

Measure N Implementation Narrative

The Measure N Commission would like to track the overall process of implementation so the Commission can understand how different communities engaged in the process in order to learn from the process so that the Commission can better support innovative thinking and school improvement across the city of Oakland. In order to do this, the Commission requires that each school write a narrative to capture the schools overall implementation process. In the cells below, please describe your school's process. To the left are the specific prompts that will provide the Commission an overview of your process and experience.

Implementation Successes

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| <p><i>What are some implementation successes that you'd like to lift up and share with others?</i></p> | <p>Skyline was able to successfully implement a system for teachers to collaborate in teams, as a natural means for supporting the professional growth of our teachers. We feel that in order for students to receive a quality learning experience teachers must strengthen their instructional practice which takes time, attention and a collective understanding that all students can achieve academic excellence. We have been able to implement a professional learning program for teachers that has assisted with creating clarity around Skyline's 2016-2017 Professional Learning Plan and teacher-driven cycles of inquiry. The professional learning plan was created to assist with developing instructional strategies and for creating positive personal relationships and classroom cohesion during the first day, week, month, and semester of school. Teachers were engaged in a process that permitted them several opportunities to reflect and articulate personal (or shared?) beliefs around the purpose of teaching and learning at Skyline HS. This process led to teachers obtaining a deeper awareness of how to support the conditions for adolescent student engagement; specific tools and strategies for ramping up engagement in their classroom.</p> <p>A punitive school discipline approach absent of strategic interventions to help students become more skillful and self-disciplined, can leave them feeling confused, angry, embarrassed, and distrustful of the adults who care for them. As a result, Skyline implemented a Discipline and Support Team System to assist with changing the behavior of students. The Multi-tiered approach involved focuses on promotion and prevention. It serves all of the students in the school by establishing universal expectations, common classroom practices, and school wide initiatives accessible to all. The Discipline and Support model provides appropriate interventions for students who need additional academic, behavioral, or emotional support. Students participate in accountable, restorative interventions when they have committed high impact behavior violations or when unwanted behaviors become persistent. Interventions are provided for students at all Tier (1, 2 & 3) with the highest level of need (3) requiring the most intensive and individualized interventions available for an extended period of time.</p> |
| <p><i>How do you know you were successful (evidence, data)?</i></p> | <p>Based on data retrieved from OUSD's Dashboard April 21st Skyline has reduced its suspensions from 299 to 88 based on the 2015 and 2016 school year. The data reveals 211 less suspensions than those served in the 2015-16 school year. The overall reduction of suspensions reveals a decline of over 340% in suspension when compared to the previous year.</p> |

Implementation Challenges

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| <p><i>What are some implementation challenges you encountered this first year of implementation?</i></p> | <p>We did not implement our Care Managers behavioral support strategy well for our 3 pathways (Green, Computer Science, Education). The goal was to provide a Care Manager for each Pathway as a means for intervening with students prior to receiving a classroom referral. The Care Managers role was designed to permit them opportunities to proactively facilitate problem solving and planning conferences with students in order to identify goals and actions the students would take to successfully attain their goals to exit the intervention. Additionally, the Care Managers are responsible for creating a process for progress monitoring and determining the length of time each student will be assigned a Care Manager (typically coaches are assigned for a 6-8 week period). It is critical for Care Managers to discuss strategies for "staying under the radar," and to check in weekly with the student's Pathway teachers to get a read on whether the students trend line is better, the same, or worse.</p> <p>The implementation challenge arose from our inability to create a feedback loop structure for holding the Care Manager accountable. Many Pathway Directors were not sure who the Care Manager was being supervised by nor were they aware of the day-to-day duties of the Pathway support. Additionally, the Care Managers were underutilized in their ability to support the school wide Climate and Culture Intervention system due to the lack of coherence with their individual work streams.</p> |
| <p><i>How do you know these were challenges (evidence, data)?</i></p> | <p>During 1-on-1 meetings with Pathway Directors and Care Managers we were able to identify the on-going concern with the program and have prepared some next steps to resolve the incoherence issue.</p> |
| <p>Learning and Moving Forward</p> | |
| <p><i>What did you learn?</i></p> | <p>Skyline is a large comprehensive school with several outdated organizational and instructional structures and systems. Our root cause analysis revealed the need for Skyline to restructure its organizational layout. For example, currently an administrator is aligned to each Pathway but the teachers they are responsible for supervising/observing are not. This process creates fragmentation among the work and does not support program integration. Furthermore, this form of incoherence complicates the school's ability to develop a focused school-wide instructional program that supports the knowledge and skills needed for student success in college and career. We firmly believe that Skyline's instructional focus needs to be grounded in performance-based assessments and pathway-aligned unit and lesson planning.</p> |
| <p><i>How are you revising your strategies and pathway development work going forward based on what you learned?</i></p> | <p>We are working to create an organizational structure that allows administrators to be much closer aligned to each Pathway. The goal is to create 4 small schools that function within the confines of Skyline's campus. Each Pathway will be assigned a support team to include an administrator, 2 Co-Pathway Directors, Counselor, and Care Manager whose objective is to transform the traditional high school experience by integrating career and technical education courses, core academic courses, work-based learning opportunities and student support services to provide relevant and rigorous personalized educational experiences that inspire students and prepare them for college, career, and community.</p> |

2017-18 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1. ABOUT THE SCHOOL

Complete this by: December 16, 2016

Instructions:

Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

1A) School Description: Your school description that you provided for the Options Guide will automatically populate here. If you would like to edit this description, click on the school description cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the description.

1B) School Mission and Vision: Your mission and vision will automatically populate from your 16-17 Site Plan. If you would like to edit the mission and vision, click on the mission/vision cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the mission and vision.

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| School: | Skyline High School | School ID: 306 |
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1A. School Description

Skyline is a comprehensive four-year high school serving 1,900 students in grades 9 through 12. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling. At Skyline, we provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents and civic values. Skyline High School is located on a beautiful 47-acre campus at the crest of the Oakland hills. Most of the students who attend our school arrive and leave each day by public transportation. Our student population is a very diverse community with a wide range of social, economic and ethnic backgrounds represented. Approximately 54 percent of our students are eligible for free and reduced lunch.

1B. School Mission and Vision

Vision

Our Vision for Skyline is that:
 All members of the Skyline community will work cooperatively, and communicate respectfully in a peaceful, safe and clean environment
 All Skyline students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential.
 All Skyline students will graduate with transferable skills in academic, vocational, and social development for college, quality jobs, or career education.

Mission

The Mission of Skyline High School is to provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values.

Expected Schoolwide Learning Results

By graduation Skyline students will:
 Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.
 Be effective communicators who can leverage technology to find and to convey information.
 Be responsible, mature, self-advocating young adults who have solid organizational and study skills.
 Be able to work in teams and to value diversity.
 Embrace a healthy and fit lifestyle.
 Find joy in learning and life.

1C. School Multi-Year WASC Goals

| <i>Length of WASC Accreditation:</i> | 6 years | <i>Last WASC Self-Study:</i> | 2015-16 | <i>Next Self-Study:</i> | 2021-22 |
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| SCHOOL WASC GOALS | | | | | LCAP Goal Category |
| 1. Maintain the leadership in place to enable Skyline to move forward with district mandated programs | | | | | 1: Graduates are college and career ready. |
| 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. | | | | | 5: Students are engaged in school everyday. |
| 3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area. | | | | | 2: Students are proficient in state academic standards. |
| 4. Develop positive, consistent, effective communication among stakeholders. | | | | | 6: Parents and families are engaged in school activities. |
| 5. Provide accessibility to all classrooms for students, teachers, parents, and Chromebook carts (District upgrade facilities) | | | | | 3: Students are reading at or above grade level. |

| 1D. School Demographics | | | | | | | | | |
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| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild-Moderate | % SPED Severe |
| | 52.8% | 47.2% | TBD | TBD | 14.3% | TBD | TBD | TBD | TBD |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial | Newcomers |
| | 31.8% | 1.0% | 13.8% | 39.9% | 1.6% | 1.9% | 0.061 | 2.1% | TBD |

| 1E. School Performance Data | | | | | | |
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| <i>Indicator</i> | <i>13-14 School</i> | <i>14-15 School</i> | <i>15-16 School</i> | <i>16-17 School</i> | <i>15-16 District Average</i> | <i>15-16 State Average</i> |
| <i>Linked Learning Pathways (All Students)</i> | 37.7% | 34.3% | 47.1% | 66.2% | 0.533 | 41.8% |
| <i>Linked Learning Pathways (Grade 10)</i> | 40.3% | 48.1% | 39.6% | 95.5% | 0.57 | 58.1% |
| Graduate Outcomes | <i>13-14 School</i> | <i>14-15 School</i> | <i>15-16 School</i> | <i>16-17 School</i> | <i>15-16 District Average</i> | <i>15-16 State Average</i> |
| Four-Year Cohort Graduation Rate (All Students) | 69.4% | 74.4% | | | TBD | TBD |
| Four-Year Cohort Dropout (All Students) | 21.2% | 20.8% | | | TBD | TBD |
| Four-Year Cohort Dropout (English Learners) | 43.8% | 18.4% | | | TBD | TBD |
| Four-Year Cohort Dropout (SPED) | 45.0% | 19.7% | | | TBD | TBD |
| Percent of Students Leaving | 8.3% | 7.9% | TBD | TBD | TBD | TBD |
| On Track to Graduate (Grade 9) | TBD | 52.7% | 54.1% | 57.1% | 0.467 | TBD |
| On Track to Graduate (Grade 10) | TBD | 32.0% | 31.1% | 24.8% | 0.336 | TBD |

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| On Track to Graduate (Grade 11) | TBD | 37.4% | 37.9% | 25.4% | 0.354 | TBD |
| On Track to Graduate (Grade 12) | TBD | 57.8% | 57.6% | 43.2% | 0.448 | TBD |
| A-G Completion (Grade C or Better) | 53.5% | 44.9% | 49.6% | TBD | 0.512 | TBD |
| A-G Completion (African American Students) | 33.3% | 27.8% | 40.6% | TBD | 0.336 | TBD |
| A-G Completion (Special Education Students) | 18.2% | 13.3% | 9.4% | TBD | 0.156 | TBD |
| A-G Completion (English Learners) | 28.6% | 33.3% | 34.8% | TBD | 0.339 | TBD |
| A-G Completion (Foster Youth) | --- | 16.7% | 0.0% | TBD | 0.208 | TBD |
| Post-Secondary Readiness | 13-14 School | 14-15 School | 15-16 School | 16-17 School | 15-16 District Average | 15-16 State Average |
| AP Course Access (All Students) | 33.9% | 32.4% | 28.7% | TBD | 0.257 | TBD |
| AP Course Access (African American Students) | 21.0% | 20.4% | 20.2% | TBD | 0.143 | TBD |
| AP Exam Pass Rate (Score of 3 or Better) | 33.6% | 34.6% | 8.1% | TBD | 0.079 | TBD |
| % of Seniors with GPA > 3.5 | 25.7% | 23.0% | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 11 | 31.8% | 33.3% | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 12 | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment with Community College | 0.4% | 1.6% | TBD | TBD | TBD | TBD |
| Dual Enrollment (Grade C or Better) | TBD | TBD | TBD | TBD | 0.824 | TBD |
| Number of Students Enrolling in Four-Year Colleges | 40.0% | TBD | TBD | TBD | TBD | TBD |
| Number of Students Enrolling in Two-Year Colleges | 47.2% | TBD | TBD | TBD | TBD | TBD |
| Climate and Culture | 13-14 School | 14-15 School | 15-16 School | 16-17 School | 15-16 District Average | 15-16 State Average |
| Chronic Absence (All Students) | 25.0% | 10.2% | 7.6% | 11.0% | 0.112 | TBD |
| Chronic Absence (Special Education Students) | 29.5% | 17.2% | 10.4% | 11.7% | 0.187 | TBD |
| Chronic Absence (Foster Youth) | 50.0% | 17.5% | 16.2% | 30.3% | 0.192 | TBD |
| Suspension Rate | 8.5% | 6.6% | 10.1% | 2.2% | TBD | TBD |
| No Suspensions (African American Males) | 82.5% | 84.9% | 78.5% | 96.5% | 0.912 | TBD |
| No Suspensions (Foster Youth) | 96.8% | 88.7% | 65.4% | 89.7% | 0.866 | TBD |
| California Healthy Kids Survey Parent Participation Rate | 18.2% | 12.0% | 12.0% | 7.5% | TBD | TBD |
| Rigorous Academics | 13-14 School | 14-15 School | 15-16 School | 16-17 School | 15-16 District Average | 15-16 State Average |
| English Learner Reclassification Rate | 860.0% | 17.6% | 17.3% | TBD | 0.132 | TBD |
| Long Term English Learner Reclassification Rate | 8.1% | 17.3% | 20.0% | TBD | 0.171 | TBD |
| SBAC Proficiency (ELA) | n/a | 41.1% | TBD | TBD | 0.195 | TBD |
| SBAC Proficiency (Math) | n/a | 15.3% | TBD | TBD | 0.147 | TBD |
| % of Students At or Above Grade Level in Reading Proficiency (SRI) | 34.2% | 37.8% | 35.8% | TBD | 0.239 | TBD |

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by: **December 16, 2016**

2A. Schoolwide Strengths and Challenges

| <p>Instructions:</p> | <p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p> | | |
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| Focal Area | Strengths | Challenges <i>(List all challenges impacting each focal area.)</i> | Highest Leverage Challenge <i>(List one challenge.)</i> |
| <p>Graduate Outcomes</p> | <p>Academic Strengths: -There has been an increase in our non-pathway student GPA's. -Pathway students have the highest overall GPA. -The number of students performing "multiple grades behind" is decreasing. - About 4% of students are expericing more than 1 year's growth on the SRI. -Daily Collaboration is built into the master schedule for teachers.</p> | <p>Academic Challenges: -The cohort graduation rate for 2014 is 69% -The opportunity gap between Pathways and non pathways is growing. -39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores. -African American students are enrolled in Pathways as the lowest overall ethnic group.</p> | <p>Over 80% of incoming freshmen read 5th grade or below. Have limited interventions (LLI and intensive supports) but it's not enough and impacts the climate and culture. 30 students who wander the campus have very low literacy levels. Those students tested, 25 of those 30 are reading at a 2nd or 3rd grade level. The intervention was "wait until 11th grade, then put them in continuation school." We need to have a concentrated focus on 9th grade literacy</p> |
| <p>Post-Secondary Readiness</p> | <p>-Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements. -2yr Pathway retention rates have increased by over 13% for the 2015 school year. -6% increase in all students earning an A in their core classes.</p> | <p>-Fewer students are taking 3 or more AP classes. -The overall enrollement in students taking AP classes is decreasing. --49.6% are graduating A-G</p> | <p>Too many students have D's and are graduating meaning that they do not meet the A-G requirements. We need to have more students pass courses with a C or Better. In addition, Advance Placement Enrollment is down and only 38% of the students are passing with a 3 or higher. In addtioon, the school schedule makes it difficult to incorporate dual enrollment.</p> |

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| Climate and Culture | <p>Climate & Culture Strengths: -Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students felt safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.</p> | <p>Climate & Culture Challenges: -Juvenile detention rates are the highest in grade 10. -Suspension rates at the 1st semester for 2015 were 3 less than they were for the entire 2014 school year. -African American students received 38% of the school suspensions. -Latino students received 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015.</p> | <p>While suspensions are down significantly at the school, the high number of referrals of students from class impacts the students access to the curriculum. We need to create healthy relationships with students and adults to incorporate engaging lessons and develop relationships with students. In order to create a better adult culture on campus, we must create clear support structures in the school, clear culture and climate plan, clear Professional Learning Communities (Collaboration Periods, PD Days, afterschool meetings, etc) that support and value teachers skills and expertise while also developing new teachers to support all students.</p> |
| Rigorous Academics | <p>Rigorous Academics Strengths: -6.5% Growth of Students being enrolled in A-G courses. -More students are performing "at grade level" based upon SRI data. -100% inclusion of SDC students into pathways.</p> | <p>-African American students are the lowest performing ethnic group based upon their enrollment in A-G courses. -The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices. -The overall number of students enrolled in Pathways decreased by 2.2% in 2015.</p> | <p>The major teacher collaboration structures are not focused around assessing student work, interim assessments, and constant and consistent grading practices. The school needs to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.</p> |
| Pathway Development | <p>Student cohorts had a high level of integrity to the pathway. 10th, 11th and 12th grade have a high level of integrity (95%) High level of collaboration that is happening in the pathway. Student outcomes are higher in pathways. Graduate Capstone is strong across all pathways. 3 Certified Linked Learning Pathway Wall to wall in grade 10.</p> | <p>Student interventions are not systematized and focused on data to drive instruction. Most struggling students are not showing gains for the bottom 50 students. Integrating advanced course work into the pathway. Inequitable teacher experience across all pathways. Lack of alignment of schools systems to the pathways (AP's, counselors, etc) School Leadership is not present in the Academy Director meetings to provide coherence and integration across the school structures</p> | <p>Many students are not experiencing success due to their academic and social-emotional needs failing to be met, thus the school needs to design and maintain a structure that will directly improve the academic performance for the lowest performing students in each Pathway. The school leaders need to create a accountability structure that will allow administrators to be intricately aligned to the Pathways as a means for streamlining services and support.</p> |

