



LINKED LEARNING

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ALIGNED LANGUAGE FOR  
LOCAL CONTROL AND  
ACCOUNTABILITY PLANS



## **LINKED LEARNING ALIGNED LANGUAGE FOR LOCAL CONTROL AND ACCOUNTABILITY PLANS**

Linked Learning can serve as an overarching strategy for the LCAP, addressing most – if not all – of the state’s priorities and for coordinating activities, expenditures, and services. Furthermore, districts’ strategies for implementing the Linked Learning approach can be informed and supported through the stakeholder engagement and goal setting processes that are required in the LCAP. Districts’ efforts to implement Linked Learning and meet LCAP requirements should be means to the same ends. The LCAP can meet these dual goals by re-evaluating funding and organizational practices with an eye towards a unified vision of college and career success for all students while taking into account the implications for teachers, administrators, counselors and other district staff.

While the official LCAP template provides guidance on the core conditions of learning, and outcomes that are statewide priorities, it is useful to consider other indicators that can showcase district efforts to improve student outcomes in college, career, and preparation for life after high school. It is vital to remember the relationship between student engagement and student performance, and look at the most effective strategies to provide a collective structure for all students, especially those who are often underserved and assumed less likely to succeed – such as English language learners, foster youth, economically disadvantaged students, and students with special needs (which are referred to as unduplicated pupils for purposes of the Local Control Funding Formula).

An effective LCAP should reveal a district’s overarching strategy for including the Linked Learning approach in its vision of the high school experience. A graduate profile can be the unifying goal towards which all actions and objectives are focused, while a strategic plan can serve as the comprehensive plan of action to work towards the goals implied by the graduate profile. It can inform the types of instructional resources, support services, and professional development needed to support student engagement and student achievement, as well as facility plans and teacher assignment needs.

The Linked Learning Alliance developed this document in response to requests from members of the Linked Learning field to provide “Linked Learning” LCAP language. With the purpose of incorporating Linked Learning principles into the document as part of a broader district vision, the attached sample language can be used to illustrate and reinforce how districts implement high quality career pathways. The suggestions in the document attached are structured into sections corresponding with those from the official LCAP Template.

### **EXECUTIVE SUMMARY**

While not required by statute, many of the more accessible LCAPs begin with an executive summary outlining the LEAs strategic vision and how LCFF dollars will be spent to achieve that vision. A detailed Executive Summary is valuable to other education stakeholders, as well as local Linked Learning partners, and parents. Such a summary should build from a graduate profile – a limited list of cross-disciplinary student learning outcomes demonstrating readiness for college, career, and civic life that stakeholders agree are essential for all students to master by the time they graduate high school. This vision should be created through the community engagement and public input processes that are expected for LCAP development, and should summarize the strategic plan of the district in order to attain that vision by outlining key goals to support students in achieving those outcomes.

With eight state priorities to address in the LCAP, identification and attainment of district goals will be more easily achieved through a unified strategy for addressing priorities (in contrast to separate strategies for school climate, student achievement, basic services, parent engagement, etc.). LEAs must populate the Goal Table fields with goals that meet each of the eight state priorities. Considering how a single goal can address multiple issues – such as high quality pathway programs increasing performance, attendance, engagement and other factors – makes it easier to understand and to make the case for Linked Learning as a comprehensive strategy. These goals should apply equally to unduplicated pupils (foster youth, English language learners, and economically-disadvantaged children), with particular consideration being given to what targeted supports may be needed to ensure that those student groups are equitably supported to succeed.

