

**CALIFORNIA PARTNERSHIP ACADEMIES EDUCATION CODE ALIGNED WITH
LINKED LEARNING PATHWAY QUALITY CRITERIA**

California Partnership Academy Education Code 54690-54697	Linked Learning (LL) Quality Criteria	Notable Variations
54692. Career technical education courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and that does the following: (A) Provides career technical education in high skill occupations of regional and local economic need (B) Focuses on occupations requiring comprehensive skills leading to higher than entry- level wages, or the possibility of significant wage increases after a few years on the job, or both.	1. PATHWAY DESIGN. 1.1.1 Pathway Theme: The pathway represents a broad theme that reflects high expectations for all the students and teachers and appeals to and engages students, regardless of their prior academic achievement.	CPAs have a specific industry focus based on California’s CTE Standards and Framework as well as regional job growth projections.
54692. Prepares pupils for employment and postsecondary education. Sequenced courses shall be linked to certificate and degree programs in the region.	1.1.2 Student Learning Outcomes. The pathway community of practice has established a pathway-specific set of student learning outcomes that describes what students should know and be able to do when they complete the pathway program of study.	
54692. Instruction in at least three academic subjects each regular school term that prepares the pupil for a regular high school diploma, and, where possible and appropriate, to meet the subject requirements for admission to the California State University and the University of California. These subjects should contribute to an understanding of the occupational field of the academy.	1.1.3. Program of Study. Pathway consists of a coherent program of study that spans <i>at least grades 10-12 and includes at least three core academic courses and one technical course at each grade level.</i> Courses are sequenced and coordinated and connect academic and technical course content. The pathway provides all students with the opportunity to meet UC/CSU a-g admissions requirements.	CPAs requires a CTE Program of Study, including at least 3 logically sequenced courses taught by a CTE credentialed instructor.

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<p>54695. The ninth grade teachers and counselors in schools maintained by school districts approved to operate academies pursuant to this article shall identify students eligible to participate in an academy. The staff of each academy shall select students from among those who have expressed an interest in the academy and whose parents or guardians have approved the student's participation.</p> <p>54690. Therefore, the Legislature hereby states its intent to expand the number of partnership academies in this state's high schools, hereafter to be known as California Partnership Academies; to broaden the availability of these learning experiences to interested pupils who do not meet the criteria of "at-risk" pupils; and to encourage the establishment of academies whose occupational fields address the needs of developing technologies. For purposes of this article, an "at-risk" pupil means a pupil enrolled in high school who is at risk of dropping out of school, as indicated by at least three of the following criteria: (1) Past record of irregular attendance. For purposes of this section, "irregular attendance" means absence from school 20 percent or more of the school year. (2) Past record of underachievement in which the pupil is at least one-third of a year behind the coursework for the respective grade level, or as demonstrated by credits achieved. (3) Past record of low motivation or a disinterest in the regular school program. (4) Disadvantaged economically. (5) Scoring below basic or far below basic in mathematics or English language arts on the standardized test administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33. (6) Maintaining a grade point average of 2.2 or below, or the equivalent of a C minus. Up to one-half of the pupils enrolled at a partnership academy may be pupils who do not meet the criteria of "at-risk" pupils.</p>	<p>1.1.4. Student Recruitment Selection, & Placement.</p> <p>The pathway's student recruitment and selection process is formalized, ensures that student are aware of all their available options, regardless of their prior academic achievement. Pathway demographics reflect those of the school and district.</p>	<p>CPA programs have criteria for at-risk clearly defined and require 50% of population recruited under the at-risk criteria. Students must be allowed to voluntarily choose to enroll in a CPA.</p>