2B. Schoolwide Root Cause Analysis from Measure N Design

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| Instructions: | <p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;">Root Cause Analysis Primer.</p> | | |
| Focal Area | Highest Leverage Challenge <i>(will autopopulate from the table above)</i> | Root Cause Analysis of Highest Leverage Challenge | Linked Learning Criteria |
| Graduate Outcomes | <p>Over 80% of incoming freshmen read 5th grade or below. Have limited interventions (LLI and intensive supports) but it's not enough and impacts the climate and culture. 30 students who wander the campus have very low literacy levels. Those students tested, 25 of those 30 are reading at a 2nd or 3rd grade level. The intervention was "wait until 11th grade, then put them in continuation school." We need to have a concentrated focus on 9th grade literacy</p> | <p>Root causes for graduation stem from low academic performance (not having the necessary prerequisite skills entering HS), attendance issues, and outside stressors.</p> | <p>Equity/Access/Achievement</p> |
| Post-Secondary Readiness | <p>Too many students have D's and are graduating meaning that they do not meet the A-G requirements. We need to have more students pass courses with a C or Better. In addition, Advance Placement Enrollment is down and only 38% of the students are passing with a 3 or higher. In addition, the school schedule makes it difficult to incorporate dual enrollment.</p> | <p>Students who have a difficult time with HS academics, may not have the skills needed for college success. Skyline has failed to develop and implement systems to analyze formative and summative assessments that support implementation of research based strategies to support targeted student needs in all of the core subject areas.</p> | <p>Equity/Access/Achievement</p> |
| Climate and Culture | <p>While suspensions are down significantly at the school, the high number of referrals of students from class impacts the students access to the curriculum. We need to create healthy relationships with students and adults to incorporate engaging lessons and develop relationships with students. In order to create a better adult culture on campus, we must create clear support structures in the school, clear culture and climate plan, clear Professional Learning Communities (Collaboration Periods, PD Days, afterschool meetings, etc) that support and value teachers skills and expertise while also developing new teachers to support all students.</p> | <p>Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.</p> | <p>Personalized Student Support</p> |

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| Rigorous Academics | The major teacher collaboration structures are not focused around assessing student work, interim assessments, and constant and consistent grading practices. The school needs to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile. | Skyline has failed to develop a cohesive instructional and curricular program that supports the knowledge and skills needed for student success. The instructional focus needs to be grounded in common core standards and involve the components of effective daily lesson planning. Furthermore, the school has failed to develop systems to monitor progress towards meeting targeted academic goals in all core subject areas. | Building a Rigorous Academic Core: Teacher Conditions |
| Pathway Development | Many students are not experiencing success due to their academic and social-emotional needs failing to be met, thus the school needs to design and maintain a structure that will directly improve the academic performance for the lowest performing students in each Pathway. The school leaders need to create a accountability structure that will allow administrators to be intricately aligned to the Pathways as a means for streamlining services and support. | Skyline has gone through major changes with its administrative team over the past 4-5 years and therefore has not developed a clear vision regarding the critical area of Pathway Development as they might have, if there had been a consistent team of administrators. | Equity/Access/ Achievement |

2C. Current Strategy Analysis

Instructions: *Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.*

In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.

| Current 16-17 Strategies | | Fully Implemented? | Evidence of Effectiveness? | Analysis of Strategy Implementation and Effectiveness |
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| Schoolwide Instructional Improvement Strategy: | Increase the overall participation and engagement of teachers in Skyline professional learning program. | Yes | Yes | ILT teacher leaders are aligned around a SEL-instructional cycle of inquiry. We need to continue to focus on building teacher leadership and accountability mechanisms in order to see effectiveness of this strategy. |
| Culture & Climate Improvement Strategy: | Continue to build out our PBIS and RJ practices to support student engagement. | No | No | The school is currently working to redefine the scope of work, purpose, goals and process for integrating PBIS, RJ and SEL at Skyline. Over the past years the 3 programs have been offered in a limited capacity. The current desire is to align the programs in a manner in which they complement one another. |
| Pathway Development Strategy: | Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement | Not Yet | Not Yet | There are three robust and ambitious goals in this cell, we need to clarify and refine this one. We have been in discussion about how to provide more quality time for teachers to collaborate to support student learning. The school is currently debating whether to implement a block schedule for the 2017-18 school year. Ensure that each department has generated Power Standards (essential skills and content standards) so that teams can vertically align their curriculum and use common assessments. |
| Design Feature #1 (New/Emerging): | Implementation of Facilitative Leadership professional learning strategies to support administrators and teacher leaders | Yes | Not Yet | We need to create a structure that will continue to build, develop and sustain the leadership capacity of teacher leaders. Skyline's meaningful and sustainable professional career tracks recognize teachers for excellent performance in the classroom, give teachers opportunities to extend their reach and grow their careers as instructional leaders. |

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| Design Feature #2 (New/Emerging): | Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. | Not Yet | Not Yet | Create system of checkpoints 9th through 10th for credit recovery and intervention to maximize students on track for graduation. Deliverable: A map for an entering student of what courses he/she will have to pass 9-12 to be college-ready by August '17. |
| Design Feature #3 (New/Emerging): | AVID for all 9th grade students | Yes | No | Currently all 9th graders participate in AVID as their 6th class (elective); that allows for 16 total sections. The program is not called "AVID" because it doesn't involve student choice, instead it is referred to as "Atlas Achievement" class because it can have the same instructional practices |
| Signature Element #1 (Established): | Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices. | Yes | Yes | Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. Everyone strengthens their SEL competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age. Understanding how trauma and stress can affect individuals, relationships, organizations, health, and work can help to reframe otherwise confusing or aggravating behavior. This can in turn assist us to recognize trauma's effects more accurately, which can then lead to more compassionate, strength-based, and effective responses to trauma-impacted people that promote healing, instead of reactions that inadvertently re-traumatize and cause harm. |
| Signature Element #2 (Established): | The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. | Yes | Yes | Skyline scholars are exposed to a small learning community that supports opportunities for personalized learning and blending theoretical knowledge with real-world application so social awareness and relationship competencies can be enhanced (e.g. house or academy systems). Each scholar is exposed to a rigorous standards-aligned instructional program that is grounded in real-world realities. Scholars have access to intervention and enrichment opportunities that are tailored to their needs. |
| Signature Element #3 (Established): | Common planning time and PD support for teachers built into the regular school day through the master schedule to support all teachers to participate in staff retreats; receive support from curriculum coaches; two 90 minute weekly Communities of Practice team planning; weekly student conference team meetings (student case management and logistics); 90 min monthly staff meeting; release days to observe classrooms and plan next unit with planning partner. | Yes | Yes | Maintain a collaborative professional learning culture where teachers can learn and practice standards based instruction and develop healthy relationships across disciplines. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice to explore as a team and professional. 2. Examine and discuss the high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. |

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| 3. EQUITY IMPERATIVE FOR YOUR SITE | | Complete this by: December 16, 2016 |
| <i>As you develop your Site Plan, it can be helpful to identify an equity imperative that will support your decision making as a leader. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i> | | |
| Equity Imperative | What will be true in three years if you continue to focus on this imperative? | |

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| By June 2019, every Skyline student will be in an SLC that is representative of the student body. Working collaboratively, Skyline community will shrink the opportunity gap by building an adult culture that is unified around this vision. | 85 percent of Skyline students will read at grade level by the time that they graduate fro Skyline. There will be a significant decrease in the the teachers and admin turnover so that the school can develop coherent systems. SLC equity matrix shows equitable distribution of students and equitable "right sizing" and supports will be in place to support quality pathway development. |
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4. ANNUAL SCHOOL GOALS

Complete this by: December 16, 2016

Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

| FOCAL AREA | Long-Term Goal for 2020 | Related SPF Indicator #1 | Target Student Group | 2015-16 Baseline | 2016-17 Target | 2017-18 Target | Related WASC Goal |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|------------------|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate Outcomes | Increase the A-G completion rate with a C or better by 10 or more percentage points at each grade level that will lead to an increase of teh cohort graduation rate of 10% over base line. In order to better serve our English Language Learners will increase the reclassification rates by 10%. | Graduation Rate | Low-Income Students | 74.4% | 80.0% | 83.0% | 3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area. |
| Post-Secondary Readiness | -- 50% of all Skyline students in grades 10-12 will take at least one advance class prior to graduation --Increase the grade 9-12 advance course (i.e. AP, Dual Enrollment & IB) participation rate by 25 or more percentage points --100% of all students in grades 9 through 12 will complete a web-based College and Career plan. --100% of all students in grades 9 through 12 will login to their web-based account and update relevant information at least 4 times each school year. | A-G Completion | Low-Income Students | 35.8% | 41.0% | 45.0% | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |

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|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------|--------------|--------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Climate and Culture</p> | <p>Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.</p> <p>Create a caring, civic community built on relational trust: - Sense of community: among all students and adult within a school is a conscious act that requires time, attention and intention. - Caring community: emphasizes a relational view of community that puts caring relationships front and center. - Civic Community: treat the idea of balancing individual rights with the civic obligations as a serious school endeavor.</p> | <p>Suspensions</p> | <p>All Students</p> | <p>6.6%</p> | <p>3.0%</p> | <p>2.0%</p> | <p>2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation.</p> |
| <p>Rigorous Academics</p> | <p>To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson planning, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).</p> | <p>Social Emotional Learning</p> | <p>Low-Income Students</p> | <p>36.0%</p> | <p>39.0%</p> | <p>42.0%</p> | <p>3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.</p> |
| <p>Pathway Development</p> | <p>Integrate Wall-to-Wall Pathways for grades 10-12 by 2019. Build a master schedule with a consistent and pure flow of cohorts for all Pathways.</p> | <p>Pathway Participation</p> | <p>All Students, Grades 10-12</p> | <p>47.0%</p> | <p>65.0%</p> | <p>85.0%</p> | <p>3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.</p> |

| Focused Annual Plan (FAP) Major Improvement Strategies | | | |
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| <i>Identify four major improvement strategies that will guide your programs and professional development for the year and allow you to meet your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
| Schoolwide Language & Literacy Improvement Strategy: | Skyline will incorporate a targeted 9th grade Multi-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind English enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles. | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
| Schoolwide Mathematics Improvement Strategy: | Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra. | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
| Culture & Climate/SEL Improvement Strategy: | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Development/ Implementation Strategy: | Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1) | Equity/Access/ Achievement | Work-Based Learning |
| Measure N Design Features | | | |
| <i>Identify up to three Measure N design features that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
| Measure N Design Feature #1: | Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
| Measure N Design Feature #2: | Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. | Personalized Student Support | Equity/Access/ Achievement |
| Measure N Design Feature #3 | The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. | Program of Study & Master Scheduling | Personalized Student Support |
| Measure N Design Feature #4 | Computer Science Course blended with AVID strategies for all 9th grade students to empower Skyline studetns to compete in the global economy and pursue careers across all sectors because it teaches students computational thinking and problem solving skills applicable in any industry. | Building a Rigorous Academic Core: Student Conditions | Personalized Student Support |
| Signature Elements (Established Practices) | | | |
| <i>Identify up to three established signature elements that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |

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| Signature Element #1 (Established): | Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices. | Personalized Student Support | Equity/Access/ Achievement |
| Signature Element #2 (Established): | The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. | Equity/Access/ Achievement | Building a Rigorous Academic Core: Student Conditions |
| Signature Element #3 (Established): | Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders. | School Leadership & School Vision | Building a Rigorous Academic Core: Teacher Conditions |

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| 6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES | Complete this by: February 28, 2017 |
|-----------------------------------------------------|--------------------------------------------|

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|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructions: | <p>Task: Document strategic actions to support the school's major improvement strategies, design features, signature elements, and other planned activities.</p> <p>Target Student Group: For each action, choose a primary student group that you expect to benefit.</p> <p>Title I Requirements: If this action addresses a Title I requirement, choose that requirement from the drop-down menu to help guide OAP's review of your plan for compliance. This drop-down shows OAP where to look to ensure that you have met all requirements. Please make sure that if you have selected a requirement from this list that the language in your practice reflects this (e.g., if you say this is Teacher PD, one of your practices in this line must describe PD for teachers).</p> <p>REQUIRED: Every school must have at least one practice that addresses each of the Title I Schoolwide Program (SWP) requirements listed in the column on the right.</p> |
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| Schoolwide Language & Literacy Improvement Strategy: | Skyline will incorporate a targeted 9th grade Multi-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind English enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles. |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Strategic Action | Associated LCAP Action Area (required for all funded actions) | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Title 1 Requirement Addressed by Practices (if any) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|-----------------------------------------------------|
| Staffing for 5 sections of English intervention (1.0FTE) for 9th grade students that are reading multiple grade levels below. | A3.2: Reading Intervention | All Students | Title I: Basic | \$92,350.00 | 1105 | | Differentiation for Low-Performing Students |
| Achieve 3000 site license for \$70 per year to support 160 struggling readers in their ELA & Reading Intervention courses. | A2.3: Standards-Aligned Learning Materials | All Students | Measure N | \$11,200.00 | Licenses | | |
| Training by an AP that will support for teachers to get trained and teachers need 50 hours or training over time.and collaboration time for teachers. | A3.4: Teacher Professional Development focused on Literacy | All Students | Title I: Basic | \$3,000.00 | 1120 | | |
| LLI through Instructional Teacher Leader : The role will be "Instructional Teacher Leader" (ITLs) primarily to focus on the implementation of Next Generation Science, English Language Development, and Social-Emotional Learning Standards, in addition to Common Core State Standards. | A3.4: Teacher Professional Development focused on Literacy | Other | Title I: Basic | \$18,000.00 | 2300 | | |
| 4 classroom libraries for the English Teacher in each of the 9th grade ATLAS house. | A3.2: Reading Intervention | Low-Income Students | Measure G: School Libraries | \$12,000.00 | 4310 | | |

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies)

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Title 1 Requirement Addressed by Practices (if any) |
|--------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|-----------------------------------------------------|
| Textbook support in distribution to students and providing access to reading materials. | | | Measure G: School Libraries | \$56,084.00 | 2405 | | |
| Communications Manager | | | General Purpose Discretionary | \$40,000.00 | | | |
| Semester Dual Enrollment-Staffing for Teacher of Record for 10 Courses | | | Measure N | \$5,000.00 | 1120 | | |
| Dual Enrollment Guided Support-Teacher Hourly | | | Measure N | \$9,000.00 | 1122 | | |
| Dual Enrollment Textbooks | | | Measure N | \$3,000.00 | 4200 | | |
| Dual Enrollment Coordination and Stipend for WBLL and Counselor | | | Measure N | \$3,000.00 | 1120 | | |
| Peralta Payment for Underenrollment | | | Measure N | \$2,000.00 | 5300 | | |
| Dual Enrollment Supply Costs-Arts Course | | | Measure N | \$2,000.00 | 4310 | | |
| Family Resource Liasion | | | Title I: Parent Participation | \$56,000.00 | 5826 | | |
| College and Career Access Provider (UC Regents) | | | General Purpose Discretionary | \$18,000.00 | 5825 | | |
| Teacher Leader Professional Tracks | | | Measure N | \$70,000.00 | | | |
| Teacher Professional Learning (SEL--Engaging Schools) | | | Measure N | \$50,000.00 | 5825 | | |
| Leadership Professional Development to support the development of effective teams (-Capacity Building) | | | Measure N | \$50,000.00 | | | |
| Professional Conferences | | | Measure N | \$20,000.00 | | | |
| Instructional Leadership Retreats | | | Measure N | \$20,000.00 | | | |
| Consulting Tech Contract-IT | | | General Purpose Discretionary | \$89,000.00 | | | |
| Supplies | | | General Purpose Discretionary | \$50,000.00 | | | |
| Refreshment | | | General Purpose Discretionary | \$10,000.00 | | | |
| Textbooks | | | General Purpose Discretionary | \$20,000.00 | | | |
| Stipends | | | General Purpose Discretionary | \$20,000.00 | | | |
| Subsitutes | | | General Purpose Discretionary | \$5,000.00 | | | |
| Classified Overtime | | | General Purpose Discretionary | \$30,000.00 | | | |
| Equipment Maintence | | | General Purpose Discretionary | \$30,000.00 | | | |
| Furniture | | | General Purpose Discretionary | \$46,000.00 | | | |
| Graduation | | | General Purpose Discretionary | \$30,000.00 | | | |

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|---------------------------------------|--|--|----------------------------------|-------------|--|--|--|
| Copy Machine | | | General Purpose Discretionary | \$18,000.00 | | | |
| Consultant: Communications Manager | | | General Purpose Discretionary | \$40,000.00 | | | |
| Consultant: Student Store Coordinator | | | General Purpose Discretionary | \$40,000.00 | | | |
| STIP Subs to support TDGS | | | Measure G: TGDS | \$60,403.00 | | | |
| Summer Intervention 2018 | | | Measure N | \$33,000.00 | | | |
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SCHOOL SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

| | | | |
|----------------------------------------------------------------------------------------------------------------------|--|----------------------------------------|------------------------------------|
| Instructions: | | KEY: | |
| Please complete this self-assessment for your school. Click here for Measure N rubric the full | | 1: <i>Beginning & Designing</i> | 3: <i>Meeting and Advancing</i> |
| | | 2: <i>Developing & Approaching</i> | 4: <i>Excelling and Sustaining</i> |

| 1. SCHOOL LEADERSHIP AND VISION | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|---------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Mission and Vision | 3 | | | | | |
| Leadership Configuration | 3 | | | | | |
| Distributive Leadership | 2+ | | | | | |

| 2. EQUITY, ACCESS AND ACHIEVEMENT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Open Access and Equitable Opportunities | 3 | | | | | |
| Diverse Student Representation | 2 | | | | | |
| Closing the Opportunity Gap | 2+ | | | | | |

| 3. PROGRAM OF STUDY AND MASTER SCHEDULING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Pathway Theme | 3 | | | | | |
| Integrated Core | 2+ | | | | | |
| Cohort Scheduling | 2+ | | | | | |

| 4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Rigorous, Relevant and Integrated Learning | 3 | | | | | |
| Collaborative Learning | 2+ | | | | | |

| 5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Sharing Best Practice | 2- | | | | | |
| Collaboration Time | 3 | | | | | |
| Professional Learning | 3 | | | | | |

| 6. WORK-BASED LEARNING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Types of Student Experiences | 2+ | | | | | |
| Pathway Outcomes | 3 | | | | | |
| Pathway Evaluation | 2+ | | | | | |

| 7. PERSONALIZED STUDENT SUPPORT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|---------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
| Support of Student Needs | 2+ | | | | | |
| College & Career Plan | 3 | | | | | |