Goal	Need	Activities	Metrics (disaggregated by subgroups)
<p><b>1. Ensure that all students are provided with a high school education that adequately prepares them for a variety of college and career options.</b></p>	<ul style="list-style-type: none"> <li>• Students complete high school prepared for multiple college and career options.</li> <li>• Teachers are appropriately credentialed, assigned, trained and supported to teach integrated academic-career technical courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand student access, enrollment in Linked Learning pathways – industry-themed programs of study that integrate rigorous academics, real-world technical skills, work-based learning, and personalized supports.</li> <li>• Increase the number of CTE pathway courses approved by the UC for ‘a-g’ requirements that are taught as part of a sequenced, integrated pathway aligned to postsecondary eligibility without remediation and/or advanced standing. Provide educators with the time and training necessary to develop or adopt these courses.</li> <li>• Increase equity of access, enrollment and completion of Linked Learning pathways according to race/ethnicity; gender; English proficiency, special education or socioeconomic status; or prior student achievement.</li> <li>• Develop middle school outreach and pathway marketing that reaches all students and families.</li> <li>• Provide teacher professional development to create performance tasks and curriculum units that embed Common Core content standards across subject areas, including CTE.</li> </ul>	<ul style="list-style-type: none"> <li>• RATE of enrollment in Linked Learning Pathways</li> <li>• RATE of completion of Linked Learning Pathway sequence</li> <li>• PERCENT of HS grads completing BOTH an a-g and CTE sequence with a C average or higher</li> <li>• DISAGGREGATED Career pathway enrollment reflective of school and district demographics</li> <li>• RATE of Pathway application</li> <li>• NUMBER of teachers that have completed an industry based externship in the last 5 years, OR</li> <li>• NUMBER of teachers that have completed ‘x’ hours of externship in x years.</li> </ul>
<p><b>2. Goal: Ensure that all students are provided opportunities to learn from role models in their careers of interest, and understand professional behaviors and expectations.</b></p>	<p>High school students must have greater access to, and interaction with, professionals in their careers of interest, and learn skills and behaviors that are critical for success in both higher education and the workplace.</p>	<ul style="list-style-type: none"> <li>• Increase the number work-based learning opportunities for students, especially internships and summer jobs aligned to Linked Learning career pathway programs.</li> </ul>	<ul style="list-style-type: none"> <li>• PERCENT of students completing work based learning activities that are aligned to programs of study</li> </ul>
<p><b>3. Support middle school students to make informed decisions about high school pathway options.</b></p>	<p>Middle school students need greater access to career exploration activities and information about pathway options at the high school and postsecondary levels so that they can make informed choices about programs of study that interest them.</p>	<ul style="list-style-type: none"> <li>• Develop career exploration activities and information about pathway options at the high school and postsecondary levels.</li> <li>• Develop a regular program of visits, peer mentorship, and pathway fairs for middle school students and their families to familiarize themselves with the options available in their district.</li> </ul>	<ul style="list-style-type: none"> <li>• PERCENT of middle school students who apply for high school pathway programs</li> <li>• PERCENT of MS students completing career exploration experiences and/or completing such curriculum embedded in existing courses</li> </ul>
<p><b>4. All students have the English and math skills necessary to succeed in credit-bearing college-level coursework.</b></p>	<p>Students are ready for postsecondary education or training without requiring remediation in English or math</p>	<ul style="list-style-type: none"> <li>• Develop agreements with local postsecondary institutions to pilot multiple measure placement policies.</li> <li>• Work with postsecondary partners to align English and math curriculum to college-level, credit-bearing courses in those subjects. Develop contextualized English and math curriculum to facilitate content mastery. Utilize existing assessment systems to identify English and math readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• NUMBER of students taking the SAT/ACT, disaggregated by minority subgroup</li> <li>• RATES of students passing college placement exam in English</li> <li>• RATES of students passing college placement exam in Math</li> <li>• RATES of students passing ... EAP and/or 11 grade CAASP in both English and Math</li> </ul>

<p><b>5. Students have a head start for completion of a postsecondary program of study or training program.</b></p>	<p>High school students need greater access to college-level coursework that prepares them for the rigors of higher education.</p>	<ul style="list-style-type: none"> <li>• Develop concurrent enrollment partnerships to facilitate postsecondary access and persistence and accelerate completion.</li> </ul>	<ul style="list-style-type: none"> <li>• NUMBER of students completing a concurrent enrollment course aligned to high school program of study, disaggregated by minority subgroup</li> <li>• NUMBER of students completing at least x credits of college-level degree, certificate, or transfer-eligible coursework, upon high school graduation, disaggregated by minority subgroup</li> </ul>
<p><b>6. Increase college and career readiness, transitions, persistence and completion for all students.</b></p>	<p>Students need better preparation, access and support to transition to two-year and four-year postsecondary opportunities, as well as job training opportunities, upon graduating from high school.</p>	<ul style="list-style-type: none"> <li>• Develop and utilize transitional supports, including summer bridge, mentoring, and tutoring programs to ensure success of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• FAFSA completion rates</li> <li>• College application rates</li> <li>• NUMBER of students enrolling in postsecondary programs within 6 months of graduation</li> </ul>
<p><b>7. All students are engaged in their educational experience and are appropriately supported to complete their education and plan for the future.</b></p>	<p>The educational experience and support services provided to students must do more to address lack of engagement and behavioral issues without pushing students away.</p>	<ul style="list-style-type: none"> <li>• Develop and utilize transitional supports, such as 'summer bridge', mentoring, and tutoring programs to ensure all students succeed in pathways. Supports exist for efficient postsecondary transition, and access is provided to all at-risk students at minimum.</li> <li>• Provide an avenue for career technical student organizations (CTSO) formation, for students to develop leadership skills within the context of their academy and industry of study.</li> </ul>	<ul style="list-style-type: none"> <li>• % students participating in CTSO or other student leadership opportunities.</li> <li>• School climate surveys</li> <li>• Behavioral referral rates</li> </ul>