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54692. A class schedule that limits the attendance to the classes required in paragraphs (1) and (2) to pupils of the academy. Whenever possible, these classes should be block scheduled in a cluster to provide flexibility to academy teachers. During the 12th grade the number of academic classes may vary. School-within-a-school.	1.1.5 Cohort Scheduling. Pathway students participate as a cohort in the academic and technical courses that are part of the program of study. Cohort scheduling enables flexible use of class time and instructional methodologies that promote multidisciplinary projects.	CPAs are required to be a school-within-a-school. Enrollment in required CPA courses is limited to students in that Academy.
54692. Assurance that academy teachers have a common planning period to interchange pupil and educational information. A second planning period should be provided for the lead teacher in addition to the normal planning period for full-time teachers and be supported as a part of the school district's matching funds, whenever practical.	1.1.6 Staff Collaboration. School and pathway leadership nurtures the development of a pathway community of practice among staff and the schedule provides at least weekly collaboration time.	CPA required common planning period for all teachers, as well as an additional release period for the lead teacher for CPA coordination.
54695. Teachers and counselors in schools maintained by school districts approved to operate academies pursuant to this article, business representatives, and academy students of academies that are operating in the area shall be encouraged to make presentations to prospective students and their parents.	1.1.7 Pathway Preparation & Orientation. The pathway provides an orientation and other transition services for incoming students and their families, preferably beginning in middle school.	CPA teachers, counselors, industry partners, and students should participate in recruitment and orientation of new CPA students.
94692. Prepares pupils for employment and postsecondary education. Sequenced courses shall be linked to certificate and degree programs in the region, where possible.	1.1.8 Postsecondary Articulation. The pathway ensures students make a seamless transition into postsecondary education and training opportunities through dual enrollment, articulation agreements, and other formal and informal activities.	

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<p>54692. An assurance that each academy will be established as a "school within a school." Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities. Classes in the academy program shall be limited to academy pupils as specified in subdivision (e). Each participating school district shall establish an advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representatives of the private sector. An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by participating companies or other private sector organizations.</p>	<p>1.2.1 Advisory Board with Broad Representation. A demographically diverse advisory board meets regularly to set policies, develop resources, and provide advice on pathway student learning outcomes and the pathway's program of study.</p>	<p>"SWAS" structure allows students to volunteer into CPA or opt out.</p> <p>The CPA Advisory Board is required to consist of representatives of all stakeholder groups, and participants in the CPA.</p> <p>Industry partners must match state funds provided to CPAs.</p>
<p>54692. Instruction in at least three academic subjects each regular school term that prepares the pupil for a regular high school diploma, and, where possible and appropriate, to meet the subject requirements for admission to the California State University and the University of California. These subjects should contribute to an understanding of the occupational field of the academy.</p>	<p>2. ENGAGED LEARNING. 2.1.1 Academic Core. The academic curriculum is rigorous, aligned to state and Common Core Standards, and designed to lead to student proficiency on standardized tests and some authentic assessment measures. All pathway students have access to UC/CSU approved a-g curriculum.</p>	<p>A small team of academic and CTE teachers working in a CPA are provided time to collaborate extensively, resulting in CPA academic courses which reflect the industry focus of the program.</p>
<p>54692. Career technical education courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and that does the following:(C) Provides a sequence of courses that build upon each other in knowledge, skill development, and experience, and ends in a capstone course that includes an internship component.</p>	<p>2.1.2 Technical Core. A sequence or cluster of three or more rigorous technical courses (or their equivalent) is aligned to state and/or national CTE and industry standards. All pathway students have access to courses that meet UC/CSU a-g-approved admissions.</p>	<p>CPAs require a CTE Program of Study: 3 or more logically sequenced CTE courses taught by a CTE credentialed instructor.</p>

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54692. Provides career technical education in high skills occupations of regional and local economic need. Focuses on occupations requiring comprehensive skills leading to higher than entry-level wages, or the possibility of significant wage increases after a few years on the job, or both.	2.6.2 Connected to coursework. Each WBL experience is aligned to pathway student learning outcomes; helps students develop transferable, applied workplace skills; and provides opportunities for them to apply academic and technical knowledge and skills learned in the classroom.	CPAs focus the Program of Study on regional and local economic need for higher wage earnings.
	2.7.1 Culture of High Expectation & Support. All pathway staff individually holds and collectively maintains a culture of high expectations and support for all students. Pathway staffs develop and sustain personalized relationships with all students and foster strong connections between students and their peers. The pathway has processes in place for teachers, counselors, advisors, other pathway staff, and partners to quickly identify and address students' academic, personal, and social support needs.	
54692. Additional motivational activities with private sector involvement to encourage academic and occupational preparation. A mentor from the business community during the pupil's 11 th grade year. An employer-based internship or work experience that occurs in the summer following the 11 th grade or during 12 th grade year.	2.7.2. Student Motivation & Engagement. Individually and collectively, pathway teachers consciously and consistently work to connect learning (both in and out of the school setting) with students' interests in order to increase their motivation and engagement. All pathway students have regular opportunities to set goals, make decisions, and reflect on learning.	CPAs require mentor during 11 th grade and internship or work experience in the summer following 11 th grade or during 12 th grade year.