Skyline High School

Preston Thomas

School Demographics 2015-16

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|---------------|------------|-----------|----------|
| 1873 students | ELL: 16.4% | AA: 32.4% | ME: 1.5% |
| | SWD: 15.3% | A: 14.7% | NA: 0.9% |
| | LI: 74.9% | F: 1.7% | PI: 1.3% |
| | | L: 39.1% | W: 6.4% |

See below for abbreviation definitions & notes

Result Summary

| | | |
|-----------------|--------|------|
| Academic | Status | 2.56 |
| | Growth | 2.87 |
| Culture/Climate | Status | 3.37 |
| | Growth | 3.06 |
| Overall Tier | | 2.91 |



| Color | Score |
|--------|-------|
| Blue | 5+ |
| Green | 4 |
| Yellow | 3 |
| Orange | 2 |
| Red | 1 |



| | |
|-----------------|-----|
| Academic Status | 30% |
| Academic Growth | 30% |

| | |
|-------------|-------------------|
| 2.56 | Total Index Score |
| 2.87 | |

| All Students | | | | LPRG (lowest performing racial/ethnic group) | | | | ELL (English Language Learners) | | | | SWD (students with disabilities) | | | | LI (low income) | | | | Total Weight |
|--------------|---|-------------|---------------|----------------------------------------------|--------|---|-------------|---------------------------------|--------|---|-------------|----------------------------------|--------|---|-------------|-----------------|--------|---|-------------|--------------|
| Result | N | Index Level | Points Earned | Group | Result | N | Index Level | Points Earned | Result | N | Index Level | Points Earned | Result | N | Index Level | Points Earned | Result | N | Index Level | |

Academic Domain

| | | |
|---------------------------------------------------------------------|--------|------|
| SBAC ELA <small>(Smarter Balanced English/Language Arts)</small> | status | 2.88 |
| | growth | 1.83 |
| SBAC Math <small>(Smarter Balanced Mathematics)</small> | status | 2.67 |
| | growth | 3.08 |
| SRI <small>(Scholastic Reading Inventory)</small> | status | 1.94 |
| | growth | 1.47 |
| Graduation* | status | 2.41 |
| | growth | 6.00 |
| A-G Completion* | status | 1.83 |
| | growth | 1.00 |
| Pathway Participation | status | 2.09 |
| | growth | 1.94 |
| College Level Courses | status | 2.56 |
| | growth | 1.16 |
| On Track 9th-10th Graders | status | 3.19 |

| | | | | | | | | | | | | | | | | | | | | | |
|---------|------|---|--------------------|----|---------|-----|---|--------------------|----------|-----|-----|--------------------|----------|-----|-----|--------------------|---------|------|---|--------------------|--------------------|
| 40.0% | 307 | 3 | 0.050 out of 0.083 | L | 33.0% | 125 | 2 | 0.011 out of 0.028 | 9.0% | 33 | 1 | 0.006 out of 0.028 | n/a | 5 | n/a | 0.000 out of 0.000 | 39.0% | 235 | 3 | 0.017 out of 0.028 | 0.083 out of 0.167 |
| -6.0 pp | 255 | 1 | 0.017 out of 0.083 | L | -3.0 pp | 89 | 1 | 0.006 out of 0.028 | +9.0 pp | 27 | 5 | 0.028 out of 0.028 | n/a | 9 | n/a | 0.000 out of 0.000 | -4.0 pp | 188 | 1 | 0.006 out of 0.028 | 0.056 out of 0.167 |
| 18.0% | 296 | 3 | 0.050 out of 0.083 | L | 6.0% | 124 | 1 | 0.006 out of 0.028 | 3.0% | 32 | 1 | 0.006 out of 0.028 | n/a | 5 | n/a | 0.000 out of 0.000 | 18.0% | 227 | 3 | 0.017 out of 0.028 | 0.078 out of 0.167 |
| +2.0 pp | 272 | 3 | 0.050 out of 0.083 | L | -3.0 pp | 96 | 1 | 0.006 out of 0.028 | +3.0 pp | 32 | 3 | 0.017 out of 0.028 | n/a | 28 | n/a | 0.000 out of 0.000 | +2.0 pp | 204 | 3 | 0.017 out of 0.028 | 0.089 out of 0.167 |
| 36.0% | 1636 | 2 | 0.033 out of 0.083 | PI | 30.0% | 23 | 2 | 0.008 out of 0.021 | 3.0% | 224 | 1 | 0.004 out of 0.021 | 13.0% | 213 | 1 | 0.004 out of 0.021 | 33.0% | 1189 | 2 | 0.008 out of 0.021 | 0.058 out of 0.167 |
| -2.0 pp | 1636 | 1 | 0.017 out of 0.083 | PI | +2.0 pp | 25 | 3 | 0.013 out of 0.021 | -3.0 pp | 231 | 1 | 0.004 out of 0.021 | +1.0 pp | 218 | 2 | 0.008 out of 0.021 | -3.0 pp | 1216 | 1 | 0.004 out of 0.021 | 0.046 out of 0.167 |
| 74.0% | 371 | 2 | 0.033 out of 0.083 | L | 70.0% | 135 | 2 | 0.008 out of 0.021 | 71.0% | 76 | 2 | 0.008 out of 0.021 | 70.0% | 61 | 2 | 0.008 out of 0.021 | 77.0% | 272 | 3 | 0.013 out of 0.021 | 0.071 out of 0.167 |
| +5.0 pp | 353 | 5 | 0.083 out of 0.083 | L | +7.0 pp | 109 | 5 | 0.021 out of 0.021 | +16.0 pp | 42 | 5 | 0.021 out of 0.021 | +43.0 pp | 47 | 5 | 0.021 out of 0.021 | +4.0 pp | 215 | 5 | 0.021 out of 0.021 | 0.167 out of 0.167 |
| 45.0% | 285 | 2 | 0.033 out of 0.083 | AA | 28.0% | 90 | 1 | 0.006 out of 0.028 | 33.0% | 24 | 1 | 0.006 out of 0.028 | n/a | 4 | n/a | 0.000 out of 0.000 | 45.0% | 202 | 2 | 0.011 out of 0.021 | 0.056 out of 0.167 |
| -9.0 pp | 245 | 1 | 0.017 out of 0.083 | AA | -6.0 pp | 81 | 1 | 0.008 out of 0.042 | #VALUE! | 14 | n/a | 0.000 out of 0.000 | n/a | 11 | n/a | 0.000 out of 0.000 | -9.0 pp | 158 | 1 | 0.008 out of 0.042 | 0.033 out of 0.167 |
| 47.0% | 1183 | 2 | 0.033 out of 0.083 | AA | 41.0% | 356 | 2 | 0.008 out of 0.021 | 39.0% | 160 | 1 | 0.004 out of 0.021 | 53.0% | 195 | 2 | 0.008 out of 0.021 | 48.0% | 845 | 2 | 0.008 out of 0.021 | 0.063 out of 0.167 |
| -2.0 pp | 1175 | 1 | 0.017 out of 0.083 | AA | +3.0 pp | 370 | 3 | 0.013 out of 0.021 | -5.0 pp | 156 | 1 | 0.004 out of 0.021 | +8.0 pp | 177 | 5 | 0.021 out of 0.021 | -3.0 pp | 877 | 1 | 0.004 out of 0.021 | 0.058 out of 0.167 |
| 10.0% | 688 | 3 | 0.050 out of 0.083 | AA | 4.0% | 194 | 1 | 0.004 out of 0.021 | 3.0% | 90 | 1 | 0.004 out of 0.021 | 0.0% | 117 | 1 | 0.004 out of 0.021 | 10.0% | 500 | 3 | 0.013 out of 0.021 | 0.075 out of 0.167 |
| -2.0 pp | 707 | 1 | 0.017 out of 0.083 | AA | 0.0 pp | 237 | 2 | 0.008 out of 0.021 | -5.0 pp | 76 | 1 | 0.004 out of 0.021 | -1.0 pp | 109 | 1 | 0.004 out of 0.021 | -1.0 pp | 515 | 1 | 0.004 out of 0.021 | 0.038 out of 0.167 |
| 63.0% | 1006 | 3 | 0.050 out of 0.083 | L | 56.0% | 413 | 2 | 0.008 out of 0.021 | 51.0% | 154 | 2 | 0.008 out of 0.021 | 64.0% | 152 | 3 | 0.013 out of 0.021 | 62.0% | 728 | 3 | 0.013 out of 0.021 | 0.092 out of 0.167 |
| | | | 0.083 | | | | | 0.021 | | | | 0.021 | | | | 0.021 | | | | 0.013 | 0.158 |

| | | |
|-------------------------------|--------|------|
| On Track 11th-12th Graders | growth | 5.69 |
| | status | 3.50 |
| | growth | 3.66 |

| | |
|--------|------|
| growth | 5.69 |
| status | 3.50 |
| growth | 3.66 |

| | | | | | | | | | | | | | | | | | | | | | |
|---------|-----|---|--------------|---|---------|-----|---|--------------|---------|-----|---|--------------|---------|-----|---|--------------|---------|-----|---|--------------|--------------|
| +6.0 pp | 950 | 5 | out of 0.083 | L | +8.0 pp | 415 | 5 | out of 0.021 | +9.0 pp | 159 | 5 | out of 0.021 | +9.0 pp | 134 | 5 | out of 0.021 | +4.0 pp | 717 | 3 | out of 0.021 | out of 0.167 |
| 76.0% | 678 | 3 | out of 0.083 | L | 71.0% | 266 | 3 | out of 0.021 | 60.0% | 88 | 3 | out of 0.021 | 62.0% | 104 | 3 | out of 0.021 | 76.0% | 491 | 3 | out of 0.021 | out of 0.167 |
| +2.0 pp | 695 | 3 | out of 0.083 | L | -1.0 pp | 240 | 1 | out of 0.021 | +2.0 pp | 76 | 3 | out of 0.021 | +6.0 pp | 65 | 5 | out of 0.021 | +5.0 pp | 508 | 4 | out of 0.021 | out of 0.167 |

N represents the count of students contributing to the result in the most recent year of data for status, or the prior year for growth.

High School Network

School Performance Framework



See below for abbreviation definitions

| | |
|------------------------|-----|
| Culture/Climate Status | 20% |
| Culture/Climate Growth | 20% |

| | |
|------|-------------------|
| 3.37 | Total Index Score |
| 3.06 | |

| All Students | | | | LPRG (lowest performing racial/ethnic group) | | | | ELL (English Language Learners) | | | | SWD (students with disabilities) | | | | LI (low income) | | | | Total Weight | |
|--------------|---|-------------|---------------|----------------------------------------------|--------|---|-------------|---------------------------------|--------|---|-------------|----------------------------------|--------|---|-------------|-----------------|--------|---|-------------|--------------|---------------|
| Result | N | Index Level | Points Earned | Group | Result | N | Index Level | Points Earned | Result | N | Index Level | Points Earned | Result | N | Index Level | Points Earned | Result | N | Index Level | | Points Earned |

Culture/Climate Domain

| | | |
|---------------------------------------------------------------------|--------|------|
| Chronic Absence | status | 5.69 |
| | growth | 5.38 |
| Suspensions | status | 1.00 |
| | growth | 1.00 |
| Reclassification | status | 3.50 |
| | growth | 3.50 |
| Culture/Climate Survey Student <i>55.8% participation rate</i> | status | 2.25 |
| | growth | 1.00 |
| Culture/Climate Survey Parent <i>7.3% participation rate</i> | status | 2.88 |
| | growth | 2.88 |
| Culture/Climate Survey Staff <i>50.3% participation rate</i> | status | 2.25 |
| | growth | 1.00 |
| Social Emotional Learning Survey <i>55.8% participation rate</i> | status | 2.88 |
| | growth | 2.25 |

| | |
|--------|------|
| status | 5.69 |
| growth | 5.38 |
| status | 1.00 |
| growth | 1.00 |
| status | 3.50 |
| growth | 3.50 |
| status | 2.25 |
| growth | 1.00 |
| status | 2.88 |
| growth | 2.88 |
| status | 2.25 |
| growth | 1.00 |
| status | 2.88 |
| growth | 2.25 |

| | | | | | | | | | | | | | | | | | | | | | |
|----------|------|---|--------------------|-----|---------|-----|---|--------------------|---------|-----|---|--------------------|---------|-----|---|--------------------|---------|------|---|--------------------|--------------------|
| 7.5% | 1699 | 5 | 0.083 out of 0.083 | PI | 12.5% | 24 | 4 | 0.017 out of 0.021 | 9.9% | 242 | 5 | 0.021 out of 0.021 | 10.4% | 278 | 4 | 0.017 out of 0.021 | 7.6% | 1231 | 5 | 0.021 out of 0.021 | 0.158 out of 0.167 |
| -2.5 pp | 1673 | 5 | 0.017 out of 0.083 | PI | +1.0 pp | 26 | 1 | 0.004 out of 0.021 | -3.6 pp | 236 | 5 | 0.021 out of 0.021 | -7.1 pp | 217 | 5 | 0.021 out of 0.021 | -2.7 pp | 1247 | 5 | 0.021 out of 0.021 | 0.150 out of 0.167 |
| 10.1% | 2009 | 1 | 0.017 out of 0.083 | AA | 16.8% | 654 | 1 | 0.004 out of 0.021 | 10.1% | 286 | 1 | 0.004 out of 0.021 | 17.1% | 321 | 1 | 0.004 out of 0.021 | 11.3% | 1420 | 1 | 0.004 out of 0.021 | 0.033 out of 0.167 |
| +3.4 pp | 1975 | 1 | 0.017 out of 0.083 | AA | +4.8 pp | 673 | 1 | 0.004 out of 0.021 | +0.7 pp | 285 | 1 | 0.004 out of 0.021 | +2.3 pp | 236 | 1 | 0.004 out of 0.021 | +4.4 pp | 1459 | 1 | 0.004 out of 0.021 | 0.033 out of 0.167 |
| 20.0% | 145 | 3 | 0.100 out of 0.167 | N/A | | | | | | | | | | | | | | | | 0.100 out of 0.167 | |
| +2.0 pp | 147 | 3 | 0.100 out of 0.167 | N/A | | | | | | | | | | | | | | | | 0.100 out of 0.167 | |
| 41.0% | 986 | 2 | 0.017 out of 0.042 | AA | 42.0% | 182 | 2 | 0.017 out of 0.042 | N/A | | | | | | | | | | | | 0.033 out of 0.083 |
| -9.0 pp | 584 | 1 | 0.008 out of 0.042 | AA | -0.07 | 142 | 1 | 0.008 out of 0.042 | N/A | | | | | | | | | | | | 0.017 out of 0.083 |
| 29.0% | 137 | 1 | 0.004 out of 0.021 | ME | 71.0% | 20 | 4 | 0.017 out of 0.021 | N/A | | | | | | | | | | | | 0.021 out of 0.042 |
| -8.0 pp | 224 | 1 | 0.004 out of 0.021 | ME | +5.0 pp | 33 | 4 | 0.017 out of 0.021 | N/A | | | | | | | | | | | | 0.021 out of 0.042 |
| 42.0% | 85 | 2 | 0.017 out of 0.042 | N/A | | | | | | | | | | | | | | | | 0.017 out of 0.042 | |
| -15.0 pp | 95 | 1 | 0.008 out of 0.042 | N/A | | | | | | | | | | | | | | | | 0.008 out of 0.042 | |
| 50.0% | 986 | 3 | 0.050 out of 0.083 | ME | 49.0% | 110 | 2 | 0.033 out of 0.083 | N/A | | | | | | | | | | | | 0.083 out of 0.167 |
| +1.0 pp | 584 | 2 | 0.033 out of 0.083 | ME | 0.01 | 88 | 2 | 0.033 out of 0.083 | N/A | | | | | | | | | | | | 0.067 out of 0.167 |

Attendance Rate

| | |
|--------|-------------|
| status | 4.75 |
| growth | 4.75 |

| | | | | |
|---------|--|----------|--------------------------|-----|
| 97.5% | | 4 | 0.133 out of 0.167 | N/A |
| +0.6 pp | | 4 | 0.133 out of 0.167 | N/A |

| |
|--------------------------|
| 0.133 out of 0.167 |
| 0.133 out of 0.167 |

Notes: ppt = percentage point change from prior year rounded to the nearest 1ppt, ELL = English Learner, RE = Race/Ethnicity, SWD = students with disability, AA = African American, A = Asian, F = Filipino, L = Latino, ME = Multiple ethnicity, PI = Pacific Islander, W = White, NA =Native American, LI = low income (qualified for free or reduced lunch), ES = elementary school, MS = middle school, HS = high school; School demographics were gathered on California Board of Education Data System (CBEDs) day 2015; N for growth is the N for the prior year of data; N is not shown for Attendance Rate because the denominator there corresponds to total sum of days enrolled for all students across the year for that site rather than the count of students. When the LPRG N for the prior year of data did not meet 20 students, results are suppressed for growth for that indicator.

Total Score = (total weight received/total weight out of)*5, rescaled to 1-6; The relative contributions of status and growth for each domain are shown next to the rolled up total scores, rounded to the nearest 1%; the Overall Tier is a value generated from the total weights and rescaled to 1-6; creation date = 10/11/16.

*Denotes indicators for which results are from 2014-15 rather than 2015-16 due to a one year delay in data reporting.

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

| | | | | | |
|----------------|---------------------|-----------------|-----------|-------------------|-----|
| School: | Skyline High School | Pathway: | Education | School ID: | 306 |
|----------------|---------------------|-----------------|-----------|-------------------|-----|

1A. Pathway Description

The Education & Community Health Academy at Skyline High School is a 3-year program that prepares students to grapple with some of the most pressing issues in education including educational rights, food justice, and gender studies. Students explore careers dedicated to improving the lives of young people: teachers, school psychologists, educational researchers and activists, administrators, coaches, social workers, health educators. A curricular focus throughout our program is health, with project-based learning on topics such as adolescent brain development, drug use and abuse, nutrition, and sex education.

