

Meeting the Standard		
Integrated Program of Study <i>Student-centered learning connected to postsecondary and industry expectations</i>	Equitable Admissions	<ul style="list-style-type: none"> ○ The pathway has an equitable, open admissions policy based on student interest that provides all students access to high-quality college and career 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.
	1.2 Curriculum and Instructional Design and Delivery	<ul style="list-style-type: none"> ○ Pathway core content (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 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.
Integrated Program of Study <i>Student-centered learning connected to postsecondary and industry</i>	1.3 Assessment of Learning	<ul style="list-style-type: none"> ○ Assessments align with and are designed to measure pathway student outcomes and 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, 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.

	1.4 Early College Credit	<ul style="list-style-type: none">○ Early college credit opportunities are available to all students through formal agreement with a post-secondary partner to provide dual enrollment and concurrent enrollment opportunities, articulated high school classes, or credit by exam. Pathways can demonstrate the degree to which students are participating in and obtaining credit through these opportunities.
	1.5 Partner Input and Validation	<ul style="list-style-type: none">○ Postsecondary, industry, and other partners inform and validate the design and implementation of the pathway program of study, including pathway 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.

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Work-Based Learning <i>A continuum of meaningful experiences with work and real-world applications of learning</i>	2.1 Work-Based Learning Plans	<ul style="list-style-type: none"> ○ 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 and/or graduate outcomes. 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, pathway academic outcomes, and/or graduate profile. ○ The WBL plan is informed by and/or validated by input from industry partners.
	2.2 Student Work-Based Learning Experiences and Self-assessments	<ul style="list-style-type: none"> ○ All students successfully complete a range of WBL experiences, from career exploration activities to career training. The pathway provides opportunities for all students to pursue formal internships or apprenticeships and to obtain industry certifications. Pursue employment supported by structured work-experience education (WBL internships). ○ The pathway provides equitable access to high-quality WBL experiences for all students. All students participate in WBL self-assessments periodically throughout their pathway experience and after individual WBL experiences. These self-assessments allow students to reflect on their WBL skills development, their understanding of the industry, and links between academic and WBL experiences. Feedback gathered through student self-assessments is also used to inform the WBL plan.
	2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	<ul style="list-style-type: none"> ○ 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 outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes.

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Integrated Student Supports <i>Meeting the developmental needs of each young person to equip all for a successful transition to college and career</i>	3.1 College and Career Preparation and Support	<p>The pathway is successfully preparing students for college and career transitions and promoting a college and career culture by:</p> <ul style="list-style-type: none"> • 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 • Helping students develop job application skills and make connections to apprenticeship and certification programs
	3.2 Social Emotional	<ul style="list-style-type: none"> ○ 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.
	3.3 Individual Student Support	<ul style="list-style-type: none"> ○ 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 to serve each individual student. ○ A system is in place to assess the efficacy of student supports based on the progress of identified subgroups.
	3.4 Student Input and Validation	<ul style="list-style-type: none"> ○ The pathway seeks and documents student voice and leadership in articulating the pathway theme and making connections between academic studies, WBL opportunities, and college and career preparation. ○ Student feedback is 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.