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	<p>2.7.3 Differentiated instruction. All pathway teachers routinely design instruction that reflects the diversity of student interests, strengths, and ways of learning. They design learning activities to challenge all pathway students and use a variety of methods to teach and assess learning.</p>	
<p>54692. Assurance that academy teachers have a common planning period to interchange pupil and educational information. A second planning period should be provided for the lead teacher in addition to the normal planning period for full-time teachers and be supported as a part of the school district's matching funds, whenever practical. Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities.</p>	<p>2.7.4 Academic Interventions. The pathway community of practice works together to quickly identify students who are in need of additional support and/or remediation and uses a variety of timely interventions to ensure that all pathway students achieve pathway learning outcomes. These can include a variety of proactive interventions and acceleration strategies to meet individual student needs.</p>	<p>Incentive grant funding of CPAs is based on an accountability model which allows funding only for students who reach a specific measure of success. This makes interventions and support systems imperative.</p>
<p>54692. An assurance that each academy will be established as a "school within a school." Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities. Classes in the academy program shall be limited to academy pupils.</p>	<p>2.7.5 Guidance & Counseling. The pathway has a designated counselor and/or a system of guidance and advisement. The counselor and/or advisors know pathway students well and are familiar with the unique characteristics of the pathway program, thus enabling them to support the success of all pathway students.</p>	<p>Small groups of teachers and students work together for three years. District match of state funding often comes in part from dedicated CPA counselor.</p>
	<p>2.7.6 College & Career Planning. Each pathway student has a multi-year college and career success plan that is informed by a range of college and career planning activities, extends through high school, and guides decisions about postsecondary education, training, and career pursuits.</p>	

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<p>54695. The staff of each academy shall select students from among those who have expressed an interest in the academy and whose parents or guardians have approved the student's participation.</p>	<p>3. SYSTEM SUPPORT. 3.1.1 Pathway Equity, Access, & Choice. District, school, and pathway policies and procedures support pathway development, implementation, and sustainability. Policies and procedures allow students to select pathway options based on their current interests and future aspirations; ensure equity in the placement of students in pathways; and ensure that lack of transportation does not exclude students from participating in the pathway of their choice.</p>	<p>Students volunteer and must have parent approval for participation in CPAs.</p>
	<p>3.1.2. Recruitment & Hiring Practices. District, school, and pathway policies and practices support the recruitment, selection, and retention of pathway teachers who possess the unique skills to support the pathway approach and reflect the demographics of the pathway, school, and district. District policies recognize the need for stability among pathway staff in order to support ongoing pathway improvement, fidelity, and sustainability.</p>	

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<p>In order to be eligible to receive funding pursuant to this article, a school district shall provide all of the following: An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by the district. An assurance that state funds provided by the partnership academies program shall be used only for the development, operation, and support of partnership academies. An assurance that each academy will be established as a "school within a school." Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities. Classes in the academy program shall be limited to academy pupils as specified in subdivision (e). Each participating school district shall establish an advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representatives of the private sector.</p>	<p>3.2.1 Support from School Board & Supt. The district board of education and superintendent are strong proponents of the pathway approach, publicly endorse it, offer active support, and align resources and procedures to promote the quality and sustainability of pathways.</p>	<p>Specifically states district fiscal and structural requirements for support of model and oversight/technical assistance for academy with requirement to meet specific assurances each year for CPAs.</p>
<p>54696. The Legislature finds that each new academy requires technical assistance for the academy team, administrators, teachers, and private sector participants in the multiple aspects of the academy program that differ from the standard high school program.</p>	<p>3.4.1 Skilled Teachers. A pathway's success rests on high-quality teaching and collaboration among an interdisciplinary team of academic and technical teachers. Site principals and district leaders hire, assign, and provide ongoing professional growth opportunities for pathway teachers who are willing, skilled, and highly qualified.</p>	<p>Extensive professional development opportunities are provided annually to effectively prepare and train teachers in the CPA model.</p>
	<p>District and site administrators support the selection and further development of pathway leaders who inspire and guide the pathway community of practice in improving pathway quality and student success. Release time is provided for this role.</p>	