We would like to create a second strand of courses in our Academy which focuses even more on community health. The new strand would share the 11th Grade CTE course Educational Psychology, and the projects and areas of study across the expanded Academy will all have deep and meaningful ties to the overall theme of building a healthy community by learning from and teaching each other. Students in this Community Health strand will explore careers such as nursing, medicine, kinesiology, health care management, public health law, and bioethics.

1B. Pathway Mission and Vision

In the Education & Community Health Pathway, you will analyze some of the most pressing issues in education and community health, while explore careers dedicated to transforming the lives of young people: health care professionals, teachers, school psychologists, educational researchers and activists, administrators, coaches, social workers. Students will graduate from this pathway proficient in public speaking, research skills, and interpersonal communication as well as knowledgeable about social justice and community health issues.

1C. Pathway Demographics

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild- Moderate | % SPED Severe |
|--------------------------------------|------------------|--------------------------------|---------------------|-----------------|--------------------|-------------------|------------|-----------------------|---------------|
| | | 38.0% | 62.0% | TBD | TBD | 13.9% | TBD | 16.3% | TBD |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/ Islander | Caucasian | Multiracial | Newcomers |
| | 32.5% | 0.7% | 14.6% | 40.4% | 0.0% | 2.0% | 7.3% | 1.3% | TBD |

1D. Pathway Performance Data

| Graduate Outcomes | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
|-------------------------------------------------|---------------|---------------|---------------|--------------|------------------------|---------------------|
| Four-Year Cohort Graduation Rate (All Students) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (All Students) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (English Learners) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (SPED) | TBD | TBD | TBD | TBD | TBD | TBD |
| Percent of Students Leaving | TBD | TBD | TBD | TBD | TBD | TBD |
| On Track to Graduate (Grade 9) | ---- | ---- | ---- | 54.1% | 46.7% | TBD |
| On Track to Graduate (Grade 10) | 49.2% | 38.2% | 20.7% | 31.1% | 33.6% | TBD |
| On Track to Graduate (Grade 11) | 30.6% | 42.2% | 35.9% | 37.9% | 35.4% | TBD |
| On Track to Graduate (Grade 12) | 67.4% | 51.3% | 42.4% | 57.6% | 44.8% | TBD |
| A-G Completion (Grade C or Better) | 50.0% | 37.1% | TBD | 49.6% | 51.2% | TBD |

| | | | | | | |
|--------------------------------------------------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------------|----------------------------|
| A-G Completion (African American Students) | 21.4% | 35.3% | TBD | 40.6% | 33.6% | TBD |
| A-G Completion (Special Education Students) | 50.0% | 0.0% | TBD | 9.4% | 15.6% | TBD |
| A-G Completion (English Learners) | 100.0% | 0.0% | TBD | 34.8% | 33.9% | TBD |
| A-G Completion (Foster Youth) | 0.0% | 0.0% | TBD | 0.0% | 20.8% | TBD |
| Post-Secondary Readiness | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| AP Course Access (All Students) | 30.5% | 29.8% | 32.3% | 28.7% | 25.7% | TBD |
| AP Course Access (African American Students) | 22.4% | 21.3% | 15.6% | 20.2% | 14.3% | TBD |
| AP Exam Pass Rate (Score of 3 or Better) | 4.6% | 5.8% | TBD | 8.1% | 7.9% | TBD |
| % of Seniors with GPA > 3.5 | TBD | TBD | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 11 | TBD | TBD | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 12 | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment with Community College | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment (Grade C or Better) | TBD | TBD | TBD | TBD | 82.4% | TBD |
| Number of Students Enrolling in Four-Year Colleges | TBD | TBD | TBD | TBD | TBD | TBD |
| Number of Students Enrolling in Two-Year Colleges | TBD | TBD | TBD | TBD | TBD | TBD |
| Climate and Culture | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| Chronic Absence (All Students) | TBD | TBD | TBD | 7.6% | 11.2% | TBD |
| Chronic Absence (Special Education Students) | TBD | TBD | TBD | 10.4% | 18.7% | TBD |
| Chronic Absence (Foster Youth) | TBD | TBD | TBD | 16.2% | 19.2% | TBD |
| Suspension Rate | 2.0% | 7.0% | 0.0% | 10.1% | TBD | TBD |
| No Suspensions (African American Males) | 95.9% | 87.5% | 100.0% | 78.5% | 91.2% | TBD |
| No Suspensions (Foster Youth) | 100.0% | 66.7% | 100.0% | 65.4% | 86.6% | TBD |
| California Healthy Kids Survey Parent Participation Rate | TBD | TBD | TBD | 12.0% | TBD | TBD |
| Rigorous Academics | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| English Learner Reclassification Rate | TBD | TBD | TBD | 17.3% | 13.2% | TBD |
| Long Term English Learner Reclassification Rate | TBD | TBD | TBD | 20.0% | 17.1% | TBD |
| SBAC Proficiency (ELA) | TBD | TBD | TBD | TBD | 19.5% | TBD |
| SBAC Proficiency (Math) | TBD | TBD | TBD | TBD | 14.7% | TBD |
| % of Students At or Above Grade Level in Reading Proficiency (SRI) | 33.2% | 24.6% | TBD | 35.8% | 23.9% | TBD |

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

2A. Pathway Strengths and Challenges

| | | | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------|
| Instructions: | <p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p> | | |
| | Focal Area | Strengths | <p>Challenges (List all challenges impacting each focal area.)</p> |

| | | | |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate Outcomes | Many students who remain through senior year are on track to graduate. Our SDC and RSP students are particularly well supported due to our strong collaboration with their case managers. Our graduation rate for 2014-2015 is 91.5%, 23.5% higher than Skyline at large. | Attrition to continuation schools needs to be reduced. Too many seniors and juniors transfer to continuation schools therefore targeted support and interventions during sophomore year is critical to keeping students on track to remain with their cohort and and leave Skyline with a diploma. | Too many students with absence issues. |
| Post-Secondary Readiness | We have had an increase from 2014-2015 in acceptance to four year institutions for 2014- 2015. Last year we only had about 5 students gain admittance to a 4 year institution. 50% of our senior cohort reports receiving acceptance letters from 4 year institutions, from institutions such as Stanford, Greensborough College, CSULA, CSULB, UCSC, Clark Atlanta, SJSU, UCSD, CSU Stanislaus, CSUEB, SFSU, Sacramento State, Seton Hall, Northern Arizona State, Iowa State, Wiley, Payne, Chico State, Tuskegee, CSU Channel Islands, Hawaii Pacific, Mills, St Mary's, Holy Names, and Idaho State. The other half of our students reporting plans to enroll in either vocational/ technical programs like Bay EMT or Peralta Schools or other community college program. All students report a post secondary readiness plan when asked. Students will visit Berkeley City College to receive orientation, registration, enrollment, and other services on 4/26/16. | A number of talented brilliant seniors are unable to attend 4 year institutions due to poor or inconsistent academic performance, traumatic experiences, mental and physical health challenges, family challenges, and other social difficulties earlier in their high school career. Many seniors were unable to make up for a lost year or too and will begin their college career at a JC, despite academic skills and talents. | Too many students with external challenges that hinder their focus on becoming academically prepared: home issues, mental challenges, traumatic experiences, low skills. |
| Climate and Culture | Each teacher spends one week on culture and community building each year. Grade level field trips to Pacific Leadership Institute and an end of the year pathway BBQ/ senior celebration at Planck contribute to positive culture and community among staff and students. Students generally are happy and proud of their community and look after one another. Teachers and students go to each other for help and resources. Most students are interested in education, human services, psychology, and health fields. Teachers have conducted observations of each others classrooms and are currently collaborating in grade level interdisciplinary projects. | Education pathway classes tend to be louder than other cohorts on campus as our students are exceptionally social and there is a strong sense of community in cohorts. Students sometimes develop negative cohort cultures that can be difficult to dismantle. It can be difficult at times to attain one mic in certain cohort groups. High teacher turnover makes maintaining a consistent climate and culture a challenge in our collaboration group. The need to substitute, scheduling meetings with coaches, and teacher attendance represent challenges to achieving objectives during collaboration period on certain dates. | Students can sometimes negative cohort cultures that can be difficult to dismantle. |

| | | | |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rigorous Academics | Students in our pathway by and large are masters at giving presentations and are excellent group collaborators. They thrive in social learning activities and group tasks. They are reliable and excel when given increased responsibilities particularly those that relate to the general welfare of other people. Our students are passionate about and easily engaged when learning about social justice and inequities. They are creative problem solvers and have unique perspectives, but are culturally competent and skilled at cross-cultural communication. | Some of our pathway students have little experience working with technology at home or in past school environments and therefore have room to grow in their technology skills. Many students struggle in math and world languages especially. Many of our students enter the pathway already behind in credit and some are unable to complete ECCO internship due to the need to take summer school junior year. Attrition between sophomore and senior year contributes to a diminished cohort in 12th grade classes. It is apparent that students struggling at the beginning of sophomore year will need targeted support to turn around their academic performance and achieve their high school diploma. Teacher scaffolding and differentiation as well as individualized student support and interventions will be critical to support the students in danger of not graduating. We are working with our collaboration group to identify common scaffolds and work towards implementing them. | Achieving consistency among our teachers on meaningful scaffolding and differentiation, and input from all on following through on student intervention measures. |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2B. Pathway Root Cause Analysis from Measure N Design

| | | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Instructions: | <p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> <p style="text-align: right;">Root Cause Analysis Primer.</p> | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| Focal Area | Highest Leverage Challenge <i>(will autopopulate from the table above)</i> | Root Cause Analysis of Highest Leverage Challenge | Linked Learning Criteria |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Graduate Outcomes | Too many students with absence issues. | Students are absent because we are not always able to motivate them to catch up if skills are low and it feels overwhelming to catch up from absences. | Personalized Student Support |
| Post-Secondary Readiness | Too many students with external challenges that hinder their focus on becoming academically prepared: home issues, mental challenges, traumatic experiences, low skills. | We do not always manage to support students sufficiently or with enough follow through to cope with these external challenges, or to convince students about the importance of prioritising their education now as a means to addressing many of the larger societal causes. | Personalized Student Support |
| Climate and Culture | Students can sometimes negative cohort cultures that can be difficult to dismantle. | Not all team teachers are establishing fully consistent culture from beginning of year. | School Leadership & School Vision |
| Rigorous Academics | Achieving consistency among our teachers on meaningful scaffolding and differentiation, and input from all on following through on student intervention measures. | Not all team teachers are following through or communicating about these issues, or there isn't enough time in each collaboration session to go into enough depth. | Building a Rigorous Academic Core: Teacher Conditions |

2C. Current Strategy Analysis

| Instructions: | | <p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p> | | |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Current 16-17 Strategies | | Fully Implemented? | Evidence of Effectiveness? | Analysis of Strategy Implementation and Effectiveness |
| Pathway Instructional Improvement Strategy: | SEL and trauma-informed practices across team | Not Yet | Yes | <p>As a whole school we received PD from Nicole Frazier from Engaging Schools around instructional practices. Some teachers integrated these "Activators," but we didn't choose a few Activators to focus-in on as a pathway team.</p> <p>Many teachers use Community Circle format to have deeper discussions with students on a range of topics from building strong community at the beginning of the year to content-related materials like preparing for talking about mental health.</p> <p>All seniors received Industry Certification in Tier I Restorative Justice and practiced their skills delivering community circles in 10th and 11th grade classes. Program to be expanded into 10th grade CTE courses in 2017-2018.</p> <p>Collaborating with Meena Srivasan to develop a unit for Intro to Ed on SEL instruction theory and practices to be taught in Intro Ed 17-18.</p> <p>Consistent circles, group-work with a tangible goal (Junior Achievement), structured academic controversies and debates, activators, building culture and relationships in week 1.</p> |
| Pathway Design Feature #1 (New/Emerging): | We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health" | Yes | Yes | <p>Successfully launched Intro to Community Health CTE course. Incorporated Health Equity project that was developed by 3 team teachers that participated in Educator Externship at Alameda Co. Public Health Services Department. This project also incorporated 10th grade workshops created, developed, and facilitated by a Senior Ed Pathway student as part of her Senior Project on Health Equity.</p> <p>We have identified Nutrition & Wellness as an integrated project to work on this summer and plan 3-4 curriculum planning days towards the goal of putting together this collaborative project.</p> |
| Pathway Design Feature #2 (New/Emerging): | Create new positions for personalized student support: TSA to provide case management and student interventions, .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record | Yes | Yes | <p>The TSA assigned as Academic Support Teacher for the Pathway, I designed and implemented a framework for student academic support involving push in support, pull out and tutorials, contact with home and teachers, and detailed documentation. Focus was on the 10th grade. Case management of 20+ 10th graders, and between 4-8 11th graders. Curious about ways to streamline and make the tracking process more objective.</p> <p>Dual Enrollment seemed very successful, was exciting for the pathway to add this enrichment opportunity. Around 24 students participated in this DE program.</p> |

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|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pathway Design Feature #3 (New/Emerging):</p> | <p>Expanded WBL opportunities in the field of Comm Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, job shadows</p> | <p>Yes</p> | <p>Yes</p> | <p>This became much more robust this year with Skyline Health Center Program Manager organizing a panel (however space was limited to just one classroom) of health-career guest speakers. Continued, strong interest in health internships: HEAL, HCSA programs.</p> <p>Shoo the Flu collaboration with OUSD/Alam Co Public Health Services allowed for sts to opt into assisting in a mobile health clinic. Around 10-12 juniors and seniors participated in this job shadow event.</p> <p>New connection with UCSF Schools of Medicine, Dentistry, Physical Therapy. We took around 40 sts (mixed group of 10th, 11th, and 12th graders) for a tour of this graduate school and panel of speakers. All students that attended expressed a serious interest in these fields.</p> <p>We'd like to see more industry involvement in our projects: closer involvement in planning projects, involved in final assessment. We would like to be able to repeat industry visits annually so that we don't have to re-plan every year. We'd like to improve quality of all industry visits by ensuring well-planned, hands-on, relevant, and fun industry visits.</p> |
| <p>Pathway Signature Element #1 (Established):</p> | <p>1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level.</p> | <p>Not Yet</p> | <p>Not Yet</p> | <p>Integrated projects were not articulated at each grade level. Teachers spread across multiple grade levels made planning for grade-level integrated projects difficult.</p> <p>We'd like to create more opportunities for our students to "go public" with their work and projects. Also we'd like to improve on capturing evidence of their projects and civic action components to each other and the community as a whole.</p> <p>At least three 11th grade projects integrated use of (scaffolded) Senior Capstone Oral Presentation Rubric in 11th Grade: 2 projects for US History, 1 project for Educational Psychology.</p> <p>At least three 12th grade projects integrated use of Senior Capstone Research Essays Rubric (scaffolded). At least two 12th grade projects integrated use of (scaffolded) Senior Capstone Oral Presentation Rubric.</p> <p>We'd like to see introduction of Senior Capstone Rubrics and scaffolded use in 10th grade across curriculum.</p> |
| <p>Pathway Signature Element #2 (Established):</p> | <p>SEL and trauma-informed practices across team</p> | <p>Not Yet</p> | <p>Not Yet</p> | <p>Student academic support focused for one Marking Period on developing SEL specific rubrics and teaching tools to enhance student self awareness and self advocacy skills. Results available in report write up.</p> <p>Piloted use of interactive notebooks and experimented with 12 SEL activators in 11th grade US History throughout the year.</p> |
| <p>Pathway Signature Element #3 (Established):</p> | <p>Student intervention structure and regular practice</p> | <p>Yes</p> | <p>Yes</p> | <p>Academic support appeared to have some impact for some students. Many students began to seek out academic support on their own and some gradually needed less and less direct support.</p> <p>Between one and two collaboration sessions per week were dedicated to student interventions. Some of the st interventions time was dedicated to the team creating and documenting a plan for individual sts without the student present, while other times were dedicated to meeting with the student (and maybe family members, non-pathway teachers, coaches, or other advocates). As a whole, we met with 30-50 students.</p> <p>This team tends to handle most behavioral issues itself, relying on Skyline Administration for behavioral issues as a last resort. We rely on informal "buddy rooms" and many phone calls, one-on-one talks. This works most of the time; however, we could still benefit from a well-structured Behavior Intervention Protocol. Two such structures were proposed but neither were implemented on a regular basis. Curious to figure out what metrics can be put in place to collect data and show evidence of effectiveness.</p> |

| 3. EQUITY IMPERATIVE FOR YOUR PATHWAY | | Complete this by: |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.) | | |
| Equity Imperative | What will be true in three years if you continue to focus on this imperative? | |
| By June 2019, every Skyline student will be in an SLC that is representative of the student body. Working collaboratively, Skyline community will shrink the opportunity gap by building an adult culture that is unified around this vision. | 85 percent of Skyline students will read at grade level by the time that they graduate fro Skyline. There will be a significant decrease in the the teachers and admin turnover so that the school can develop coherent systems. SLC equity matrix shows equitable distribution of students and equitable "right sizing" and supports will be in place to support quality pathway development. | |

| 4. ANNUAL PATHWAY GOALS | | | | Complete this by: | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------|-------------------|----------------|----------------|-------------------|
| Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress. | | | | | | | |
| FOCAL AREA | Long-Term Goal for 2020 | Related SPF Indicator #1 | Target Student Group | 2014-15 Baseline | 2015-16 Target | 2017-18 Target | Related WASC Goal |
| Graduate Outcomes | Reduce attrition to continuation schools by 20% by 2017-2018. | On Track to Graduate | All Students | | | | |
| Post-Secondary Readiness | 100% of students research post-secondary options aligned with their personal career interests and aspirations. | Pathway Participation | All Students | | | | |
| Climate and Culture | Our climate and culture goal is to create positive community within each classroom, grade level, and even across grade levels with teachers and students feeling safe and supportive. | Culture/Climate: Student | All Students | | | | |
| Rigorous Academics | Students will participate in one grade level interdisciplinary cross curricular project each year culminating in senior capstone in which students will demonstrate mastery of skills related to field research, oral presentation, and research writing. | A-G Completion | All Students | | | | |

| 5. STRATEGIES | | Complete this by: | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| Focused Annual Plan (FAP) Major Improvement Strategies | | | |
| Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway. | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
| Schoolwide Language & Literacy Improvement Strategy: | Skyline will incorporate a targeted 9th grade Multi-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind English enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles. | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
| Schoolwide Mathematics Improvement Strategy: | Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra. | Building a Rigorous Academic Core: T | Building a Rigorous Academic Core: Student Conditions |

