OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Board Office Use: **Legislative File Info.**	
File ID Number	25-1975
Introduction Date	08/21/2025
Enactment Number	
Enactment Date	

Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes
	High School Network Superintendent
Board Meeting Date	
Subject	Services For: High School Linked Learning

Action Requested and Recommendation

Discussion by the Measures N and H Commission reviewing the current Education Improvement Plan process and the Measures N and H staff recommendations for revision considerations.

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

Competitively Bid   Was this contract competitively bid? No

                              If no, exception: N/A

Fiscal Impact   Funding resource(s): Measure N

Attachments

1. Current 25-26 EIP template
2. Comprehensive High School Quality standards
3. Continuation Schools Quality standards
4. Complete set of OUSD Graduate Profile including benchmarks
5. Gold standards from the Linked Learning alliance
6. Proposed reconsiderations document from Measures N and H staff

2025-2026 MEASURE H BUDGET				School:	
Effective: July 1, 2025 - June 30, 2026					
Resource 9339	**Allocation***	**Total Expended**	**Total Remaining**	**Site #:**	
Measure H		$0.00	$0.00		

Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (xxxx) multiplied by the per pupil amount of $850.

[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (xxxx), multiplied by the percentage of Oakland residents in 2024-25 (xx%), multiplied by the per pupil amount of $850.*

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME	Row Number
-1								1
-2								2
-3								3
-4								4
-5								5
-6								6
-7								7
-8								8
-9								9
-10								10
-11								11
-12								12
-13								13
-14								14
-15								15
-16								16
-17								17
-18								18
-19								19
-20								20
-13								21
-22								22
-23								23
-24								24
-25								25
-26								26
-27								27
-28								28
-29								29
-30								30
-31								31
-32								32
-33								33
-34								34
-35								35

School Name:	Select School					Site #:		N/A		
Pathway Name(s):										

School Description	

School Mission and Vision	

School Demographics										
2023-2024 Total Enrollment Grades 9-12		#N/A								
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	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-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)
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 (Continualtion)*	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.

Indicator **Instructions:** Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.	*Strengths* What is our site doing well that's leading to improvements in this indicator?	*Challenges* What 1-2 challenges are the most significant barriers to improvements in this indicator?	
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*			
A-G Completion - 12th Grade			
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*			
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(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			

2023-2024: YEAR ONE ANALYSIS

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2023-24 Strategic Actions
Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Budget Expenditures
Effective July 1, 2023 - June 30, 2024

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION 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 **EIP Budget Justification Instructions.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - 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.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)		

2024-2025: YEAR TWO

Strategic Actions

2023-2024 Strategic Actions	**Reflection on 2023-2024 Strategic Actions** *For the Year 1 Strategic Actions, answer:* -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?
(pre-populate from Year 1 Strategic Actions)	

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2024-2025 Strategic Actions
In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.
Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 **new or revised**, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

2025-2026: YEAR THREE

Whole School Strategic Actions Reflection

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions *For the Year 2 Strategic Actions, answer:* -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?
Automatically add current year strategic actions here	

Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2025-2026 Strategic Actions
In the Whole School tab, schools develop school wide strategic actions to support all pathways and are elements of the "enabling conditions" for ongoing pathway development.
Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?

Budget Expenditures
Effective July 1, 2025-June 20, 2026

2025-2026 Budget: Enabling Conditions Whole School

| BUDGET JUSTIFICATION
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.
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For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**.

- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)

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

School Demographics

2023-2024 Total Enrollment Grades 9-12		#N/A						
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				

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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				
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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				
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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)
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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 (Continualtion)*	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				
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ROOT CAUSE ANALYSIS
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Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)		
A-G Completion - 12th Grade		

1

On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (*Analyze these two indicators together*)									
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (*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									

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*		
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation					
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness					
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation					

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
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 & 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.*

Goal #1: By 2026		
Goal #2: By 2026		
Goal #3: By 2026		

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1		
Strategic Actions for Goal #2		
Strategic Actions for Goal #3		

Budget Expenditures
Effective July 1, 2023 - June 30, 2024

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION 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 **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - 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.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *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.*	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** (if applicable)		

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -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?
(Pre-populate from Year 1 Analysis PW Quality Strategic 3 Year Goal, rows 57-59 above)	

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions		**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -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?
23-24 Strategic Actions for Goal #1	*(Pre-populate from Year 1 Strategic Actions, rows 62-76 above)*	
23-24 Strategic Actions for Goal #2		
23-24 Strategic Actions for Goal #3		

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?

Goal #1: By 2026	(Pre-populate from Year 1 Analysis PW Quality Strategic 3 Year Goal, rows 57-59 above)	**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**	

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME *(if applicable)*	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*				

2025-2026: YEAR THREE

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals *For each 3-year goal, answer:* -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

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions *For the Strategic Action sets for each goal, answer:* -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?
	Automatically add strategic actions from 23-24 plan here
24-25 Strategic Actions for Goal #1	
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?*		
	Automatically add goals here	
Goal #1: By 2026	**New or Revised Strategic Actions for Goal #1**	
Goal #2: By 2026	**New or Revised Strategic Actions for Goal #2**	
Goal #3:	**New or Revised Strategic Actions for**	

By 2026			Goal #3					

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

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

Pathway Name:	Select Pathway		Program #:	#N/A
Mission and Vision				

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category	**Evidence of Strengths**	**Areas For Growth**	**Next Steps** *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation			
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness			
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation			

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
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 & Time-Bound) using language from the Standards as a guide. Goals should start with the words "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.

Goal #1: By 2026	
Goal #2: By 2026	
Goal #3: By 2026	

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	
Strategic Actions for Goal #2	
Strategic Actions for Goal #3	

Pathway Budget Expenditures
Effective July 1, 2023 - June 30, 2024

2023-2024 Pathway Budget

BUDGET JUSTIFICATION 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 **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - 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.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

2024-2025: YEAR TWO

Pathway Strategic Goals

	Check in on 3-Year Goals *For each 3-year goal, answer:* -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?
Pathway Quality Strategic 3 Year Goal	
(Pre-populate from Year 1 Analysis PW Quality Strategic 3 Year Goal, rows 11-13 above)	

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions *For the Strategic Action sets for each goal, answer:* -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?
23-24 Strategic Actions for Goal #1	*(Pre-populate from Year 1 Strategic Actions, rows 16-30 above)*
23-24 Strategic Actions for Goal #2	
23-24 Strategic Actions for Goal #3	

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?		
Goal #1: By 2026	(Pre-populate from Year 1 Analysis PW Quality Strategic 3 Year Goal, rows 11-13 above)	**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, 2024 - June 30, 2025*

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	Conditionally Approved (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12	#N/A

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

PATHWAY PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary 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
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*						
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD		
A-G Completion Rate (12th Grade Graduates)	TBD	TBD	TBD	TBD		
Course Completion Rate (Continuation)*						
On Track to Graduate - 10th Graders	TBD	TBD	TBD	TBD		
10th 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 (Continualtion)*						
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 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD		
Graduation Rate: Non-Cohort (Continuation)*						

3

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)*						
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 (Continualtion)*						
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		

Pathway Student Data Reflection

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?

