maintain the current implementation of the Linked Learning pathways.

Current sources of funding for the College and Career Readiness (CCR) Department include LCFF, SCOE, Carl D. Perkins Grant, California Career Pathways Trust Grant, and The California Endowment Grant. The chart below details the 2015-

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these goals, Linked Learning pathways must implement the approach fully and with high quality. This means, all pathways must have the following four core components in place:

1. A rigorous academic component that includes English, mathematics, science, history, foreign language courses that prepare students to transition, without remediation, to postsecondary education, which includes community colleges, universities, apprenticeships, and formal employment training programs.
2. A career-based learning component of three or more courses that help students gain the knowledge and skills that can give them a head start on a successful career.
3. Real world workplace experiences including job shadowing and internships, give students professional experience before they leave high school, helping them to understand all the possible choices available to them.
4. Personalized support services including college planning, resume and interview counseling, mentoring and supplemental instruction in reading, writing, and mathematics that help students master critical academic and career-based components of their education.

Thus, the objectives for Linked Learning pathways are full implementation of the approach, annual self-assessment against Linked Learning Essential Elements Rubric (see attached), and on-going work of continuous improvement towards certification. The data generated from the pathway annual self-assessment and formal Linked Learning pathway quality review and certification process serve as an overall barometer for pathway success and growth.

In addition, the district measures student progress by analyzing student-level data in Linked Learning pathway membership throughout the year by using a variety of assessment tools including student work samples, common assessments, and performance-based assessments. The quality, effectiveness and fidelity of the implementation of teaching and learning resources are measured through the consistent review of curriculum content for alignment to standards, cognitive demand, accuracy, diversity and relevance. The quality of instruction and professional learning is determined through observations of instructional presentations and teacher reflection. Using multiple measures to further ensure validity, the district also collects perception data through surveys and evaluations of professional learning. All results are being used to inform programmatic changes and support to pathways.

V. Major Initiatives

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Linked Learning provides high school students enrolled in pathways rigorous college preparatory academic courses, demanding career preparatory courses, work-based learning experiences, and wrap-around student support with real-time support and interventions. To date, students across the district participate in 21 pathways, which are at varying levels of implementation. These Linked Learning pathways are housed within each of our comprehensive high schools and five small high schools. Below is a list of the 21 pathways in SCUSD.

@C.K. McClatchy High School

1. Criminal Justice Academy
2. Law & Public Policy Academy

@Hiram Johnson High School

3. Health & Medical Science Academy
4. Johnson Corporate Business Academy
5. Johnson Law Academy

@John F. Kennedy High School

6. Manufacturing and Design Pathway
7. Academy of 10(dyU.1(4(thw)22d)&hw)1g[i&hw (2(k(1hw)22d)&hr)4.16ademy of 10(dyU.1(4(t

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Since the main goal for pathways is full and high quality implementation of the Linked Learning approach, the College and Career Readiness (CCR) staff has been focusing their support to pathway teams and school site administrators on building their academic core program, career technical education, work-based learning, and student support services. In addition, for pathway continuous improvement and sustainability, CCR staff supports pathways to develop their communities of practice, advisory boards and engage in a continuous improvement cycle, which includes annual self-assessment, gap analysis, and action planning. Description of these support are detailed below.

Rigorous Academics

Support to pathways on rigorous academic program includes development and/or revision of academic core courses such as English, math, science, and social sciences to obtain UC approval for "a-g" status. Pathway teachers are provided opportunities to attend University of California Curriculum Integration (UCCI) institutes to develop new courses for UC approval. These UCCI courses allow students enrolled to satisfy both "a-g" and career technical education requirements. The district also contracts with the California Career Academies Support Network (CCASN) for a consultant to support teachers on the development of their course of study. In addition to course of study development, pathway teachers are also provided opportunities to be AP trained. Some of the AP courses that teachers have been supported to receive training on include English, Physics, and US History.

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coaching support from Envisions Learning Partner to develop their pathway's student portfolio and defense of learning systems aligned to the district graduate profile. Since the district graduate profile consists of competencies of college and career ready graduates and the Linked Learning approach is a proven approach to prepare students for both college and career, these six pathways are early implementers of the district graduate profile. The six pathways are now implementing their systems in place of senior project. Beginning this school year, the district is continuing this model of support to scale up the development and implementation of student defense of learning in four new pathways.

Challenging Career Technical Education

Career and Technical Education (CTE) is designed to prepare our students for high wage, high skill, and high demand jobs. In the context of the Career and College ready student, CTE offers a framework for students to explore career possibilities in the context of a highly rigorous curriculum of both academic and practical application of skills learned in the classroom. Through a sequence of classes within their pathway, students gain proficiency, which can translate into both future exploration at postsecondary schools or allow them to enter the workforce.

The support to pathways on CTE has focused on revising their course of study to align with new CTE standards and current industry practices. This work is supported by SCOE and UCCI and facilitated by the district Linked Learning and CTE Coordinators. CTE teachers are also provided opportunities to engage in externships to stay current on industry standards and best practices. In addition, they are provided professional learning on best teaching practices and strategies to differentiate their in0.0055.9(i)4.1(o)11..4(e)13aon(o)-8(r)-6 rigy14(te)3() s ye tr3(n(o)-8-2(ro i)14(n [fa)46yT

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students in grades 9-12 from a combination of these support staff: Career Specialists, Sector Coaches, Pathway Coach and WBL Coordinator. Career Specialists also provide work-readiness workshops for students. To build staff capacity, they often co-teach these lessons with pathway te

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Members of a community of practice are practitioners dedicated to continuous improvement.
Teacher teams working together in Linked

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