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| Schoolwide Culture & Climate/ SEL Improvement Strategy: | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Instructional Improvement Strategy | 1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level. | | |

Pathway Measure N Design Features

| <i>Identify up to three Measure N design features that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|
| Pathway Measure N Design Feature #1: | We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health" | Program of Study & Master Scheduling | Equity/Access/ Achievement |
| Pathway Measure N Design Feature #2: | Continue and improve personalized student support through the TSA to provide case management and student interventions, .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record. | Personalized Student Support | Equity/Access/ Achievement |
| Pathway Measure N Design Feature #3 | Expanded WBL opportunities in the field of Comm Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, job shadows | Work-Based Learning | Equity/Access/ Achievement |

Pathway Signature Elements (Established Practices)

| <i>Identify up to three established signature elements that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|
| Pathway Signature Element #1 (Established): | 1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level. | Building a Rigorous Academic Core: Student Conditions | Work-Based Learning |
| Pathway Signature Element #2 (Established): | SEL and trauma-informed practices across team | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Signature Element #3 (Established): | Student intervention structure and regular practice | Personalized Student Support | Equity/Access/ Achievement |

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

| | |
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| Instructions: | Task: Document strategic actions to support the pathway's design features, signature elements, instructional improvement strategy, and other planned activities. <i>Target Student Group: For each action, choose a primary student group that you expect to benefit.</i> |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Pathway Measure N Design Feature #1: We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health"

| Strategic Action | Associated LCAP Action Area (required for all funded actions) | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------|----------------------------------------|--------------------|---------------------------------------------------|------------------------|
| Supplies for new 10th grade CTE course Introduction to Community Health (textbooks, lab equipment) | A1.1: Pathway Programs | All Students | Atlantic Philanthr | \$8,000.00 | | | 306-Education-1 |
| Curricular support for new 10th grade CTE course Introduction to Community Health (curriculum materials, consultant) | A1.1: Pathway Programs | All Students | Atlantic Philanthr | \$10,000.00 | | | 306-Education-2 |
| Storage shelves and/or cabinets, lockable if possible, for CPR mannequins, Anatomy in Clay models an supplies, Real Care baby infant simulator, NASCO Smart mannequin, and basic lab equipment | A1.1: Pathway Programs | All Students | Atlantic Philanthr | \$14,000.00 | | | 306-Education-3 |
| Teacher extended contracts for curriculum development for projects related in Community Health | A1.1: Pathway Programs | All Students | Measure N | \$10,000.00 | | | 306-Education-4 |
| CPR Manequins, Trainer, and/ or training a teacher to give CPR/ First Aid Certification | A1.1: Pathway Programs | All Students | Atlantic Philanthr | \$10,000.00 | | | 306-Education-5 |

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| Conferences supporting science curriculum | A1.1: Pathway Programs | All Students | Atlantic Philanthr | \$10,000.00 | | | 306-Education-6 |
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Pathway Measure N Design Feature #2: Continue and improve personalized student support through the TSA to provide case management and student interventions, .2 FTE

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|----------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|------------------|
| Part-time tutors (Ed Pathway alum) for struggling pathway students | A1.1: Pathway Programs | All Students | Measure N | \$15,000.00 | | Pathway specific accelerat | 306-Education-17 |
| Teacher extended contracts for outside of school hours student intervention work | A1.1: Pathway Programs | All Students | Measure N | \$2,000.00 | | Continue and improve pe | 306-Education-18 |
| individualized Graduate Capstone Project support | A1.1: Pathway Programs | All Students | Measure N | .2FTE (\$18,000) | | Continue and improve pe | 306-Education-19 |
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Pathway Measure N Design Feature #3: Expanded WBL opportunities in the field of Comm Health by way of industry visits, guest speakers, internships, industry-aligned invol

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| Update/expand basic lab equipment for Chemistry and Physiology with input from Community Partners from Health Science field | A1.1: Pathway Programs | All Students | Atlantic Philanthr | \$5,000.00 | | | 306-Education-33 |
| transportation costs aligned with student visits to college tours and industry visits | A1.1: Pathway Programs | All Students | Measure N | \$15,000.00 | | | 306-Education-34 |
| costs associated with supporting internship and mentorship program, including: student stipends, extended contract for internship facilitation, internship instructor stipend, transportation costs for internship and mentorship | A1.1: Pathway Programs | All Students | Measure N | \$15,000.00 | | | 306-Education-35 |
| Conferences that support work based learning | A1.1: Pathway Programs | All Students | Measure N | \$10,000.00 | | | 306-Education-36 |

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Pathway Signature Element #1 (Established): 1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|------------------|
| Teacher extended contracts for intergrated project curriculum development | A1.1: Pathway Programs | All Students | Measure N | \$5,000.00 | | | 306-Education-49 |
| technology or supplies associated with integrated projects (books, movies, art, software, publishing, office, etc.) | A1.1: Pathway Programs | All Students | Measure N | \$10,000.00 | | 1-2 Integrated project with | 306-Education-50 |
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Pathway Signature Element #2 (Established): SEL and trauma-informed practices across team

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|------------------|
| teacher (and selected students) training in SEL practices | A1.1: Pathway Programs | All Students | Measure N | \$10,000.00 | | Skyline teachers will learn | 306-Education-65 |
| outside of classroom teambuilding and celebratory events, retreats, and practices built into each grade level that focus on social-emotional learning, relationship-building among students and teachers, and persevering in light of challenging circumstances | A1.1: Pathway Programs | All Students | Measure N | \$15,000.00 | | SEL and trauma-informed | 306-Education-66 |
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Pathway Signature Element #3 (Established): Student intervention structure and regular practice

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|------------------|
| Intensive Student Academic Support Coordinator (Student Interventions, Individual support for organization, study skills, and academic support with both push-in and pull-out strategies, after school and lunch-time support) - Direct Service, 1.0 FTE | A5.1: School Culture & Climate | All Students | Measure N | 1.0FTE | | Pathway specific acceleration | 306-Education-81 |
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Strategic Actions for All Other Strategies

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|------------------|
| Improved use and increased access to technology for all students and classrooms for grade level projects and instruction. (laptop carts in each classroom, printers. any other technology necessary for classroom use) | A1.1: Pathway Programs | | Measure N | \$40,000.00 | | | 306-Education-97 |

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

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| Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric. | KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i> | 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i> |
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| 1. PATHWAY LEADERSHIP AND VISION | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mission and Vision | 3 | 3 | 3 | Pathway has strong leadership but few team members are willing to take on leadership roles and duties, as this would be extra work on top of regular full-time teaching duties. | New teachers are learning mission and vision of pathway and developing their knowledge and buy in with regards to WBL and other pillars of Linked Learning. Pathway co-directors can improve structure and agendas during release periods and hone leadership distribution. | Teacher turnover and capacity of pathway teachers to take on additional responsibilities. New co-director is "in-training." Increased responsibilities for pathway leadership due to pathway expansion, developing 2nd strand, and Measure N planning. |
| Leadership Configuration | 3 | 3 | 3 | | | |
| Distributive Leadership | 2 | 2+ | 2+ | | | |

| 2. EQUITY, ACCESS AND ACHIEVEMENT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Open Access and Equitable Opportunities | 3 | 4 | 4 | All students are invited to participate in various WBL experiences throughout the year and the team continues to work on diversifying our cohort. | Our strengths include inclusion of African American students, students with significant socio-economic challenges, and inclusion/ collaboration with special education. We are actively attempting to recruit more male students, our most significant challenge. Academy directors and teachers do not track students on ability levels: CTE courses are inclusive of AP, resource, EL, and SDC students in one classroom along with general education students. These students often only interact in or as a result of CTE courses. | Education has traditionally been a field dominated by women in recent history, therefore more female students express interest in joining our academy. We are working on improved marketing recruitment to freshman and explaining how males are sorely needed in this field. By expanding the pathway to a community health strand we hope to actively recruit more males interested in health related fields. |
| Diverse Student Representation | 2 | 3 | 3 | | | |
| Closing the Opportunity Gap | 3 | 3 | 3 | | | |

| 3. PROGRAM OF STUDY AND MASTER SCHEDULING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------------------|---------------|---------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pathway Theme | 3 | 3+ | 3 | Pathway theme tends to be held in CTE classes with few direct and clear connections to core classes, with the exception if the CTE teacher is also a core teacher. Cohorts are generally scheduled together; however, AP classes break up the cohort in 11th and 12th core classes. | We'd like to deepen the involvement of our industry partners beyond "thought partners that guide us" and internship supervisors to regular contributors to projects and more direct student support. | Core teachers do not have clear or deep understanding of what alignment of academic and CTE curriculum looks like. Team does not have deep enough relationship with industry partners (and vice versa) to really take advantage of what collaboration could look like. |
| Integrated Core | 3 | 3 | 3 | | | |
| Cohort Scheduling | 3 | 3 | 3 | | | |

| 4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|---------------------------------------|--------------------------------------|---------------|
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|--------------------------------------------|---|----|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rigorous, Relevant and Integrated Learning | 3 | 3 | 3 | Many examples of excellent collaborative learning going on across grade levels and in projects in all classes. Making use of Collaboration rubrics with self-assessment. Often topics of study, although integrated across disciplines, do not necessarily culminate in one exciting and rigorous integrated project to which several classes and teachers all | Scaffolding of rubrics and student collaboration is stronger in CTE courses. Our pathway students are particularly strong at oral presentation skills, interpersonal communication, and group collaboration. Students are able to successfully complete rigorous reading and writing assignments as well as science labs when appropriate support | Teacher turnover, capacity of teachers to attend PD's and distraction from teachers collaboration periods, and need to scaffold skills in rubrics by grade levels. 2015- 2016 is a pilot year for pathway integrated |
| Collaborative Learning | 3 | 3+ | 3 | | | |

| 5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sharing Best Practice | 2+ | 3 | 3 | Community of practice continues to be strong within the team. Our professional learning can be more robust with an increased focus on increasing engagement and rigor, building and maintaining integrated and interdisciplinary projects. Collaboration schedule due to current 7-period day scheduling makes this type of professional learning | Collaboration time feels useful to all but often feels rushed. Need more work around unifying key "signature" practices across team. | Teachers often at capacity. There are occasionally "urgent" issues that overtake regularly-scheduled collaboration: subbing for other teachers, school-wide urgent matters, etc. |
| Collaboration Time | 3 | 3+ | 3 | | | |
| Professional Learning | 3 | 3 | 3 | | | |

| 6. WORK-BASED LEARNING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|------------------------------|---------------|---------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Types of Student Experiences | 3 | 3 | 3 | Robust increase in health-related WBL experiences increased the excitement among students interested in these fields. This includes OUSD/Alameda Co, Health Services collaboration "Shoo the Flu" job mentor opportunity, UCSF panel | By incorporating community health-related internships we believe more students will take advantage of summer internships, and other WBL like job shadows. | Credit recovery (summer school), other competing summer programs or jobs, transportation, travel, family commitments and responsibilities. |
| Pathway Outcomes | 3 | 3 | 3 | | | |
| Pathway Evaluation | 2 | 2- | 2 | | | |

| 7. PERSONALIZED STUDENT SUPPORT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|---------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support of Student Needs | 3 | 3+ | 3 | Pathway 0.8 FTE TSA focused on academic intervention utilizing both push in and pull out strategies, with around 30-35 10th graders and around 6-8 11th graders utilizing this support. We also had a Care Manager who provided motivational, behavioral, and organizational support, again with the focus on 10th grade. | Social science teachers spend most of department in PD completing cycles of inquiry. Most teachers in pathway are implementing new scaffolds based of D and F rates and targeting students with high D and F rates for interventions via support meetings, progress reports, and parent contact. Some teachers are developing their skills and practice around parent contact and data driven instruction, while others are advanced in this category. | Teacher turnover leads to more teachers who are developing their skills and practice around parent contact and data driven instruction. Most students will be 1st generation college students so there is an enormous amount of support needed in terms of developing college and career |
| College & Career Plan | 3 | 2+ | 3 | | | |

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

School: Skyline High School

Pathway: Computer Science & Tech

School ID: 306

1A. Pathway Description

Our vision is to help students become responsible adults who can use technology to improve both their lives and the lives of others. We combine career training with college preparation. There is an emphasis on academic rigor, math and science content, cross curricular activities, and writing for a larger audience as a means to reinforce language arts skills.

1B. Pathway Mission and Vision

This pathway is for students who are interested in Computer Technology and all its possibilities. Students will learn about coding, digital art, animation, game design, web design, film production, audio/video technology and Computer Science. Classes emphasize hands-on projects using the latest interactive technology. We are partnered with Berkeley City College so students can receive college credit while taking high school courses.

1C. Pathway Demographics

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild- Moderate | % SPED Severe |
|--------------------------------------|------------------|--------------------------------|---------------------|-----------------|--------------------|-------------------|------------|-----------------------|---------------|
| | 64.8% | 35.2% | TBD | TBD | 17.2% | TBD | 20.4% | TBD | TBD |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/ Islander | Caucasian | Multiracial | Newcomers |
| | 23.5% | 0.5% | 17.0% | 47.0% | 2.5% | 1.0% | 7.5% | 0.5% | TBD |

1D. Pathway Performance Data

| Graduate Outcomes | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
|-------------------------------------------------|---------------|---------------|---------------|--------------|------------------------|---------------------|
| Four-Year Cohort Graduation Rate (All Students) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (All Students) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (English Learners) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (SPED) | TBD | TBD | TBD | TBD | TBD | TBD |
| Percent of Students Leaving | TBD | TBD | TBD | TBD | TBD | TBD |
| On Track to Graduate (Grade 9) | ---- | ---- | ---- | 54.1% | 46.7% | TBD |
| On Track to Graduate (Grade 10) | 47.6% | 52.3% | 26.1% | 31.1% | 33.6% | TBD |
| On Track to Graduate (Grade 11) | 55.7% | 58.3% | 33.8% | 37.9% | 35.4% | TBD |
| On Track to Graduate (Grade 12) | 55.2% | 70.5% | 52.5% | 57.6% | 44.8% | TBD |
| A-G Completion (Grade C or Better) | 37.0% | 56.1% | TBD | 49.6% | 51.2% | TBD |

| | | | | | | |
|--------------------------------------------------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------------|----------------------------|
| A-G Completion (African American Students) | 22.2% | 35.7% | TBD | 40.6% | 33.6% | TBD |
| A-G Completion (Special Education Students) | 33.3% | 10.0% | TBD | 9.4% | 15.6% | TBD |
| A-G Completion (English Learners) | 0.0% | 50.0% | TBD | 34.8% | 33.9% | TBD |
| A-G Completion (Foster Youth) | 0.0% | 0.0% | TBD | 0.0% | 20.8% | TBD |
| Post-Secondary Readiness | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| AP Course Access (All Students) | 32.0% | 29.0% | 53.2% | 28.7% | 25.7% | TBD |
| AP Course Access (African American Students) | 23.4% | 26.8% | 41.8% | 20.2% | 14.3% | TBD |
| AP Exam Pass Rate (Score of 3 or Better) | 10.5% | 8.6% | TBD | 8.1% | 7.9% | TBD |
| % of Seniors with GPA > 3.5 | TBD | TBD | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 11 | TBD | TBD | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 12 | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment with Community College | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment (Grade C or Better) | TBD | TBD | TBD | TBD | 82.4% | TBD |
| Number of Students Enrolling in Four-Year Colleges | TBD | TBD | TBD | TBD | TBD | TBD |
| Number of Students Enrolling in Two-Year Colleges | TBD | TBD | TBD | TBD | TBD | TBD |
| Climate and Culture | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| Chronic Absence (All Students) | TBD | TBD | TBD | 7.6% | 11.2% | TBD |
| Chronic Absence (Special Education Students) | TBD | TBD | TBD | 10.4% | 18.7% | TBD |
| Chronic Absence (Foster Youth) | TBD | TBD | TBD | 16.2% | 19.2% | TBD |
| Suspension Rate | 2.5% | 4.3% | 0.8% | 10.1% | TBD | TBD |
| No Suspensions (African American Males) | 95.7% | 97.5% | 100.0% | 78.5% | 91.2% | TBD |
| No Suspensions (Foster Youth) | 100.0% | 100.0% | 100.0% | 65.4% | 86.6% | TBD |
| California Healthy Kids Survey Parent Participation Rate | TBD | TBD | TBD | 12.0% | TBD | TBD |
| Rigorous Academics | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| English Learner Reclassification Rate | TBD | TBD | TBD | 17.3% | 13.2% | TBD |
| Long Term English Learner Reclassification Rate | TBD | TBD | TBD | 20.0% | 17.1% | TBD |
| SBAC Proficiency (ELA) | TBD | TBD | TBD | TBD | 19.5% | TBD |
| SBAC Proficiency (Math) | TBD | TBD | TBD | TBD | 14.7% | TBD |
| % of Students At or Above Grade Level in Reading Proficiency (SRI) | 35.5% | 44.6% | TBD | 35.8% | 23.9% | TBD |

2. NEEDS ASSESSMENT (three-year cycle)

Complete this by:

2A. Pathway Strengths and Challenges

| | | | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------|
| Instructions: | <p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p> | | |
| | Focal Area | Strengths | <p>Challenges (List all challenges impacting each focal area.)</p> |

| | | | |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Graduate Outcomes | The students have an extraordinary focus in their career pathway, with high levels of diversity. Our graduation rate is 96.7%, significantly better than the nonpathway district rate of 64.2%. | Some students are transferred to continuation schools as they enter the 12th grade. Too many students have too many absences. | Effectively providing interventions for all students who need them. |
| Post-Secondary Readiness | We have a solid partnership relationship with Berkeley City College, and many Computer Academy students transition directly from Skyline to BCC. | Too many students are getting D's or F's in a core A-G class. These students often end up transferring to Continuation schools. | Increase the number of our graduates who immediately go on to college. |
| Climate and Culture | We devote time in our academy to team building and group cohesion through a variety of activities, field trips, and special programs. | The school has struggled with implementing a climate and culture system. | How to implement an effective climate and culture improvement system. |
| Rigorous Academics | Our pathway had 29% of our students enrolled in at least one AP course in 2015-16. That figure has increased to 53.29 percent in 2016-17. | Catching up students who are behind in grade level(s) | Provide Academic interventions to keep more students at Skyline. |

2B. Pathway Root Cause Analysis from Measure N Design

| | | | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Instructions: | <p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> For each priority, identify at least one root cause for a challenge you listed above. Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p>Root Cause Analysis Primer.</p> <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> | | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| Focal Area | Highest Leverage Challenge (will autopopulate from the table above) | Root Cause Analysis of Highest Leverage Challenge | Linked Learning Criteria |
|---------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Graduate Outcomes | Effectively providing interventions for all students who need them. | As at least half of our students at Skyline are considered "at risk," for a wide variety of reasons. There is not a single cause at play here. Rather, we need to acknowledge what we can do, namely to provide support through the implementation of intervention strategies. The key is to provide "effective" support that will need to be determined. It may consist of a specific position coupled with an assortment of teachers dedicating .2 sections of their day to the task of implementing interventions. | Personalized Student Support |
| Post-Secondary Readiness | Increase the number of our graduates who immediately go on to college. | One key here is to provide and strengthen a stronger "college going culture" here within our pathway. Many of our students have not been exposed to any college going culture in their home environments or in their previous academic experience. By implementing articulation with all of their CTE classes, we hope to change this. | Equity/Access/Achievement |
| Climate and Culture | How to implement an effective climate and culture improvement system. | Our school has struggled with implementing an effective climate and culture system for the school as a whole. This has been because of a high turnover amongst administrators. | School Leadership & School Vision |
| Rigorous Academics | Provide Academic interventions to keep more students at Skyline (instead of going to continuation schools). | Too many of our kids are failing classes in 9th and 10th grade and aren't getting the right interventions early enough to keep them from dropping out/being transferred to continuation schools. | Equity/Access/Achievement |

2C. Current Strategy Analysis

| | | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Instructions: | <p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p> | | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| Current 16-17 Strategies | Fully Implemented? | Evidence of Effectiveness? | Analysis of Strategy Implementation and Effectiveness |
|---------------------------------|---------------------------|-----------------------------------|--------------------------------------------------------------|
|---------------------------------|---------------------------|-----------------------------------|--------------------------------------------------------------|

| | | | | |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pathway Instructional Improvement Strategy: | We plan to increase our number of integrated projects to at least one project per semester per grade level, incorporating collaboration between Skyline and BCC teachers. | Not Yet | Not Yet | Senior projects greatly improved with collaboration amongst teachers and district capstone PD attended consistently. Junior and Sophomore projects struggled to coalesce. |
| Pathway Design Feature #1 (New/Emerging): | We are piloting a senior project and would like to add an advisor (0.2 FTE) that meets with seniors and helps guide them to successful completion. | Not Yet | Yes | see above |
| Pathway Design Feature #2 (New/Emerging): | We plan to add additional courses that incorporate the concurrent / dual enrollement opportunities at Berkeley City. | Not Yet | Yes | Signed articulation agreement Digital Filmmaking and Multimedia 1 with more in the works (web development) |
| Pathway Design Feature #3 (New/Emerging): | Increase individual student support through a TSA and/or .2 FTE (Work Based Learning, BCC Liasion, etc.) | No | No | Position accountability clarity missed and interrupted by teaching requirements as initial teacher of record left |
| Pathway Signature Element #1 (Established): | Whole team and grade level collaboration with an emphasis on integrated cross curricular projects. | Not Yet | Yes | Weekly whole team collab fairly consistently met and a new team building collab initiated near end of year with potential for next year |
| Pathway Signature Element #2 (Established): | Student interventions will be improved through individual student support and gradel-level support teams. | Not Yet | Yes | Grade level interventions identified students in greatest need and frequently led to interventions including parent meetings |
| Pathway Signature Element #3 (Established): | Early college credit | Not Yet | Yes | Several students enrolled in BCC or other Peralta courses |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------|--|
| 3. EQUITY IMPERATIVE FOR YOUR PATHWAY | | Complete this by: | |
| <i>As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)</i> | | | |
| Equity Imperative | What will be true in three years if you continue to focus on this imperative? | | |
| Skyline community will shrink the opportunity gap by building an adult culture that is unified around this vision. | Three years of focus on this equity imperative would bring about a shrinking of the gap. | | |

| | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------|-----------------------------|--------------------------|-----------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. ANNUAL PATHWAY GOALS | | | | Complete this by: | | | |
| <i>Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.</i> | | | | | | | |
| FOCAL AREA | Long-Term Goal for 2020 | Related SPF Indicator #1 | Target Student Group | 2014-15 Baseline | 2015-16 Target | 2017-18 Target | Related WASC Goal |
| Graduate Outcomes | Comp pathway will reach >97% graduation rate during 2017-18 school year | Graduation Rate | All Students | | | | 1. Maintain the leadership in place to enable Skyline to move forward with district mandated programs |
| Post-Secondary Readiness | All Comp pathway students will be enrolled within the BCC/Peralta system to be eligible for articulation. | Concurrent Enrollment | All Students | | | | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |

| | | | | | | | |
|----------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------|--------------|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Climate and Culture | Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building | Culture/Climate: Student | All Students | | | | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |
| Rigorous Academics | | AP Course Performance | All Students | | | | 3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area. |
| | Introduce AP Comp Sci A class and Advanced Filmmaking | | | | | | |

| 5. STRATEGIES | | Complete this by: | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| Pathway Instructional Improvement Strategy | | | |
| <i>Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
| Schoolwide Language & Literacy Improvement Strategy: | Skyline will incorporate a targeted 9th grade Multi-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind English enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles. | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
| Schoolwide Mathematics Improvement Strategy: | Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra. | Building a Rigorous Academic Core: T | Building a Rigorous Academic Core: Student Conditions |
| Schoolwide Culture & Climate/SEL Improvement Strategy: | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Instructional Improvement Strategy | Work on increasing our cross-curricular integrated projects (PBL) and revamp our academic in | | |
| Pathway Measure N Design Features | | | |
| <i>Identify up to three Measure N design features that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
| Pathway Measure N Design Feature #1: | Increase cross-curricular projects. | Building a Rigorous Academic Core: Student Conditions | Building a Rigorous Academic Core: Teacher Conditions |

| | | | |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|
| Pathway Measure N Design Feature #2: | Increase the amount of intervention that is provided for students. | Equity/Access/ Achievement | Program of Study & Master Scheduling |
| Pathway Measure N Design Feature #3 | We will add two additional courses (Advanced Digital Film and Introduction to Web Design) that will be articulated with BCC. | Program of Study & Master Scheduling | Equity/Access/ Achievement |

Pathway Signature Elements (Established Practices)

| | | | |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|
| <i>Identify up to three established signature elements that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
| Pathway Signature Element #1 (Established): | Whole team integration for cross-curricular projects with help from a visting industry professional. | Program of Study & Master Scheduling | Building a Rigorous Academic Core: Student Conditions |
| Pathway Signature Element #2 (Established): | Student interventions through individual and grade level support teams. | Personalized Student Support | Equity/Access/ Achievement |
| Pathway Signature Element #3 (Established): | Early college credit. | School Leadership & School Vision | Program of Study & Master Scheduling |

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES **Complete this by:**

Instructions: *Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities.*
Target Student Group: For each action, choose a primary student group that you expect to benefit.

Pathway Measure N Design Feature #1: Increase cross-curricular projects.

| Strategic Action | Associated LCAP Action Area (required for all funded actions) | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|--------------------------------|
| individualized Graduate Capstone Project support | A1.1: Pathway Programs | All Students | Measure N | .2FTE (\$18,500) | | Work on increasing our cr | 306-Computer Science & Tech--2 |
| Teacher extended contracts for integrated / PBL curriculum development related to Comp Sci / AME | A2.5: Teacher Professional | All Students | Measure N | \$10,000.00 | | Work on increasing our cr | 306-Computer Science & Tech-2 |
| | | | | | | | 306-Computer Science & Tech-3 |
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| | | | | | | | 306-Computer Science & Tech-15 |
| | | | | | | | 306-Computer Science & Tech-16 |

Pathway Measure N Design Feature #2: Increase the amount of intervention that is provided for students.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| There will be a full-time support person provided for this function that will be funded outside of the pathway budget (see care manager consulting strategy) | A5.1: School Culture & Climate (Safe & Supportive Schools) | All Students | General Purpose Discretionary | in school wide budget | | Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. | 306-Computer Science & Tech-17 |
| Intensive Student Academic Support Coordinator (Student Interventions, Individual support for organization, study skills, and academic support with both push-in and pull-out strategies, after school and lunch-time support) - Direct Service, .2 FTE | A5.1: School Culture & Climate (Safe & Supportive Schools) | All Students | Measure N | \$18,500.00 | | Student interventions through individual and grade level support teams. | 306-Computer Science & Tech-18 |
| | | | | | | | 306-Computer Science & Tech-19 |
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| | | | | | | | 306-Computer Science & Tech-32 |

We will add two additional courses (Advanced Digital Film and Introduction to Web Design) that will be articulated with Pathway Measure N Design Feature #3: BCC.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|-----------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| We will need to invest in a wide variety of equipment related to these two new courses. | A2.3: Standards-Aligned Learning Materials | All Students | Measure N | \$33,500.00 | | Computer Science Course blended with AVID strategies for all 9th grade students to empower Skyline students to compete in the global economy and pursue careers across all sectors because it teaches students computational thinking and problem solving skills applicable in any industry. | 306-Computer Science & Tech-33 |
| | | | | | | | 306-Computer Science & Tech-34 |
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| | | | | | | | 306-Computer Science & Tech-48 |

Pathway Signature Element #1 (Established): Whole team integration for cross-curricular projects with help from a visiting industry professional.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| We will be contracting with a professional filmmaker from the TRIBECA Institute to come to our classes on a regular basis to provide CTE curricular assistance. | A2.3: Standards-Aligned Learning Materials | All Students | Measure N | \$25,000.00 | | Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1) | 306-Computer Science & Tech-49 |
| Teachers will need at least one retreat/conferences/film festivals. | A1.1: Pathway Programs | All Students | Measure N | \$15,000.00 | | Increase cross-curricular projects by bringing in designating one team member per grade to be in charge of implementation. | 306-Computer Science & Tech-50 |
| | | | | | | | 306-Computer Science & Tech-51 |
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Pathway Signature Element #2 (Established): Student interventions through individual and grade level support teams.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|----------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| There will be a full-time support person provided for this function that will be funded outside of our budget. | A1.1: Pathway Programs | All Students | General Purpose Discretionary | | | Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. | 306-Computer Science & Tech-65 |
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| | | | | | | 306-Computer Science & Tech-79 | |
| | | | | | | 306-Computer Science & Tech-80 | |

Pathway Signature Element #3 (Established): Early college credit.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|-----------------|
|------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------|-----------------|

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|-------------------------------------------------------|-----------------------------------|--------------|-------|-------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Twice-monthly meetings between Skyline and BCC staff. | A2.10: Extended Time for Teachers | All Students | Other | \$10,000.00 | | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | 306-Computer Science & Tech-84 |
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| | | | | | | | 306-Computer Science & Tech-91 |
| | | | | | | | 306-Computer Science & Tech-92 |

Strategic Actions for All Other Strategies

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|--------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|--------------------------------------------------------------------|--------------------------------|
| Pathway Summer Internship for 70 Rising Seniors: | A1.1: Pathway Programs | Other | Measure N | \$30,000.00 | | Increase the amount of intervention that is provided for students. | 306-Computer Science & Tech-93 |

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|----------------------------------------------------|------------------------|-------|-----------|-------------|--|--------------------------------------------------------------------|---------------------------------|
| Pathway Summer Internship Salaries for 2 Teachers: | A1.1: Pathway Programs | Other | Measure N | \$30,000.00 | | Increase the amount of intervention that is provided for students. | 306-Computer Science & Tech-94 |
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| | | | | | | | 306-Computer Science & Tech-120 |
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| | | | | | | | 306-Computer Science & Tech-128 |

PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Instructions: Please complete this self-assessment for your pathway. Click here for Measure N rubric the full | KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i> | 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

| 1. PATHWAY LEADERSHIP AND VISION | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Mission and Vision | 3 | 3 | 3+ | We feel strong with our achievement of Linked Learning Certification and that has helped us reorganize our leadership structure in a much more distributed manner. With that said, there is plenty of room to grow in regards to continuing to add clarity to our Mission and Vision. | We feel strong with our achievement of Linked Learning Certification and that has helped us reorganize our leadership structure in a much more distributed manner. With that said, there is plenty of room to grow in regards to continuing to add clarity to our Mission and Vision. | It's a question of devoting more time to the process of working on our mission and vision. |
| Leadership Configuration | 3 | 3+ | 4 | | | |
| Distributive Leadership | 3 | 3+ | 4 | | | |

| 2. EQUITY, ACCESS AND ACHIEVEMENT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------|---------------|---------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Open Access and Equitable Opportunities | 3 | 4 | 4 | Our selection process for new students focuses on achieving a balance between males and females and different ethnicities. We work closely with the SPED team here to insure inclusion. However, an achievement gap does exist between groups and this is an ongoing challenge for us. | Our selection process for new students focuses on achieving a balance between males and females and different ethnicities. We work closely with the SPED team here to insure inclusion. However, an achievement gap does exist between groups and this is an ongoing challenge for us. | In terms of our achievement gap, we know that many students come into our program ill prepared for high school. We need to devote more time to creating personalized support and interventions for all under achieving students. |
| Diverse Student Representation | 3 | 4 | 4 | | | |
| Closing the Opportunity Gap | 3 | 4 | 4 | | | |

| 3. PROGRAM OF STUDY AND MASTER SCHEDULING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Pathway Theme | 4 | 4 | 4 | Collaborative development and implementation of curricular, pedagogical, and policy changes needed to align (through methods such as dual enrollment and accommodation in the HS master schedule) BCC Multimedia Arts and Computer Science curriculum with Skyline High School's existing and developing curriculum, including providing robust curriculum and professional development opportunities for teachers and faculty. | Collaborative development and implementation of curricular, pedagogical, and policy changes needed to align (through methods such as dual enrollment and accommodation in the HS master schedule) BCC Multimedia Arts and Computer Science curriculum with Skyline High School's existing and developing curriculum, including providing robust curriculum and professional development opportunities for teachers and faculty. | Lack of computer science training for core teachers. |
| Integrated Core | 2 | 3 | 3+ | | | |
| Cohort Scheduling | 3 | 3 | 3+ | | | |

| 4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Rigorous, Relevant and Integrated Learning | 3 | 2+ | 2+ | Many students do well in their CTE classes, but may not perform as well in their core classes. | Many students do well in their CTE classes, but may not perform as well in their core classes. | Instructional quality and teacher experience varies from year to year due to the high teacher turn over at Skyline. |
| Collaborative Learning | 2 | 3 | 3 | Teacher turn over creates challenging for improving integrated projects from one year to the next. | Teacher turn over creates challenging for improving integrated projects from one year to the next. | |

| 5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------------------------------|----------------------|----------------------|----------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Sharing Best Practice | 3 | 2 | 2 | More time to needs to be devoted to peer observations and sharing of best practices. | More time to needs to be devoted to peer observations and sharing of best practices. | Collaboration time needs to be organized to include more best practices sharing. |
| Collaboration Time | 4 | 4 | 4 | | | |
| Professional Learning | 3 | 4 | 4 | | | |

| 6. WORK-BASED LEARNING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------|----------------------|----------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Types of Student Experiences | 2 | 3 | 3+ | We have been implementing the ECCO curriculum for the last 5 years with increasing success. Sometimes it has been challenging to find guest speakers, but we have increased the number of visiting speakers this year. One of our challenges has been getting students to agree to take the internship. Many | We have been implementing the ECCO curriculum for the last 5 years with increasing success. Sometimes it has been challenging to find guest speakers, but we have increased the number of visiting speakers this year. One of our challenges has been getting students to agree to take the internship. Many | Its active partnerships with Oakland Technology Exchange, Comcast, and others that provide internship experiences for pathway juniors and seniors. |
| Pathway Outcomes | 3 | 4 | 4 | | | |
| Pathway Evaluation | 3 | 4 | 4 | | | |

| 7. PERSONALIZED STUDENT SUPPORT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------|----------------------|----------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support of Student Needs | 3 | 2+ | 2+ | The pathway community of practice could consider using a tracking system to monitor students receiving extra academic help or participating in another intervention strategy. Make sure the tracking system can identify specific results, and their connection to specific intervention strategies. This could support the replication and expansion of such strategies. | The pathway community of practice could consider using a tracking system to monitor students receiving extra academic help or participating in another intervention strategy. Make sure the tracking system can identify specific results, and their connection to specific intervention strategies. This could support the replication and expansion of such strategies. | Restorative Justice systems need to be more deeply implemented. A dedicated counselor will become part of the ongoing conversations, planning, professional development, and collaboration with partners related to the pathway theme and the pathway student learning outcomes. The pathway community of practice might consider scheduling regular parent/counselor/student meetings to review plans and student progress. |
| College & Career Plan | 3 | 3 | 3 | | | |

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

| | | | | |
|----------------|---------------------|-----------------|----------------------------|-----------------------|
| School: | Skyline High School | Pathway: | Visual and Performing Arts | School ID: 306 |
|----------------|---------------------|-----------------|----------------------------|-----------------------|

1A. Pathway Description

The Skyline Visual and Performing Arts Pathway provides a rigorous course of study for students pursuing visual or performing arts careers. We will deepen your understanding of how the arts transform communities. The SVPA will prepare students for college by developing foundational skills necessary to major in, Studio Art and Illustration, Design and Digital Art, Acting and Technical Theatre, Music Performance, Music Education, Composition, and Music Industry we also prepare you to work as a professional artists or individuals in a creative industry art business.