Assests		Challenges	

What might be some root causes to help you understand those student data?

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals
	For each 3-year goal, answer: -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

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions
	For the Strategic Action sets for each goal, answer: -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	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

BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)			
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*											

9th Grade

2023-2024: YEAR ONE ANALYSIS

9th Grade Strategic Goals

9th Grade Quality Strategic 3 Year Goal
 What are 1-3 goals to improve 9th grade and the integration with the pathway? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound). Goals should start with the "By 2026..."
Example: *"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."*

Goal #1: By 2026	
Goal #2: By 2026	
Goal #3: By 2026	

9th Grade Strategic Actions 2023-24

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	
Strategic Actions for Goal #2	
Strategic Actions for Goal #3	

9th Grade Budget Expenditures
Effective July 1, 2023 - June 30, 2024

2023-2024 9th Grade Budget

BUDGET JUSTIFICATION 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 **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - 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.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *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.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -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?
(Pre-populate from Year 1 Analysis 9th Grade Quality Strategic 3 Year Goal, rows 5-7 above)	

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions *For the Strategic Action sets for each goal, answer:* -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?
23-24 Strategic Actions for Goal #1	*(Pre-populate from Year 1 Strategic Actions, rows 10-24 above)*
23-24 Strategic Actions for Goal #2	
23-24 Strategic Actions for Goal #3	

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?*

Goal #1: By 2026	*(Pre-populate from Year 1 Analysis PW Quality Strategic 3 Year Goal, rows 5-7 above)*	**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, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME **(if applicable)**	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

2025-2026: YEAR THREE ANALYSIS

9th Grade Pathway Student Data Reflection

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?

Assests	Challenges

What might be some root causes to help you understand those student data?

9th grade Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	Check in on 3-Year Goals *For each 3-year goal, answer:* -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?

9th grade Pathway Strategic Actions Reflection

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions *For the Strategic Action sets for each goal, answer:* -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	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

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*			

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*)

2023-2026 College and Career for All & Linked Learning Quality Standards was abridged and adapted from Linked Learning Alliance's standards for Gold Certification

Integrated Program of Study		
Student-centered learning connected to postsecondary and industry expectations		
	Meeting the Standard	**What it Looks Like**
1.0 Equitable Admissions	○ 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.	**Why Integrated Programs of Study Matter:** ● **Career Preparation**: Aligns education with career themes, equipping students with skills for high-growth, high-wage jobs.
1.1 Cohort Structure	○ 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. ○ 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. ○ 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. *Exceeding standard:* ○ 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.	● **College Readiness**: Ensures students graduate prepared for postsecondary success, with transferable credits and credentials. ● **Relevance**: Links academics to career technical education, community and civic issues, and real-world applications, boosting student engagement and achievement. ● **Equity**: Expands access to postsecondary opportunities and reduces financial barriers for underrepresented students.
1.2 Complete Program of Study	○ 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).	● **Workforce Development**: Builds a community of

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	o 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. o 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. o 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. o 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:* o Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels. o 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 o 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. o 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. o 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. o 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. o Adaptations and alternative assessment methods are used when appropriate to ensure equitable opportunities for all students to demonstrate expected knowledge and skills. *Exceeding standard:* o Industry and postsecondary partners have multiple opportunities to participate in industry-infused curriculum design at all grade levels. o 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	o 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. *Exceeding standard:* o Through formal dual enrollment partnership(s), or equivalent, a majority of pathway students participate in and successfully complete early college credit opportunities. o 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.	workforce boards drive program relevance, improvement and design. **Strategies to Implement Integrated Programs of Study** ● **Collaborative Adult Teams**: Educators regularly collaborate to align elements of the program of study and ensure student success. ● **Cohort Models**: Group students into shared classes for coordinated, interdisciplinary learning.
1.6 Partner Input and Validation	o 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. *Exceeding standard:* o 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.	● **Early College Credit**: Partner with colleges to provide early access to college-level courses. ● **Partnerships:** Employer partners meet with the pathway regularly and inform program components and design. ● **Curriculum Integration**: Embed career themes into academic courses/curriculum and aligned with industry standards.

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 | o 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.

o The WBL plan is articulated with the program of study and pathway academic outcomes and OUSD graduate profile.

o The WBL plan is informed by and/or validated by input from industry partners.

Exceeding the Standard:

o 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 o Industry partners and employers/supervisors evaluate individual student workplace readiness development and performance in WBL experiences on an annual basis at minimum. o 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:* o 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. o 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**

3.1 College and Career Preparation and Support	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

3.2 Student Orientation	o 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.	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. ● **Tailored Academic Support**: Offer tutoring and coordinated, integrated scaffolds in pathway-relevant subjects to ensure success (i.e. math support for
3.3 Social-Emotional Skill Development	o 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. *Exceeding the standard:* o 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. o 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.	

| 3.4 Individual Student Supports | o 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.
o A system is in place to assess the efficacy of student supports based on progress of identified subgroups.

Exceeding the standard:

o 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.

o 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 | o 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.

o 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:

o 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. |

Meeting the Standard

Integrated Program of Study *Student-centered learning connected to postsecondary and industry expectations*	Equitable Admissions	o 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	o 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. o 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. o 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. o 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 *Student-centered learning connected to postsecondary and industry*	1.3 Assessment of Learning	o 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. o 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. o 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. o 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. o Adaptations and alternative assessment methods are used when appropriate to ensure equitable opportunities for all students to demonstrate expected knowledge and skills.

2023-2026 College and Career for All & Linked Learning Quality Standards was abridged and adapted from Linked Learning Alliance's standards for Gold Certification

1.4 Early College Credit	o	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	o	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.

Meeting the Standard		
Work-Based Learning *A continuum of meaningful experiences with work and real-world applications of learning*	**2.1 Work-Based Learning Plans**	o 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. o The WBL plan is articulated with the program of study, pathway academic outcomes, and/or graduate profile. o The WBL plan is informed by and/or validated by input from industry partners.
	2.2 Student Work-Based Learning Experiences and Self-assessments	o 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). o 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	o Industry partners and employers/supervisors evaluate individual student workplace readiness development and performance in WBL experiences on an annual basis at minimum. o 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.

Meeting the Standard

Integrated Student Supports *Meeting the developmental needs of each young person to equip all for a successful transition to college and career*	3.1 College and Career Preparation and Support	The pathway is successfully preparing students for college and career 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 • Helping students develop job application skills and make connections to apprenticeship and certification programs
	3.2 Social Emotional	o 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 Supports	o 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. o 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	o 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. o 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.

OUSD Students are...