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<p>An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by participating companies or other private sector organizations. A mentor from the business community during the pupil's 11th grade year. An employer-based internship or work experience that occurs in the summer following the 11th grade or during 12th grade year.</p>	<p>The pathway has strong partnerships with local employers, community groups, and individuals. Both through the advisory board and other interactions, there is evidence of a healthy partnership between the pathway/high school and its host community.</p>	<p>Specifically outlines support of business/community partners, with 100 percent match of funds received (direct or in-kind support), mentoring during grade 11, internships, and participation in motivational activities and curriculum development.</p>
<p>54697. (a) The Superintendent of Public Instruction shall select an entity (the "evaluating entity") to conduct a long-term evaluation of the Partnership Academies conducted pursuant to this article using a random assignment of pupils into program and control groups. The participation of any school district in this long-term evaluation is voluntary.</p> <p>(b) In order to qualify for participation in the evaluation of any Partnership Academy as described in subdivision (a), a school district shall demonstrate that the number of pupils seeking admission to the academy, who qualify for admission under applicable criteria, exceeds the number of openings in the academy.</p> <p>(c) The evaluation shall be conducted on a basis that results in no net cost to the state or to any participating school district. The evaluating entity is responsible for obtaining, from other sources, any funding that is necessary for the purposes of subdivision (a).</p> <p>(d) Notwithstanding any other provision of law, the evaluating entity shall have access to pupil records, to the extent permitted by federal law, as necessary to perform the evaluation. The evaluating entity shall ensure that all personally identifiable information regarding any pupil and his or her parent or guardian remains confidential.</p> <p>(e) The evaluating entity shall coordinate its evaluation activities under subdivision (a) with the Superintendent of Public Instruction, and provide the superintendent with the results of the evaluation upon completion. The Superintendent of Public Instruction shall submit the results of the evaluation to the Legislature.</p>	<p>4. DATA & IMPACT. 4.1.1 Data Collection. The pathway and/or district regularly collect and accurately report pathway students' demographic and performance data.</p>	<p>CPA programs submit extensive reports annually. They have been scrutinized by both internal and external entities, and have provided solid evidence of success which has allowed them to continue for decades.</p>

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	<p>4.1.2 Use of Data. The pathway community of practice regularly analyzes individual student as well as disaggregated and aggregate pathway data and compares data on student performance across the school, district, and state. Pathway staff use data regularly to inform instructional practice and curricular decisions, improve pathway student learning outcomes, make programmatic decisions, and support students' academic success.</p>	
	<p>4.2.1 Evidence of Impact Data. Analysis shows that the pathway retains participating students, demonstrates improvement in student performance, and eliminates opportunity and achievement gaps.</p>	
	<p>4.2.2 Periodic Review & Improvement Plan. Pathway staff and the advisory board regularly review data and other indicators to assess students' progress toward achieving the pathway's learning outcomes. These periodic reviews result in the development of an improvement plan and action items that are based on the pathway's data and the recommendations contained in its certification Final Report (if one already exists) and reflect the pathway's underlying mission and goals.</p>	
	<p>4.2.3 Postsecondary Tracking. Pathway staffs conduct a formal follow-up of students for multiple years after high school graduation and use these data to develop a plan for continuous improvement of the pathway and student learning outcomes. There is some mechanism in place to track a significant and representative sample of pathway students in order to determine their enrollment and success in postsecondary education and careers.</p>	<p>CPAs don't require formal follow-up after students graduate.</p>