SVPA centers on contemporary art practices and interdisciplinary curriculum with an emphasis on student voice, creating, analyzing and critiquing artistic work arts for social change through project-based collaborations within and between departments, and advocacy for the arts. SVPA students also showcase their talents and engage in arts-based civic practices.

SVPA fosters a rich academic and artistic community inspiring our students to work collaboratively with their peers and adults, to think creatively and critically about their core academic experiences, their art and performances, the impact of their actions, as well as to develop their communication skills so they can meet challenges with creativity and determination. Students experience master classes from guest artist, lecture-demonstrations from industry professionals, take study-tours to learn from experts in the field, and they receive work based learning experiences with community partners. Students in SVPA also create professional resumes, webpages, and digital portfolios demonstrating their academic and professional abilities.

The Skyline Visual and Performing Arts Pathway provides a rigorous course of study for students pursuing visual or performing arts careers. We will deepen your understanding of how the arts transform communities and prepare you to work as a professional artists or individuals in a creative industry art business with a standard of excellence.

SVPA centers on contemporary art practices and interdisciplinary curriculum with an emphasis on student voice, creating, analyzing and critiquing artistic work arts for social change through project-based collaborations within and between departments, and advocacy for the arts. SVPA students also showcase their talents and engage in arts-based civic practices.

Students experience master classes from guest artists, lecture-demonstrations from industry professionals, take study-tours to learn from experts in the field, and they receive work based learning experiences with community partners. Students in SVPA also create professional resumes, webpages, and digital portfolios demonstrating their academic and professional abilities.

SVPA fosters a rich academic and artistic community inspiring our students to work collaboratively with their peers and adults, to think creatively and critically about their core academic experiences, their art and performances, the impact of their actions, as well as to develop their communication skills so they can meet challenges with creativity and determination.

1B. Pathway Mission and Vision

Pathway Vision:

The Skyline Visual and Performing Arts Department inspires high school students to develop skills and talents required to pursue excellence in a rapidly changing world. We exist to serve our students by cultivating artists, poised to bring creativity and professionalism to their campus, community, and country.

Pathway Mission:

The Skyline Visual and Performing Arts Academy provides a rigorous course of study for students pursuing visual or performing arts careers. SVPA centers on art curriculum that is culturally relevant and highlights student voice. SVPA students showcase their talents, engage in community dialogue and draw from contemporary art practices. Within the academy, students choose a discipline in the fields of Performing Arts or Visual Arts. The progression for each discipline includes a freshman survey course, a sophomore introductory course, junior concentration course, and a senior capstone course. Students in SVPA create digital portfolios demonstrating their academic and professional abilities.

1C. Pathway Demographics

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild- Moderate | % SPED Severe |
|--------------------------------------|------------------|--------------------------------|---------------------|-----------------|--------------------|-------------------|------------|-----------------------|---------------|
| | 43.1% | 56.9% | TBD | TBD | 20.3% | TBD | 12.2% | TBD | TBD |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/ Islander | Caucasian | Multiracial | Newcomers |
| | 37.4% | 0.8% | 9.8% | 41.5% | 1.6% | 1.6% | 4.1% | 0.8% | TBD |

| 1D. Pathway Performance Data | | | | | | |
|--------------------------------------------------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------------|----------------------------|
| Graduate Outcomes | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| Four-Year Cohort Graduation Rate (All Students) | N/A | N/A | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (All Students) | N/A | N/A | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (English Learners) | N/A | N/A | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (SPED) | N/A | N/A | TBD | TBD | TBD | TBD |
| Percent of Students Leaving | N/A | N/A | TBD | TBD | TBD | TBD |
| On Track to Graduate (Grade 9) | N/A | N/A | | 54.1% | 46.7% | TBD |
| On Track to Graduate (Grade 10) | N/A | N/A | | 31.1% | 33.6% | TBD |
| On Track to Graduate (Grade 11) | N/A | N/A | | 37.9% | 35.4% | TBD |
| On Track to Graduate (Grade 12) | N/A | N/A | | 57.6% | 44.8% | TBD |
| A-G Completion (Grade C or Better) | N/A | N/A | TBD | 49.6% | 51.2% | TBD |
| A-G Completion (African American Students) | N/A | N/A | TBD | 40.6% | 33.6% | TBD |
| A-G Completion (Special Education Students) | N/A | N/A | TBD | 9.4% | 15.6% | TBD |
| A-G Completion (English Learners) | N/A | N/A | TBD | 34.8% | 33.9% | TBD |
| A-G Completion (Foster Youth) | N/A | N/A | TBD | 0.0% | 20.8% | TBD |
| Post-Secondary Readiness | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| AP Course Access (All Students) | N/A | N/A | 16.4% | 28.7% | 25.7% | TBD |
| AP Course Access (African American Students) | N/A | N/A | 10.9% | 20.2% | 14.3% | TBD |
| AP Exam Pass Rate (Score of 3 or Better) | N/A | N/A | TBD | 8.1% | 7.9% | TBD |
| % of Seniors with GPA > 3.5 | N/A | N/A | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 11 | N/A | N/A | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 12 | N/A | N/A | TBD | TBD | TBD | TBD |
| Dual Enrollment with Community College | N/A | N/A | TBD | TBD | TBD | TBD |
| Dual Enrollment (Grade C or Better) | N/A | N/A | TBD | TBD | 82.4% | TBD |
| Number of Students Enrolling in Four-Year Colleges | N/A | N/A | TBD | TBD | TBD | TBD |
| Number of Students Enrolling in Two-Year Colleges | N/A | N/A | TBD | TBD | TBD | TBD |
| Climate and Culture | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| Chronic Absence (All Students) | N/A | N/A | TBD | 7.6% | 11.2% | TBD |
| Chronic Absence (Special Education Students) | N/A | N/A | TBD | 10.4% | 18.7% | TBD |
| Chronic Absence (Foster Youth) | N/A | N/A | TBD | 16.2% | 19.2% | TBD |
| Suspension Rate | N/A | N/A | 1.6% | 10.1% | TBD | TBD |
| No Suspensions (African American Males) | N/A | N/A | 91.7% | 78.5% | 91.2% | TBD |
| No Suspensions (Foster Youth) | N/A | N/A | 100.0% | 65.4% | 86.6% | TBD |
| California Healthy Kids Survey Parent Participation Rate | N/A | N/A | TBD | 12.0% | TBD | TBD |
| Rigorous Academics | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| English Learner Reclassification Rate | N/A | N/A | TBD | 17.3% | 13.2% | TBD |
| Long Term English Learner Reclassification Rate | N/A | N/A | TBD | 20.0% | 17.1% | TBD |
| SBAC Proficiency (ELA) | N/A | N/A | TBD | TBD | 19.5% | TBD |
| SBAC Proficiency (Math) | N/A | N/A | TBD | TBD | 14.7% | TBD |
| % of Students At or Above Grade Level in Reading Proficiency (SRI) | N/A | N/A | TBD | 35.8% | 23.9% | TBD |

2A. Pathway Strengths and Challenges

Instructions:

Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.

- What strengths and challenges do you see in your 16-17 SPF?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

| Focal Area | Strengths | Challenges <i>(List all challenges impacting each focal area.)</i> | Highest Leverage Challenge <i>(List one challenge.)</i> |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate Outcomes | -There has been an increase in our non-pathway student GPA's. -Pathway students have the highest overall GPA. -More students are performing "at grade level" based upon SRI data. -The number of students performing "multiple grades behind" is decreasing. - About 4% of students are experiencing more than 1 year's growth on the SRI. -Daily Collaboration is built into the master schedule for teachers. -100% inclusion of SDC students into pathways. -6.5% Growth of Students being enrolled in A-G courses. | Academic Challenges: -The cohort graduation rate for 2014 is 69% -The opportunity gap between Pathways and non pathways is growing. -39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores. **Increasing the overall GPA of students **80% of students on track to graduate by start of their senior year **Providing support that help students interpret and understand academic reports (i.e. transcripts, graduation requirements, etc.) and take appropriate action | The cohort graduation rate for 2014 is 69%: Attendance and academic interventions & support are needed. |
| Post-Secondary Readiness | -Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements. -2yr Pathway retention rates have increased by over 13% for the 2015 school year. -6% increase in all students earning an A in their core classes. | -Fewer students are taking 3 or more AP classes. -The overall enrollement in students taking AP classes is decreasing. **Providing support that help students interpret and understand academic reports (i.e. transcripts, graduation requirements, etc.) and take appropriate action | The overall enrollment in students taking AP classes is decreasing. |
| Climate and Culture | Climate & Culture Strengths: -Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students fell safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses. | Climate & Culture Challenges: -Juvenile detention rates are the highest in grade 10. -Suspension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year. -African American students received 38% of the school suspensions. -Latino students received 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015. **Creating, Developing, and Implementing systems and structures that encapsulate SEL, RJ, and PBIS | Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. (a need for solidarity and safe learning environment to produce fruitful academic and social results) |

| | | | |
|--------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rigorous Academics | | <p>-African American students are the lowest performing ethnic group based upon their enrollment in A-G courses.</p> <p>-The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices.</p> <p>-The overall number of students enrolled in Pathways decreased by 2.2% in 2015.</p> | The overall number of students enrolled in Pathways decreased by 2.2% in 2015. (There is a need to focus on customization the learning process for our students to keep them interested and invested in their pathway community) |
|--------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2B. Pathway Root Cause Analysis from Measure N Design

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Instructions:</p> <ul style="list-style-type: none"> • For each priority, identify at least one root cause for a challenge you listed above. • Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). • Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> | <p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <p style="text-align: right;">Root Cause Analysis Primer.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Focal Area | Highest Leverage Challenge (will autopopulate from the table above) | Root Cause Analysis of Highest Leverage Challenge | Linked Learning Criteria |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Graduate Outcomes | Low graduation and consistent attendance rate | Our pathway does not have a graduating cohort yet, but from the data provided for our school, it is still a viable challenge we can face next year. Strong communication and emotional support needs to be delivered more consistently within our pathway community (students and their families, teachers, administration, and counselors) | |
| Post-Secondary Readiness | The overall enrollment in students taking AP classes is decreasing. | Low number of teachers provided access and trained, and available within an SLC. Not only in AP, but IB, dual-enrollment, and cleared CTE. | |
| Climate and Culture | Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. (a need for solidarity and safe learning environment to produce fruitful academic and social results) | Though our Pilot year has shown significant improvement, there is the unknown of the dynamic within our expanded pathway next year. The larger the pathway, the larger the caseloads and need for consistent feedback and support. | |
| Rigorous Academics | The overall number of students enrolled in Pathways decreased by 2.2% in 2015. (There is a need to focus on customization the learning process for our students to keep them interested and invested in their pathway community) | Though this is a Skyline High School challenge, it can also be considered our Pathway challenge since we are trying to pilot our Senior year next year with 2 cohorts of 30. | |

2C. Current Strategy Analysis

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| <p>Instructions:</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p> | <p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> |
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| Current 16-17 Strategies | Fully Implemented? | Evidence of Effectiveness? | Analysis of Strategy Implementation and Effectiveness |
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| Pathway Instructional Improvement Strategy: | Interdisciplinary Project-Based Teacher Collaboration | Not Yet | Yes Our pathway is still expanding and developing more united assessment tools for consistent grading and industry partner evaluation. |

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| Pathway Design Feature #1 (New/Emerging): | Audition / Assessment (annual) | No | No | Initial concept was that students would audition into the pathway. This is not the case and we need to revisit how the audition piece will fit into the pathway moving forward. Assessment/Jury/Gallery Showing concept will work, however this year not all students are in a class where an Assessment/Jury will be effective. With the creation of additional classes that allow industry focused students (as opposed to performance focused students) to create work to be evaluated, the system for assessments will need to be finalized this summer. Assessment/Jury will be carried out by industry professionals. |
| Pathway Design Feature #2 (New/Emerging): | Student Showcase / Exhibition / Reflection each marking period; Student Juries in the spring | Not Yet | Not Yet | We need to figure out how to schedule these, or reduce the size and scope. Maybe we do something at the end of each semester and have this apply to finals. |
| Pathway Design Feature #3 (New/Emerging): | FAMILY ENGAGEMENT & Bi-lingual Parent Liason for SVPA | Not Yet | Yes | We started the Coalition of the Arts at Skyline High, which is a parent organization for the raising of funds for capital improvements. Identifying someone to help with Parents that speak languages other than English is still in the works. In the meantime, we will begin on planning how to work with the Resource Center to develop systems that will be easily transferred to parent liaison. |
| Pathway Signature Element #1 (Established): | Close Reading of Text - discipline specific (VTS, Critical Response Process (CRP), 3 Reads, National Core Arts Standards Discipline Protocols | No | No | There are more inclusive reading strategies that will be more effective for SVPA teachers. We will identify these strategies during our pathway retreat in the summer. |
| Pathway Signature Element #2 (Established): | Academic Conversation & Thinking Frames (Project Zero) | Yes | Yes | Class critiques, promotional art and posters to display learning norms based on Project Zero. |
| Pathway Signature Element #3 (Established): | Restorative Justice Practices/SEL/PBIS | Yes | Yes | Pathway holds regular community circles and practices restorative discussions during conflict before Administrative intervention. 25% of teachers are Tier I trained - goal for 2017-2018 to have all pathway staff Tier I trained. 2 teachers in the pathway are Tier II and Tier III trained. It will be a goal to have 25% of the pathway adult community trained in Tier II. SEL standards are displayed and recognized by students and staff - common vocabulary of the core skills are used in everyday classroom activity. Our pathway intervention contract has been modified to adopt many of the SEL reflection tools provided by Engaging Schools and has improved student and teacher accountability. PBIS is present in the everyday verbage in the classroom - improving teacher to student communication and performance. Acknowledgments and awards have been provided to our students from staff and to our staff from students. |

3. EQUITY IMPERATIVE FOR YOUR PATHWAY

Complete this by:

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan. Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

| Equity Imperative | What will be true in three years if you continue to focus on this imperative? |
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| All students in the Skyline Visual and Performing Arts Pathway shall be able to pursue and study a profession or industry through the lens (in the environment) of the Visual and Performing Arts. | All students will have self-selected professional portfolios developed during their 3 years in the SVPA pathway. These professional portfolios will reflect their chosen interest "lens" and be approvable by industry partners to formally submit before or upon graduation. |

4. ANNUAL PATHWAY GOALS

Complete this by:

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

| FOCAL AREA | Long-Term Goal for 2020 | Related SPF Indicator #1 | Target Student Group | 2014-15 Baseline | 2015-16 Target | 2017-18 Target | Related WASC Goal |
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| Graduate Outcomes | Increase graduation rates for all seniors in the SVPA Pathway | On Track to Graduate | All Students | | | 51 Seniors (projected 85% of seniors) will graduate with a high school diploma | 3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area. |
| Post-Secondary Readiness | 90% of students will receive industry related certification 100% of students actively enrolled in the SVPA will participate in one of five student run industries on campus (Radio Broadcasting, Television Studio, Production, Artist/Performer, and Technical Theater). | Pathway Participation | All Students | | | 100% of sophomores and juniors, choosing specialization in industries where certification is available, will begin working toward certification. | 5. Provide accessibility to all classrooms for students, teachers, parents, and Chromebook carts (District upgrade facilities) |
| Climate and Culture | Increase family involvement in the pathway Continue to expand application of SEL, RJ, and PBIS systems and structures | Culture and Climate, Student & Parent | All Students | | | Continue reduction of referrals and suspension through the use of SEL, PBIS, and RJ by 30%. Increase the number of recognition assemblies for improvement in behavior and academics to 3-6 events per year. | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |
| Rigorous Academics | Develop cross-curricular projects Industry professional evaluation and assessment Concurrent Enrollment/Work Based Learning Implementation of other academic structures and training (IB, AP, etc.) | Pathway Participation | All Students | | | Increase active involvement of pathway teachers in group planning sessions for interdisciplinary assignments. Create 3-6 opportunities for Pathway-wide collaborative projects. | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |

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| 5. STRATEGIES | Complete this by: |
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| Focused Annual Plan (FAP) Major Improvement Strategies | |
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| <i>Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.</i> | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
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| Schoolwide Language & Literacy Improvement Strategy: | Skyline will incorporate a targeted 9th grade Multi-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind English enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles. | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
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| Schoolwide Mathematics Improvement Strategy: | Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra. | Building a Rigorous Academic Core: T | Building a Rigorous Academic Core: Student Conditions |
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| Schoolwide Culture & Climate/ SEL Improvement Strategy: | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Instructional Improvement Strategy | Increase our cross-curricular PBLs & semester final projects. | | |

Pathway Measure N Design Features

| <i>Identify up to three Measure N design features that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|
| Pathway Measure N Design Feature #1: | Assessment with Industry Professional Panel/Student Showcase / Exhibition / Reflection each marking period; Student Juries in the spring | Work-Based Learning | Equity/Access/ Achievement |
| Pathway Measure N Design Feature #2: | On-site Student Led Work-based Learning (Radio Broadcasting, Television Broadcasting, Performing/Visual Artist, Production and Exhibition, Technical Theater) | Program of Study & Master Scheduling | Building a Rigorous Academic Core: Student Conditions |
| Pathway Measure N Design Feature #3 | Family Engagement | Equity/Access/ Achievement | Personalized Student Support |