College,
Career,
AND
Community
READY

**COMMUNITY
LEADERS**

**RESILIENT
LEARNERS**

**CREATIVE
PROBLEM
SOLVERS**

**CRITICAL
THINKERS**

**COLLABORATIVE
TEAMMATES**

Our Vision and Mission

VISION

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are **caring, competent, fully-informed, critical thinkers** who are prepared for college, career, and community success.

MISSION

To become a **Full-Service Community District** focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.

Focused on
QUALITY
EQUITY
ACCESS
SUSTAINABILITY

College, Career, and Community Ready

OUSD Students Are:

Which Means They:

RESILIENT LEARNERS

- Explore interests and advocate for needs as a continuous learner
- Set clear goals and persist in the face of obstacles
- Make informed, responsible, and well-reasoned decisions
- Develop a positive identity based on personal, cultural, and linguistic assets

COLLABORATIVE TEAMMATES

- Communicate clearly and effectively
- Use restorative practices to strengthen relationships
- Manage collaborative tasks, seek help, and give help
- Honor the experiences, cultures and languages of all
- Demonstrate professionalism

COMMUNITY LEADERS

- Facilitate deliberation and democratic decision making
- Analyze complex local and global issues with a race and equity lens
- Engage others in the community to identify needs
- Take strategic action to address a societal problem

CRITICAL THINKERS

- Apply academic knowledge and technical skills
- Research thoroughly when approaching a topic, question, or problem
- Analyze complex written ideas, claims, theories, and proposals
- Write convincing, evidence-based claims, theories, proofs, or proposals
- Present evidence-based claims, designs, conclusions, and solutions

CREATIVE PROBLEM SOLVERS

- Empathize with the real-world problems experienced by others
- Define the design challenge
- Ideate a wide range of creative solutions
- Prototype using professional tools and techniques
- Test and evaluate prototypes

Resilient Learners Benchmarks

Skills	Grade 2	Grade 5	Grade 8	Grade 12
Explore interests and advocate for needs as a continuous learner	Students choose topics, tasks, and activities that interest them. Students respectfully ask for help, and express appreciation.	Students choose topics, tasks, and activities that interest them. Students respectfully ask for help from people **who nurture their interests** (e.g. coach, teacher, mentor), and express appreciation.	Students choose topics, tasks, and activities that interest them. Students **use professional language to ask for help from at least one professional** who nurtures their interests and **regularly** express appreciation.	**Students identify their learning needs.** Students use professional language to ask for help from **multiple** professionals who nurture their interests and **regularly** express appreciation.
Set clear goals and persist in the face of obstacles	Students identify a goal and try again when an idea, attempt, or solution fails.	Students **create a multi-step plan to reach a short-term goal** and modify plans when a challenge arises in order to achieve a goal.	Students create a multi-step plan to reach a **medium-term** goal, modify plans when a challenge arises in order to achieve a goal, and **use lessons learned to anticipate future challenges**.	Students create a multi-step plan to reach a **long-term** goal, modify plans when a challenge arises in order to achieve a goal, and use lessons learned to anticipate future challenges.
Make informed, responsible, and well-reasoned decisions	Students describe how a past decision had an effect on them in the present.	Students describe the **impact** of their past decisions on the **well-being of self and others**.	Students **explain** their decisions by describing **the future** impact on the well-being of self and others.	Students **justify** their **significant** decisions by describing the future, **long-term** impact on the well-being of self and others.
Develop a positive identity based on personal, cultural, and linguistic assets	Students identify positive aspects of their backgrounds.	Students **identify** positive aspects of their **backgrounds, cultures, and languages**.	Students **explain** positive aspects of their backgrounds, cultures, and languages.	Students **promote** positive aspects of their backgrounds, cultures, and languages.

Collaborative Teammates Benchmarks

Skills	Grade 2	Grade 5	Grade 8	Grade 12
Communicate clearly and effectively	Students express their ideas with an awareness of audiences, tasks, and situations that would be found at home and school.	Students **explain** their ideas with an awareness of audiences, tasks, and situations that would be found at home and school.	Students explain their ideas **in a variety of media** with an awareness of audiences, tasks, and situations that would be found at home, at school, **and in professional environments**.	Students **consistently and effectively** explain their ideas in a variety of media with an awareness of audiences, tasks, and situations that would be found at home, at school, and in professional environments.
Use restorative practices to strengthen relationships	Students identify a range of emotions in oneself and others, and understand that emotions influence behavior.	Students identify a range of emotions in oneself and others, regulate them, and **express remorse**.	Students identify a range of emotions in oneself and others, regulate them, express remorse, and **take steps to repair harm**.	Students identify a range of emotions in oneself and others, regulate them, express remorse, and take steps to repair harm, and **help others in their group resolve conflicts**.
Manage collaborative tasks, seek help, and give help	Students use classroom norms, protocols and/or roles in order to collaborate on group tasks. Students identify their learning needs, ask each other for help, and offer help when asked.	Students use classroom norms, protocols and/or roles in order to collaborate on group tasks. **Students monitor progress on a collaborative task**; students identify their learning needs, ask each other for help, **notice when a peer needs help**, and offer help.	Students use classroom norms, protocols and/or roles in order to collaborate on group tasks; students monitor progress on a collaborative task. **Students support each other to uphold team norms**; students identify the **learning needs of a culturally diverse and neurodiverse group**, ask each other for help, and offer help.	Students **create** norms, protocols and/or roles in order to collaborate on complex, group tasks **with minimal support from instructors**. Students identify the learning needs of a culturally diverse and neurodiverse group, **ask for and use constructive criticism**, and offer help.
Honor the experiences, cultures, and languages of all	Students ask respectful questions to learn about others' cultures and backgrounds.	Students ask respectful questions to learn about others' cultures and backgrounds. **Students celebrate differences.**	Students ask respectful questions to learn about others' cultures and backgrounds. **Students acknowledge the contributions of various social, cultural, and language groups**.	Students ask respectful questions to learn about others' cultures and backgrounds. Students **promote** the contributions of various social, cultural, and language groups.
Demonstrate professionalism	Students come prepared, know where to look for resources, participate in class appropriately, and complete class assignments on time.	Students come prepared, know where to look for resources, **follow classroom routines and agendas**, and complete **in and out of** class assignments on time.	Students come prepared, know where to look for resources, follow classroom routines and agendas, and complete **multi-step** assignments on time.	Students come prepared, know where to look for resources, follow **workplace** routines and agendas, and complete **major projects** on time.

Community Leaders
Benchmarks

Skills	Grade 2	Grade 5	Grade 8	Grade 12
Facilitate deliberation and democratic decision making	Students encourage each other to take turns and listen when sharing ideas. Students vote on decisions in the classroom.	Students **facilitate a small group of peers to share their ideas in order to form an opinion. Students facilitate voting** on decisions in the classroom.	Students facilitate a small group of peers to share their ideas **with evidence and reasoning** in order to help them form an opinion **on a controversial topic**. Students facilitate voting on decisions in the classroom **with a consideration of underrepresented views**.	Students facilitate **peers** to share ideas with evidence and reasoning in order to help them form an opinion on a controversial topic. Students facilitate **building consensus** or voting with a consideration of underrepresented views **and with input from key stakeholders**.
Analyze complex local and global issues with a race and equity lens	Students provide examples of when people have been treated unfairly.	Students explain **how race and other identities have impacted them and their families.**	Students explain the **impact of race and institutional racism on events in US History**.	Students **elaborate on the ways systemic inequity has contributed to a current societal problem and evaluate the effectiveness of possible solutions on addressing historic inequities**.
Engage others in the community to identify needs	Students respectfully ask questions to learn about others' experiences and listen to others' feelings.	Students **explain bias**, respectfully ask questions to learn about others' experiences, and **actively** listen to others' feelings.	Students explain bias, **use respectful language to connect with a diverse group of people**, and actively listen to others' feelings **in order to identify their needs**.	Students **identify their own biases and assumptions**, use respectful language **and appropriate tools** to connect with a diverse group of people, and actively listen to others' feelings in order to **understand** their needs.
Take strategic action to address a societal problem	Students define success, identify a power-holder, and take action.	Students define success and **milestones**, identify a power-holder, and take action **based on examples**.	Students define success and milestones, identify a power-holder, **consider constraints**, and **leverage resources/allies** to take action.	Students define success and milestones, identify a power-holder, consider constraints, leverage resources/allies to take **a series of** actions, and **measure results**.

Creative Problem Solvers Benchmarks

Skills	Grade 2	Grade 5	Grade 8	Grade 12
Empathize with the real-world problems experienced by others	Students respectfully ask questions to learn about others' experiences and listen to others' feelings.	Students **explain bias**, respectfully ask questions to learn about others' experiences, and **actively** listen to others' feelings.	Students explain bias, **use respectful language to connect with a diverse group of people**, and actively listen to others' feelings **in order to identify their needs**.	Students **identify their own biases and assumptions**, use respectful language **and appropriate tools** to connect with a diverse group of people, and actively listen to others' feelings in order to **understand** their needs.
Define the design challenge	Students define a simple problem that can be solved.	Students define a problem that can be solved **and identify constraints such as materials, time, and/or cost**.	Students define a problem that can be solved; **identify what aspect of the problem they will address**; and **summarize the potential impact** of constraints such as materials, time, and/or cost.	Students define **the core of a** problem by **finding patterns from their observations**; identify what aspect of the problem they will address; and **evaluate** the potential impact of constraints such as materials, time, cost, **stakeholders**.
Ideate a wide range of creative solutions	Students generate 1-2 feasible solutions to a simple problem.	Students generate **multiple** solutions to a problem and develop solutions that are feasible **based on their constraints**.	Students generate multiple solutions to a problem and develop solutions that are **testable, repeatable**, and feasible based on their constraints.	Students generate multiple solutions to a problem, **including the non-obvious**, and develop solutions that are testable, repeatable, and feasible based on their constraints.
Prototype using professional tools and techniques	Students create a scaled-down, inexpensive version of a solution to the identified problem.	Students **identify the pros and cons of each solution in order to identify the best possible solution to prototype**. Students create a scaled-down, inexpensive versions of a solution to the identified problem.	Students **summarize** the pros and cons of each solution in order to identify the best possible solution to prototype. Students create a scaled-down, inexpensive versions of a solution to the identified problem **and document the process**.	Students **evaluate** the pros and cons of each solution in order to identify the best possible solution to prototype. Students create **multiple** scaled-down, inexpensive versions of a solution to the identified problem and **thoroughly** document the process **for easy replication.**
Test and evaluate prototypes	Students test prototypes, record and explain data on their effectiveness, and design a new improved solution.	Students test prototypes, record and explain data on their effectiveness, **identify potential impacts**, and design a new improved solution.	Students test prototypes, record and explain data on their effectiveness, **identify** potential impacts **on historic inequities and the climate crisis, identify the moral implications**, and design a new improved solution.	Students test prototypes; record and analyze data on their effectiveness; **evaluate** their potential impact on historic inequities and the climate crisis; **understand** the moral implications; and design a new improved solution.

Critical Thinkers
Benchmarks

Skills	Grade 2	Grade 5	Grade 8	Grade 12
Apply academic knowledge and technical skills	Students use what they know to express curiosity, respond to questions, and attempt to solve problems.	Students **recall information and observe patterns** to express curiosity, respond to questions, and attempt to solve problems.	Students **apply academic knowledge and technical skills** to express curiosity, respond to questions, and attempt to solve problems.	Students apply **interdisciplinary** knowledge and skills to express curiosity, respond to questions, and attempt to solve problems.
Research thoroughly when approaching a topic, question, or problem	Students ask and respond to questions. Students learn more about a topic with support.	Students ask **appropriate** questions, **gather information on a topic using a variety of tools, and follow a process to organize information**.	Students ask **focused** questions, gather information on a topic from **authoritative** sources, and follow **context-specific** processes to organize information.	Students ask **open-ended, topical** questions, **engage with text evidence even when sources conflict or contradict**, and follow **discipline- and industry-recognized** processes to organize information.
Analyze complex, written ideas, claims, theories, and proposals	Students retell what they read and summarize key details and ideas in conversation with peers and adults.	Students **identify the central idea of a text**, summarize key details and ideas, make logical inferences, and notice when perspectives conflict.	Students identify **author's intent and bias, identify themes and patterns across texts, compare and critique claims, and analyze the credibility of sources and validity of data**.	Students identify author's intent and bias, **categorize** themes and patterns across texts, **synthesize/evaluate multiple** competing claims, and **evaluate degrees** of credibility of sources and validity of data.
Write convincing, evidence-based claims, theories, proofs, or proposals	Students articulate informed opinions and statements of belief or understanding.	**Students make appropriate claims about a topic and argue their validity with evidence.**	Students make appropriate claims about a topic or questions, argue their validity with **relevant** evidence, and **elaborate on their reasoning from greater context or conceptual understanding**.	Students **make compelling, nuanced, and logically sound claims**; argue their validity with the **most credible** evidence; and elaborate on their reasoning from greater context or conceptual understanding.
Present evidence-based claims, designs, conclusions, and solutions	Students express ideas to others in person.	Students **present information clearly to their classmates**. Students **use digital and analog tools to enhance communication**.	Students present **a claim backed by organized evidence** to an audience of peers and **adults**. Students use digital and analog tools to enhance communication.	Students present a **sophisticated** claim backed by organized evidence to an audience **that includes community members**. Students use digital and analog tools to enhance communication.

LINKED LEARNING
GOLD CERTIFICATION STANDARDS

LINKED
LEARNING®
ALLIANCE

Linked Learning Gold Certification™ is the highest standard for college and career preparation, based on evidence of excellence in integrating the core components of Linked Learning. Learn more at LinkedLearning.org/Certification.

These evidence-based standards were developed and piloted by teachers, counselors, administrators, and students in Linked Learning pathways, and with input from technical assistance providers, educational equity experts, and industry and postsecondary partners. They emphasize cross-subject, student-centered learning with strong career and postsecondary integration, combined with student supports that ensure equitable opportunities for all students.

INTEGRATED PROGRAM OF STUDY

STUDENT-CENTERED LEARNING CONNECTED TO POSTSECONDARY AND INDUSTRY EXPECTATIONS.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
1.1 **Cohort Structure**	With few identified exceptions, participating students 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. 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. 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. This standard has corresponding data requirements.	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.
1.2 **Curriculum and Instructional Design and Delivery**	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 a defined set of student outcomes, as determined by pathway outcomes or a 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 the instruction for all identified demographic subgroups is evident through instructional scaffolding and attention to building academic mindsets and developing socio-emotional learning competencies.	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.

1.3 *Assessment of Learning*	Assessments align with and are designed to measure pathway student outcomes and/or 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. This standard has corresponding data requirements.	To demonstrate growth in industry knowledge and workplace skills, pathway students complete a rigorous, summative, performance-based assessment at the end of their CTE/career-themed courses (e.g., certification exam or portfolio) and/or participate in an end-of-internship exhibition of learning. Pathway provides staff with continuous learning and improvement opportunities to ensure that equitable and culturally informed assessment strategies are in place.
1.4 *Early College Credit Opportunities*	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. This standard has corresponding data requirements.	Through formal dual enrollment partnership(s), or equivalent, a majority of pathway students participate in and successfully complete early college credit opportunities. 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.
1.5 *Partner Input and Validation*	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.	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.

WORK-BASED LEARNING

A CONTINUUM OF MEANINGFUL EXPERIENCES WITH WORK AND REAL-WORLD APPLICATIONS OF LEARNING.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
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 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 and pathway academic outcomes and/or graduate profile. The WBL plan is informed by and/or validated by input from industry partners.	Students customize their WBL plan and track their experiences based on pathway outcomes, district graduate profile, and/or personal goals. Students regularly reflect upon and update their plan, taking into account their postsecondary goals and plans.
2.2 ***Student Work-based Learning Experiences and Self-assessments***	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 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. Feedback gathered through student self-assessments are also used to inform the WBL plan. This domain has corresponding data requirements.	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.
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 outcomes. This feedback is used by students and teachers in meeting pathway and industry outcomes. This domain has corresponding data requirements.	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.

INTEGRATED STUDENT SUPPORTS

MEETING THE DEVELOPMENTAL NEEDS OF EACH YOUNG PERSON TO EQUIP ALL FOR A SUCCESSFUL TRANSITION TO COLLEGE AND CAREER.

DOMAIN	MEETING THE STANDARD	EXCELLING THE STANDARD
3.1 ***College and Career Preparation and Support***	The pathway is successfully preparing students for college and career 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 • Helping students develop job application skills and make connections to apprenticeship and certification programs This domain has corresponding data requirements.	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 counselors, teachers, and other relevant staff on topics related to early college/career readiness awareness • Developing relationships with postsecondary institutions 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
3.2 ***Social-Emotional Skill Development***	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.	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. 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.
3.3 ***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. This domain has corresponding data requirements.	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.
3.4 ***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 and career 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.	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.

DOMAIN-SPECIFIC DATA REQUIREMENTS

SOME REQUIREMENTS CALL FOR DATA FROM A COMPARISON GROUP IN ADDITION TO PATHWAY PARTICIPANTS.
THIS GROUP MAY INCLUDE THE GENERAL SCHOOL OR DISTRICT POPULATION OR A DEMOGRAPHIC SUBGROUP OF THE POPULATION.

DOMAIN	MEETING THE STANDARD
1.1 Cohort Structure	• Number and percent of students participating in a pathway cohort comprising 50% of their schedule • Number and percent of pathway students who have two academic courses and one CTE/career-themed course as part of the pathway in a six-period schedule
1.3 Assessment of Learning	• Number and percent of students participating in culminating experiences, including successful completion rate • If available, provide demographic subgroup breakdown for the above • If available, show two or more years of data for the above
1.4 Early College Credit Opportunities	Provide at least two years of data describing early college opportunities for pathway students and comparison group; show data overall and with breakdown by demographic subgroup • Number and percent of students participating in dual enrollment, AP/IB courses • Number and percent of students obtaining credit through dual enrollment, AP/IB exam • Number and percent of students taking credit by exam (if applicable) • Number and percent of students obtaining credit by exam (if applicable) • Number and percent of students participating in course-to-course articulation (if applicable) • Number and percent of students obtaining credit through course-to-course articulation (if applicable)
2.2 Student Work-based Learning Experiences and Self-assessments	Provide at least two years of data describing work-based learning experiences for pathway students and comparison group; show data overall and with breakdown by demographic subgroup • Number and percent of students participating in career awareness activities • Number and percent of students participating in career exploration activities • Number and percent of students participating in career preparation activities • Number and percent of students participating in internships/apprenticeships, paid or unpaid
2.3 Work-based Learning Provider Assessment of Student Workplace Readiness	If applicable, provide at least two years of data describing WBL provider assessments for pathway students and comparison group; show data overall and with breakdown by demographic subgroup • Number and percent of students receiving an industry-recognized certification • Number and percent of students receiving a positive review from their employer/industry partner upon completion of an internship/mentorship
3.1 College and Career Preparation and Support	Provide at least two years of data describing potential impact of college and career preparation for pathway students and comparison group; show data overall and with breakdown by demographic subgroup • Number and percent of graduates enrolled in a two-year or four-year postsecondary institution • Number and percent of graduates entering a pre-apprenticeship or apprenticeship program If available, provide the following additional data: • Number and percent of graduates who enroll in a postsecondary institution within two years of graduation • Number and percent of graduates who complete one year at a postsecondary institution
3.3 Individual Student Supports	Provide at least two years of data describing potential impact of student supports for pathway students and comparison group; show data overall and with breakdown by demographic subgroup • Number and percent of students formally receiving individual support services • Mean/median GPA of pathway students at each grade level • Number and percent of students chronically absent • Number and percent of students suspended • Number and percent of students who report a positive response by domain on a social-emotional learning and/or school climate and culture survey (if available) • Number and percent of students at beginning of sophomore and senior years who are credit deficient, defined as lacking the number of credits a student should have completed upon entering each respective school year to remain on-track for graduation with a standard diploma in four years

OVERARCHING DATA REQUIREMENTS

CROSS-CUTTING METRICS RELATING TO EQUITY.

	MEETING THE STANDARD	EXCELLING THE STANDARD
Pathway Completion	**80% or more participating students successfully complete the pathway.** Students who are enrolled for the entire duration of the pathway successfully complete the courses that constitute the pathway program of study, including a three- to four-year CTE/career-themed sequence. Provide two years of data on the following: · Total number and percent of students who completed the pathway · If available, breakdown by demographic subgroup In addition, maintain data on students who leave the pathway before completing the course of study, monitoring attrition through an equity lens. Use this information to identify potential deficiencies in student supports.	Spanning at least two years, all students, including those in identified demographic subgroups, successfully complete all courses in the pathway program of study.
Early College Credit Completion	**Pathway students participate in and obtain college credits at rates equal to or higher than peers in the comparison group.** Provide two years of data on the following: · Number and percent of pathway students who participate in and obtain college credit and those in comparison group · If available, breakdown by demographic subgroup	All identified demographic subgroups participate in and obtain college credits at higher rates than subgroups districtwide over a period of at least two years.
High School Graduation	**Pathway students graduate at rates equal to or higher than peers in the comparison group.** Provide two years of data on the following: · Number and percent of graduating pathway students and those in comparison group · If available, breakdown by demographic subgroup	All identified demographic subgroups graduate at higher rates than subgroups districtwide over a period of at least two years.
College Qualification	**Pathway students qualify for college at rates equal to or higher than peers in the comparison group**. Students should meet the requirements to qualify for entry to public universities in the state (including college preparatory coursework, English and math placement exams, GPA, a-g requirements in California, etc.). Provide two years of data on the following: · Number and percent of students who completed all academic requirements to qualify for college as described above · If available, breakdown by demographic subgroup	All identified demographic subgroups qualify and are admitted to college at higher rates than subgroups districtwide over a period of at least two years.
Pathway Equity	**Student data shows that the pathway promotes equity across student subgroups in at least one area.** Pathway team uses readily accessible measures/data points (SARC, dashboard, etc.) to understand trends in student achievement. When disaggregated by demographic subgroups, evidence demonstrates that the pathway is providing an environment that promotes success for all students by closing a gap on at least one of the following areas. · Number and percent of graduates who enroll in a postsecondary institution within two years of graduation · Number and percent of graduates who complete one year in a postsecondary institution · Number and percent of suspended students · Number and percent of chronically absent students · Number and percent of students who report a positive response by domain on a social-emotional learning and/or school climate and culture survey · Number and percent of students at beginning of sophomore and senior years who are credit deficient, as defined in data table 3.3	In addition to the specified requirements, the pathway team: · Uses multiple measures or data points consistently to evaluate student growth and/or success · Applies consistent, systematic structures to ensure ongoing evaluation of growth · Uses explicit interventions and supports within identified subgroups and focuses on narrowing the achievement gap · Presents data showing significant narrowing of the achievement gap for all subgroups over time There is evidence that pathway recruitment and enrollment efforts have yielded positive results for students reflecting the diversity of the school or district over more than two years. Established practices and policies are in place to ensure open access and diversity through the involvement of students, business partners, and community partners.

Education Improvement Plan 2026-29 Revisions:
Initial Considerations

Table of contents

Purpose of Document:

The purpose of this document is to summarize changes that the Measures N and H staff, High School Linked Learning leadership, and Pathway Coaches recommend for the 2026-29 Education Improvement Plan (EIP) cycle.

Background and Legislation:

The College and Career for All Initiative legislation stipulates a Theory of Action and specific requirements for the Education Improvement Plan relative to the Theory of Action.

Theory of Action
Consistent with Measure N, the specific purpose of Measure H 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 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. Career-themed small learning communities give students an environment where lasting, trusting relationships grow as they collaborate on meaningful projects and experiences. These experiences build the skills, habits, and mindsets needed for future career success while also inspiring students to become lifelong learners and active contributors to a thriving 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 as measured by: 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 dropout rate.
● Reductions in disparities in student achievement.

Education Improvement Plan

The goal of each school's Education Improvement Plan (EIP) 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 a 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 includes rigorous academics, work-based learning, career technical training,and comprehensive student support services
- Annual and three-year accountability indicators
- Evidence-based strategies are 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.

Revision Reconsiderations Timeline:

The list of revision reconsiderations herein reflects input from Measures N and H staff, High School Linked Learning leadership, and Pathway Coaches. The Measures N and H Commission will review the input and provide its own. Between August and September 2025, the Measures N and H staff and High School Linked Learning leadership will engage with Measures N and H-funded Charter Schools and Oakland Unified School District Principals to invite additional input. The Education Improvement Plan will be presented to the Measures N and H Commission as final by November 2025, thus allowing Measures N and H staff time to finalize related documents ahead of budget development.

PART 1: Summary of Revision Reconsiderations to the EIP Narrative Section

The following list of revision reconsiderations aims to improve both the structure and content of the EIP. Each change is accompanied by its rationale:

1. Separation of Narrative and Budget Sections
   The EIP will be divided into two distinct parts, combined for presentation to the Measures N and H Commission and Board of Education:
   ○ A narrative section for reflective and strategic goal and action setting: Fall and ongoing
   ○ A budget section for resource planning and allocations, aligned to goals and strategic actions: Winter
   ○ Timing of Reflections: Schools will complete their prior-year reflections in the fall of the subsequent school year, rather than mid-year.

Rationale: This separation responds directly to site feedback; combining both in a single spreadsheet, as in the 2023–26 EIP, has made it challenging for sites to engage deeply in the narrative process. The budget portion of the EIP lends itself well to a Google Sheets or Excel format, while the action planning is better suited to a Google Document or Word format. Merged, as they are in the 2023-26 EIP, sites have consistently indicated that the narrative nature of action planning is difficult in the spreadsheet format.

Reflection in the fall of the following year allows for a full-year retrospective and supports comprehensive planning. These reflections and action plans will determine the site's budget plans. With reflection in February and March, as with the 2023-26 EIP, sites have consistently indicated that it is difficult to know the impact of their strategic actions until the end of the year and a comprehensive review of all relevant data. This change will hopefully improve usability, clarity, and the overall quality of planning.

2. Alignment Between Goals and Budget

   ○ Winter budget expenditures must align with one or more goals and strategic actions submitted in the Fall.

   ○ If a school wishes to fund an action that does not align with previously submitted goals or actions, an updated goal form must be completed and submitted.

Rationale: As with the 2023-26 EIP and in keeping with the legislative language, sites' plans and budgets must align in order to ensure coherence between planning and spending. This requirement reinforces the intent of the EIP to support strategic, goal-driven improvement efforts. It ensures that all Measures N and H funds are used in accordance with site-identified priorities.

3. Formatting Shift:
   ○ From Google Sheets to Google Docs for the Narrative section (i.e., the Goals/Strategic action section of the EIP).
   ○ The MN/H staff will then transfer the goals and strategic actions into the spreadsheet as part of a dropdown menu in the budget section.

Rationale: This shift from a spreadsheet format to Google Docs will support deeper collaboration, more robust storytelling and reflection, and clearer identification of thematic insights across sites. The Google Docs format allows multiple team members to contribute, comment, and revise in real time, fostering a more thoughtful and inclusive reflection process. It also provides greater flexibility for describing site context, progress, and impact, ultimately strengthening the quality and usefulness of the EIP across the system. The dropdown menu on the budget document supports strategic alignment between goals, actions, and budget items.

4. Enhanced Guidance on Whole School and Pathway Goals

Each site's goals will be grounded in the Domains of Linked Learning, as described in Measures N and H parcel language:

> ***"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."***

Sites will identify three required goals and one optional goal:

- ○ Goal 1: Strengthen or improve the site's integrated program of study, based on current data

- ○ Goal 2: Strengthen or improve the site's work-based learning program, based on current data

- ○ Goal 3: Strengthen or improve the site's integrated student support services, based on current data

- ○ Goal 4 (Optional): An additional goal aligned with Measures N and H priorities (e.g., CTE, WBL, etc.)

Rationale: To ensure alignment with the intent of Measures N and H and to support high-quality, equitable Linked Learning implementation, each site's goals will be grounded in the core Domains of Linked Learning as outlined in the Measures N and H parcel language. By anchoring goal-setting in these domains, sites can more effectively develop comprehensive strategies that address student needs and pathway improvement.

5. Required Program Descriptions

- ○ Sites must submit descriptions of their program of study and work-based learning program as part of their EIP narrative submission packet.

Rationale: Both the Program of Study and the Work-Based Learning (WBL) plan not only support pathway quality and accountability but also align with the Measures N and H mandate to equitably prepare all students for success in college, career, and life.

Completing a Program of Study is critical for aligning each site's Education Improvement Plan with the intent and requirements of Measures N and H. As stated in the Measures N and H

parcel language, each school's plan must ensure equitable access for all students to career pathways or academies that integrate rigorous academics, career technical education (CTE), work-based learning (WBL), and comprehensive student supports. The Program of Study provides a structured and detailed roadmap that illustrates how a pathway delivers on this promise across grades 10–12. Including the Program of Study as part of the overall EIP packet strengthens accountability, supports continuous improvement, and ensures fidelity to Linked Learning principles and Measures N and H goals.

For similar reasons, a comprehensive WBL Plan is critical to ensuring that all students have equitable access to high-quality career-connected learning experiences, a central requirement of Measures N and H and a core component of Linked Learning. The WBL Plan enables each site to intentionally map out how students will progress through the WBL continuum throughout high school. By integrating WBL into the broader EIP, schools can ensure that work-based learning is not treated as an add-on, but rather as an essential element of a cohesive educational experience that supports college and career readiness for all students.

6. Shift in Presentation Format

- Sites will be presenting their reflections, goals and strategic actions in the Fall instead of in the Spring
- Presenters will be limited to 2 per site, the Principal and the Pathway Coach, as to limit the disruption in the school day and the burden of having to search for substitutes. Pathway teachers and students will not be required to attend.
- Instead, the Commission will hear about the Pathway quality work from the students through direct site visits (see part 7)

Rationale: This shift reduces the preparation burden on school teams by integrating commissioner engagement into existing student events.Shifting site presentations to the Fall allows schools to share reflections, goals, and strategic actions earlier in the year, aligning Commission feedback with schools' planning cycles as they prepare for the Budget season in Winter. Limiting presenters to the Principal and Pathway Coach minimizes disruption to instruction and avoids the logistical burden of securing substitutes for multiple staff members. The Commission gains a more authentic view of pathway quality through direct site visits, where student voices and experiences can be observed firsthand.

7. Site Visits

- Site visits will include participation by Commissioners, Measures N and H staff, and Principal Supervisors.
- **See part 6 for more information.**

Rationale: The purpose of site visits is to offer Commissioners and Measures N and H staff an authentic, unfiltered window into student learning as it naturally occurs within each pathway. It prioritizes real-time, organic demonstrations of student learning over scripted presentations, allowing for a deeper understanding of how Measures N and H investments are experienced at the site level. This format not only highlights student voice and ownership of learning but also allows visitors to see direct alignment with the site's pathway goals and strategic actions. We hope that this new approach reinforces transparency, centers students, and helps ground future decision-making in the lived experiences of those most affected.

PART 2: REVISION RECONSIDERATION: UPDATED EIP TIMELINE WITH DELIVERABLES

MONTH	ACTION
SEPTEMBER	Sites reflect on the previous year, including their goals, their data, and ongoing school improvement. These reflections will inform budgetary goals. Sites will work with their Principal Supervisors and the assigned Commission partner
OCTOBER	Data updated. Sites submit their goals for the next year (Year One), Strategic Actions, Programs of Study, and WBL
NOVEMBER	Staff review and develop the goals along with PS and coaches. Schools submit their carryover budget plan. Sites present their goals and strategic actions to the Commission. EIP assessment will be conducted on the goals, Program of Study, and WBL. MH Allocations for the next fiscal year become available at the end of the month.
DECEMBER	The Commission reviews EIP assessments and approves EIP goals. The Commission schedules site visits to their sites. Budget season starts. Sites use the goals and data to guide their expenses. December reflections.
JANUARY	Sites allocate their EIP expenses; each EIP allocation must match a goal. Student-centered visits. MH staff reviews for permissibility.
FEBRUARY	Sites complete Measures N and H budget allocations that are aligned with the goals listed in Fall.

MARCH	The commission reviews and approves the budget Allocations and assigns any conditionally approved schools. March reflections.
APRIL	Synthesis of all reflections, report to the Commission is prepared.
MAY	End of commission site visits, the Commission shares their learnings.

Red= deliverable

PART 3: SAMPLE REFLECTION QUESTIONS

Using the responses from the 24-25 reflections, create goals that are aligned with each Domain.

Domain 1: Integrated Program of Study		
STANDARDS	*What went well with your site's Program of Study? What are you most proud of? (Please refer to which Domain standard this most closely aligns with.)* *Please make sure to cite evidence: How do you know?*	*What were some challenges with your site's Program of Study? What could have gone better? (Please refer to which Domain standard this most closely aligns with.)* *Please make sure to cite evidence: How do you know?*
Equitable Admission		
1.1 Cohort Structure		
1.2 Complete Program of Study		
1.3 Curriculum and Instructional Design and Delivery		
1.4 Assessment of Learning		
1.5 Early College Credit Opportunities		
1.6 Partner Input and Validation		

Domain 2: Work-Based Learning		
STANDARDS	*What went well with your site's Work-Based Learning program? What are you most proud of? (Please refer to which Domain standard this most closely aligns with.)* *Please make sure to cite evidence: How do you know?*	*What were some challenges with your site's Work-Based Learning program? What could have gone better? (Please refer to which Domain standard this most closely aligns with.)* *Please make sure to cite evidence: How do you know?*

2.1 Work-Based Learning Plans		
2.2 Student Work-Based Learning Experiences		
2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness		

Domain 3: Integrated Student Supports		
STANDARDS	*What went well with your site's Integrated Student Supports? What are you most proud of? (Please refer to which Domain standard this most closely aligns with.)* *Please make sure to cite evidence: How do you know?*	*What were some challenges with your site's Integrated Student Supports? What could have gone better? (Please refer to which Domain standard this most closely aligns with.)* *Please make sure to cite evidence: How do you know?*
3.1 College and Career Preparation and Support		
3.2 Student Orientation		
3.3 Social-Emotional Skill Development		
3.4 Individual Student Support		
3.5 Student Input and Validation		

PART 4: GOAL-SETTING

Domain 1: Integrated Program of Study	
STANDARDS	*What would your site like to accomplish in this domain for the 26-27 school year? This can be something you would like to improve or bolster based on your data and reflections.* 1. *Please include at least two strategic actions you will commit to doing in alignment with this goal.* 2. *Please indicate which standard this goal is most aligned with.* *insert example**
1.0 Equitable Admission	
1.1 Cohort Structure	
1.2 Complete Program of Study	
1.3 Curriculum and Instructional Design and Delivery	
1.4 Assessment of Learning	
1.5 Early College Credit Opportunities	
1.6 Partner Input and Validation	

Domain 2: Work-Based Learning	
STANDARDS	*What would your site like to accomplish in this domain for the 26-27 school year? This can be something you would like to improve or bolster based on your data and reflections.* 1. *Please include at least two strategic actions you will commit to doing in alignment with this goal.* 2. *Please indicate which standard this goal is most aligned with.* *insert example**

2.1 Work-Based Learning Plans	
2.2 Student Work-Based Learning Experiences	
2.3 Work-Based Learning Provider Assessment of Student Workplace Readiness	

Domain 3: Integrated Student Supports	
STANDARDS	***What would your site like to accomplish in this domain for the 26-27 school year? This can be something you would like to improve or bolster based on your data and reflections.*** 1. ***Please include at least two strategic actions you will commit to doing in alignment with this goal.*** 2. ***Please indicate which standard this goal is most aligned with.*** ****insert example****
3.1 College and Career Preparation and Support	
3.2 Student Orientation	
3.3 Social-Emotional Skill Development	
3.4 Individual Student Support	
3.5 Student Input and Validation	

PART 5: COMMISSION PARTNERSHIPS

Each site will have an assigned Commissioner who will work with them to conduct site visits and serve as thought partners in working with the site's chosen focal population.

To foster a more student-centered and authentic learning experience for Commissioners and staff, school sites will no longer be required to present at centralized Commission meetings. Instead, Commissioners and Measures N and H staff will visit school campuses to engage directly with students and see pathway work firsthand. This shift emphasizes real-time, organic demonstrations of student learning over scripted presentations, offering a deeper insight into how Measures N and H investments are impacting students at the site level.

Each Commissioner will attend at least two site visits by May, possibly more for Conditionally Approved sites. One of the site visits must be the "Student Demonstration of Learning" visit (see part 6). At the May commission meeting, Commissioners will present their reflection regarding their site visits for the year.

PART 6: SITE VISIT: Student Demonstration of Learning

- **Purpose of Visit:** The goal of this visit is to provide Commissioners and Measures N and H (MN/H) staff with a meaningful opportunity to witness *authentic student learning in action*, not a performance or formal presentation, but a real-time snapshot of your pathway's work. Site visits should highlight student experiences and outcomes that reflect the purpose and impact of Measures N and H investments.
- **Format of Visit:** Rather than asking the site team to create something new or host a separate presentation, we ask that you **invite Commissioners to an existing student event** that is already part of your pathway program of study (e.g., exhibitions, showcases, defenses, portfolio presentations, capstone events, or project-based learning culminations). This ensures that what's observed is organic, student-centered, and reflective of your pathway's natural rhythm.
- **What the Event Should Include:** To align with the intent of the visit, please ensure the event includes opportunities to observe the following elements:
    1. **Student Voice:** Students are actively leading, presenting, or sharing their ideas, experiences, and learning in their own words.
    2. **Demonstration of Learning:** Students show what they've learned through tangible products, presentations, performances, or reflections.
    3. **Strategic Alignment:** Clear connections to your site's current pathway goals and strategic actions. (For example, if one of your goals is around industry alignment, show how students are engaging with industry-informed projects.)
    4. **Impact of Measures N and H:** Evidence that Measures N and H resources are being used to support and strengthen student learning. This could include staffing, equipment, student supports, or professional development that

contribute to the success of the event or learning experience.

PART 7: EIP ASSESSMENT

- **Purpose:** The purpose of the EIP Assessment process is to support sites in building strong, high-quality Linked Learning pathways. This includes continuous reflection, alignment to strategic goals, and demonstrating progress toward certification readiness. The purpose is also for Principal Supervisors and Measures N and H staff to provide a recommended approval of the Plan to the Commission and Board.

Background:

The EIP Assessment for the 25-26 EIP was divided into four categories. The assessment focuses on four key criteria: (1) reflection on progress toward strategic goals and quality standards from Years 1 and 2, (2) the quality and coherence of revised strategic actions grounded in meaningful reflection, (3) alignment of funding to Linked Learning strategies and permissible uses, and (4) evidence of implementation through documents like the Program of Study, Work-Based Learning plan, and master schedule. The first three categories were completed by Principal Supervisors for OUSD schools and by the Measures N and H Coordinator, with input from the Charter Pathway Coach, for Charters, while the Linked Learning Director completed the fourth category. Schools are rated as Fully Approved, Approved, or Conditionally Approved based on overall alignment, progress, and use of funds, with feedback and required next steps provided for those scoring below expectations.

EIP Portfolio:

We are recommending that the assessment be a reflection of the holistic review based on analysis of these multiple measures:

1. Narrative section: Goals and strategic actions that reflect the College and Career for All Theory of Action
2. Budget aligned with goals, actions
3. Program of Study
4. Master Schedule
5. WBL Plan
6. Site Visit Summary

Revision Reconsiderations to the EIP assessment:

1. Ongoing Reflection: Rather than an annual reflection, the EIP would include ongoing reflection checkpoints throughout the year to deepen engagement and make reflection more meaningful.

- October, December, and March: Pathway teams engage in structured reflections, supported by the Pathway Coach.
- MH Responsibility: In the spring, the Measures N and H coordinator will consolidate these reflections into a system-wide report identifying trends (e.g., increased focus on cohort scheduling or advisory alignment).
- Commission Presentation: Findings will be shared with the Commission in April, along with implications for future support and funding.
- Retreat Planning: These insights will directly inform planning and priorities for the August Leadership Retreat.

2. Quality Improvement Through Self-Reflection

- Reflections are required to receive MH funding, but are not evaluated for judgment or ranking.
- Each reflection is considered evidence of continuous improvement and, along with the annual Self-assessment, serves as part of a comprehensive EIP assessment portfolio.
- This process is part of a broader system of support and preparation for certification.
    - Each school will select a timeline for when it will pursue pathway certification.
    - The reflection and assessment process is designed to build toward that goal.

3. The EIP assessment process will also include a review of key pathway structures:

- Program of Study: Coherent, vertically-aligned sequence of courses
- Master Schedule: Evidence of pathway integration and student access
  Work-Based Learning Plan: Clear structure, implementation, and student access to career-connected learning