Pathway Signature Elements (Established Practices)

| <i>Identify up to three established signature elements that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|
| Pathway Signature Element #1 (Established): | Consistent application of Restorative Justice, PBIS, and Social Emotional Learning practices throughout the SVPA Learning Community | Personalized Student Support | Equity/Access/ Achievement |
| Pathway Signature Element #2 (Established): | Customizable Learning formats for our students based on their Industry Focus | Building a Rigorous Academic Core: Student Conditions | Program of Study & Master Scheduling |
| Pathway Signature Element #3 (Established): | Conservatory Model Built into Pathway Structure for students focused on becoming professional artists | Program of Study & Master Scheduling | Personalized Student Support |

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

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| Instructions: | Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities. Target Student Group: For each action, choose a primary student group that you expect to benefit. |
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Assessment with Industry Professional Panel/Student Showcase / Exhibition / Reflection each marking period; Student Pathway Measure N Design Feature #1: Juries in the spring

| Strategic Action | Associated LCAP Action Area (required for all funded actions) | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| Students have access to comparable industry relevant equipment & technology | A2.3: Standards-Aligned Learning Materials | All Students | Measure N | \$80,000.00 | | Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement | 306-Visual and Performing Arts-1 |

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| Support for Conservatory Model and Resources | A1.1: Pathway Programs | All Students | Measure N | \$10,000.00 | | Conservatory Model Built into Pathway Structure for students focused on becoming professional artists | 306-Visual and Performing Arts-2 |
| Guest industry professionals: workshops, talks, and portfolio reviews | A3.1: Blended Learning | All Students | Measure N | \$3,000.00 | | Increase our cross-curricular PBLs & semester final projects. | 306-Visual and Performing Arts-3 |
| Pathway and Industry relevant Conferences attended by representatives of our Pathway (student, teacher, administration) | A2.3: Standards-Aligned Learning Materials | Other | Measure N | \$5,000.00 | | Customizable Learning formats for our students based on their Industry Focus | 306-Visual and Performing Arts-4 |
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| | | | | | | | 306-Visual and Performing Arts-9 |

On-site Student Led Work-based Learning (Radio Broadcasting, Television Broadcasting, Performing/Visual Artist, Production and Exhibition, Technical Theater)
Pathway Measure N Design Feature #2:

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| Access to Industry Standard facilities & business tools | A1.1: Pathway Programs | All Students | Measure N | \$5,000.00 | | Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders. | 306-Visual and Performing Arts-17 |
| Participation in mentorships and job shadows | A1.1: Pathway Programs | All Students | Measure N | \$10,000.00 | | Customizable Learning formats for our students based on their Industry Focus | 306-Visual and Performing Arts-18 |

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| Participation in group learning and team building activities | A2.2: Social Emotional Learning | All Students | Measure N | \$15,000.00 | | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | 306-Visual and Performing Arts-19 |
| Pathway Specific PBIS, SEL, and RJ Materials | A2.3: Standards-Aligned Learning Materials | All Students | Measure N | \$5,000.00 | | Consistent application of Restorative Justice, PBIS, and Social Emotional Learning practices throughout the SVPA Learning Community | 306-Visual and Performing Arts-20 |
| Tier I RJ Training for all Pathway staff members | A5.1: School Culture & Climate (Safe & Supportive Schools) | All Students | Measure N | \$1,000.00 | | Consistent application of Restorative Justice, PBIS, and Social Emotional Learning practices throughout the SVPA Learning Community | 306-Visual and Performing Arts-21 |
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Pathway Measure N Design Feature #3: Family Engagement

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| <p>Parent Liason</p> | <p>A6.4: Parent / Guardian Volunteer Support</p> | <p>All Students</p> | <p>PTO/PTA</p> | <p>\$20,000.00</p> | | <p>We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to:</p> <ol style="list-style-type: none"> 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | <p>306-Visual and Performing Arts-33</p> |
| <p>Student Planners</p> | <p>A2.3: Standards-Aligned Learning Materials</p> | <p>All Students</p> | <p>Measure N</p> | <p>\$2,000.00</p> | | <p>Customizable Learning formats for our students based on their Industry Focus</p> | <p>306-Visual and Performing Arts-34</p> |

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| Pathway Retreat | A6.5: Academic Parent-Teacher Communication & Workshops | All Students | Measure N | \$7,500.00 | | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | 306-Visual and Performing Arts-35 |
| Pathway Family Event | A6.5: Academic Parent-Teacher Communication & Workshops | Other | | \$3,000.00 | | | 306-Visual and Performing Arts-36 |
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| Consistent application of Restorative Justice, PBIS, and Social Emotional Learning practices throughout the SVPA | | | | | | | |
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| <i>Pathway Signature Element #1 (Established): Learning Community</i> | | | | | | | |
| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
| Tier I RJ Training for all Pathway staff members | A5.1: School Culture & Climate (Safe & Supportive Schools) | All Students | Measure N | \$1,000.00 | | Consistent application of Restorative Justice, PBIS, and Social Emotional Learning practices throughout the SVPA Learning Community | 306-Visual and Performing Arts-54 |

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| Pathway PBIS incentives & promotional material for pathway students and their families, and staff | A1.1: Pathway Programs | Other | Measure N | \$5,000.00 | | Consistent application of Restorative Justice, PBIS, and Social Emotional Learning practices throughout the SVPA Learning Community | 306-Visual and Performing Arts-52 |
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Pathway Signature Element #2 (Established): Customizable Learning formats for our students based on their Industry Focus

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|---------------------------------------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Creative Materials for Exploring and Problem Solving Industry relevant projects | A1.1: Pathway Programs | All Students | Measure N | \$3,000.00 | | Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices. | 306-Visual and Performing Arts-64 |
| Industry Site visits & workshops | A1.1: Pathway Programs | All Students | Measure N | \$8,000.00 | | Customizable Learning formats for our students based on their Industry Focus | 306-Visual and Performing Arts-65 |

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| Curriculum Customization & Advisory from CTE & Industry Professionals | A2.6: Teacher Evaluation | Other | Measure N | \$2,500.00 | | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | 306-Visual and Performing Arts-66 |
| Student Summer Internship Program | A1.5: Summer Learning | All Students | Measure N | \$10,000.00 | | Customizable Learning formats for our students based on their Industry Focus | 306-Visual and Performing Arts-67 |
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Pathway Signature Element #3 (Established): Conservatory Model Built into Pathway Structure for students focused on becoming professional artists

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| Support for creation of Musical Theater instruction based on the conservatory model | A1.1: Pathway Programs | Other | Measure N | \$5,000.00 | | The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. | 306-Visual and Performing Arts-83 |
| Support for creation of Drama Conservatory instruction based on the conservatory model | A1.1: Pathway Programs | Other | Measure N | \$5,000.00 | | The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. | 306-Visual and Performing Arts-84 |
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Strategic Actions for All Other Strategies

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|--------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|------------------------------------------------------------------------------|-----------------------------------|
| Pathway Summer Internship for 70 Rising Seniors: | A1.1: Pathway Programs | Other | Measure N | \$30,000.00 | | Customizable Learning formats for our students based on their Industry Focus | 306-Visual and Performing Arts-96 |

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| Pathway Summer Internship Salaries for 2 Teachers: | A1.1: Pathway Programs | Other | Measure N | \$30,000.00 | | Customizable Learning formats for our students based on their Industry Focus | 306-Visual and Performing Arts-97 |
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PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

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| Instructions: | | KEY: | |
| Please complete this self-assessment for your pathway. | | 1: <i>Beginning & Designing</i> | 3: <i>Meeting and Advancing</i> |
| Click here for Measure N rubric . the full | | 2: <i>Developing & Approaching</i> | 4: <i>Excelling and Sustaining</i> |

| 1. PATHWAY LEADERSHIP AND VISION | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------|---------------|---------------|---------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Mission and Vision | 2 | 3 | 3 | limited experience working inside the Linked Learning Pathway Model, newly created pathway | Strengths: staff has professional experience in the visual and performing arts, variety of knowledge by staff in different areas of student support, extensive experience in collaboration Challenges: limited experience working inside the Linked Learning Pathway Model, newly created pathway | The SVPA is a new Linked Learning Pathway on campus. The root cause to our scores is the limited (lack of) exposure to life inside of the pathway. |
| Leadership Configuration | 1 | 2 | 3 | | | |
| Distributive Leadership | 1 | 2 | 2 | | | |

| 2. EQUITY, ACCESS AND ACHIEVEMENT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------|---------------|---------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Open Access and Equitable Opportunities | 2 | 2 | 2 | Honoring 1st and 2nd choices, and balancing gender, ethnicity, and at-risk students; Plan to hire TSA to provide additional academic support. | Strengths: honoring 1st and 2nd choices, and balancing gender, ethnicity, and at-risk students; Plan to hire TSA to provide additional academic support. Challenges: August/September assessments and individualized plan for students to provide appropriate intervention/acceleration and SEL support that students need to be successful. | Student choice is significant to avoid tracking of students (gpa). The necessary support services including intervention/acceleration with benchmarks, progress monitoring for growth to improve performance relative to specific, realistic, and measurable goal.; Academic Coaches/TSA, intervention specialists and additional counselors are needed for school population and student needs. |
| Diverse Student Representation | 2 | 2 | 3 | | | |
| Closing the Opportunity Gap | 1 | 2 | 2 | | | |

| 3. PROGRAM OF STUDY AND MASTER SCHEDULING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pathway Theme | 2 | 2 | 3 | Affiliations have been formed with with AME business and industry, post secondary institutions. Next step would be ROCP's, workability programs and other site providers. We're developing relationships with partners to review AME-CTE program and content. | Affiliations have been formed with with AME business and industry, post secondary institutions. Next step would be ROCP's, workability programs and other site providers. We're developing relationships with partners to review AME-CTE program and content. | Needs based on rubric of AME Industry Sector Distinguished Demonstration Site rubric for Performing Arts Pathway: approved CTE Plan or Schol-wide Strategic Plan and student access for the school's AME-CTE program with written policies, procedures, guidelines and deadlines; career education included in the school's ESLRs; flexible master schedule includes time to support project-based instructional strategies; Flexible Master Scheduling with Block scheduling; |
| Integrated Core | 1 | 1 | 2 | | | |
| Cohort Scheduling | 1 | 1 | 2 | | | |

| 4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|---------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Rigorous, Relevant and Integrated Learning | 1 | 2 | 2 | | Strengths: Project-Based Learning (PBL), culturally relevant pedagogy and curriculum, and | Time and funds needed to visit AME Model Demonstration sites and to utilize |

| | | | | | | | |
|------------------------|---|---|---|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | | | collaboration within and between disciplines will be the focus. Planning time needed to identify/create/adapt project-based learning units that incorporate arts with other core content area. Challenges: Build into Master Schedule, planning time, counselors balancing equitable VAPA course enrollment | their site Performing Arts and Visual Arts Pathway rubric. Culturally Relevant Project-Based Learning Collaborative Models PD is needed by expert in the field | |
| Collaborative Learning | 2 | 2 | 3 | Planning time needed to identify/create/adapt project-based learning units that incorporate arts with other core content area. | | | |

| 5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) | |
|----------------------------------------------------------|---------------|---------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|
| Sharing Best Practice | 1 | 2 | 3 | Strengths: Lesson/Strategy Tracker in VA will be adopted by PA, AME Academic alignment Matrix Challenges: PD needed in Culturally Relevant Project-Based Arts Education for Social Justice with Mary Stone Hanley and Studio Thinking (Project Zero) | Strengths: Lesson/Strategy Tracker in VA will be adopted by PA, AME Academic alignment Matrix Challenges: PD needed in Culturally Relevant Project-Based Arts Education for Social Justice with Mary Stone Hanley and Studio Thinking (Project Zero) | Collaboration time between VA and PA was not scheduled in the Master Schedule however there is some common planning time within VA and PA | |
| Collaboration Time | 2 | 2 | 3 | | | | |
| Professional Learning | 2 | 2 | 2 | | | | |

| 6. WORK-BASED LEARNING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) | |
|------------------------------|---------------|---------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Types of Student Experiences | 2 | 2+ | 2 | Strengths: strong individual programs provide positive experiences for students, individual programs defining clear outcomes for ensembles and art classes. Challenges: combining different outcomes and evaluations that are relevant to the individual programs, providing experiences that generate excitement while addressing all areas of study. | Strengths: strong individual programs provide positive experiences for students, individual programs defining clear outcomes for ensembles and art classes. Challenges: combining different outcomes and evaluations that are relevant to the individual programs, providing experiences that generate excitement while addressing all areas of study. | Common planning time needs to be built into Master Schedule. The curricula needs to include work-based opportunities for students. Limited examples of how combined Visual and Performing arts programs align Visual and Performing arts disciplines. | |
| Pathway Outcomes | 1 | 1 | 2 | | | | |
| Pathway Evaluation | 1 | 1 | 2 | | | | |

| 7. PERSONALIZED STUDENT SUPPORT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) | |
|---------------------------------|---------------|---------------|---------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Support of Student Needs | 2 | 2 | 3 | Personalized learning plans could be developed. | Strengths: focus on building strong relations with students to support their needs. school systems in place are utilized: conferencing with students and families, data, COST, SST, RJ. Challenges: Personalized learning plans could be developed. Development needed in clearly identified "program of study" to determine career paths and aspirations. Access needed to career assessments, interests and aptitude surveys, career planning opportunities, and college/career fairs. Students need models and encouragement to make non-traditional career choices | Meager funding and resources for counseling. ASCA model needed. 3 counselors serve 1,800 students so time is diminished and focus is intervention vs prevention. It is impossible to develop personal relationships for effective career and academic counseling. Counselors and staff who enroll students need to work closely with students and parents to ensure appropriate placement upon class requirements and the personal desires of students. School needs academic coaches and intervention/acceleration specialist. School needs additional | |
| College & Career Plan | 1 | 1 | 2 | | | | |

PATHWAY PLAN

1. ABOUT THE PATHWAY

Complete this by:

Instructions:

1A) Pathway Description: Your pathway description from your 16-17 Site Plan will appear here.

1B) Pathway Mission and Vision: Your mission and vision from your 16-17 Site Plan will appear here.

| | | | | |
|----------------|---------------------|-----------------|-----------------------------------------------|-----------------------|
| School: | Skyline High School | Pathway: | Renewable Energy and Environmental Technology | School ID: 306 |
|----------------|---------------------|-----------------|-----------------------------------------------|-----------------------|

1A. Pathway Description

Energy, Environment and Utilities.

The Academy began in the fall of 2010 with the 10th grade through a grant from the Department of Education as a California Partnership Academy. In the fall of 2012, the Academy received an extended grant from the California Energy Commission that expanded the Academy to grades 9-12. The current grant extends to 2017.

INDUSTRY SECTOR CAREER PATHWAY: Energy and Utilities

This sector is designed to provide a foundation of knowledge and skills in careers related to energy, environment, and utilities. The pathways emphasize real-world, occupationally relevant knowledge, skills, and experiences of significant scope and depth in Environmental Resources, Energy and Power Technology. The standards integrate academic and technical preparation and focus on career awareness, career exploration, and preparation for entry to technical-level employment, and alignment with postsecondary programs focused on energy, utilities, and related field

1B. Pathway Mission and Vision

The mission of the Green Academy is to provide students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental technology. The Green Academy provides students with a comprehensive educational experience consisting of engaging and rigorous academics and hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the work force in an entry level technical training position with career potential. Our vision is to prepare students to meet the criteria of the Oakland graduate profile and our pathway student outcomes of competency in the Career Technical Education aspect of our Green Energy Pathway. In providing this preparation students will gain skills in Communication, Critical Thinking, Creativity and Collaboration as well as industry specific knowledge related to the field of Green Energy. Green Academy students will graduate from Skyline with a clear plan for further pursuits in the college or career path of their informed choice. Starting in 17-18 we will be offering a pre-apprenticeship program for 1 cohort of students. The program is designed to target students with low engagement in academic courses and prepare them for a pathwayway through peralta CTE programs into a local trade apprenticeship.

1C. Pathway Demographics

| Special Populations | % Male | % Female | % Oakland Residents | % LCFF | % English Learners | % LTEL | % SPED RSP | % SPED Mild- Moderate | % SPED Severe |
|--------------------------------------|------------------|--------------------------------|---------------------|-----------------|--------------------|------------------|------------|-----------------------|---------------|
| | | 54.8% | 45.2% | TBD | TBD | 10.7% | TBD | 12.2% | TBD |
| Student Population by Race/Ethnicity | African-American | American Indian/Alaskan Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial | Newcomers |
| | 18.8% | 0.0% | 27.7% | 41.5% | 0.9% | 1.8% | 7.6% | 0.9% | TBD |

1D. Pathway Performance Data

| Graduate Outcomes | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
|-------------------------------------------------|---------------|---------------|---------------|--------------|------------------------|---------------------|
| Four-Year Cohort Graduation Rate (All Students) | 89.70% | 94.70% | TBD | 94.30% | 91.3% | TBD |
| Four-Year Cohort Dropout (All Students) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (English Learners) | TBD | TBD | TBD | TBD | TBD | TBD |
| Four-Year Cohort Dropout (SPED) | TBD | TBD | TBD | TBD | TBD | TBD |
| Percent of Students Leaving | TBD | TBD | TBD | TBD | TBD | TBD |
| On Track to Graduate (Grade 9) | ---- | 58.2% | ---- | 54.1% | 46.7% | TBD |
| On Track to Graduate (Grade 10) | ---- | 45.2% | 34.4% | 31.1% | 33.6% | TBD |
| On Track to Graduate (Grade 11) | 57.1% | 44.4% | 31.3% | 37.9% | 35.4% | TBD |

| | | | | | | |
|--------------------------------------------------------------------|----------------------|----------------------|----------------------|---------------------|-------------------------------|----------------------------|
| On Track to Graduate (Grade 12) | 63.8% | 68.4% | 56.0% | 57.6% | 44.8% | TBD |
| A-G Completion (Grade C or Better) | 62.0% | 58.5% | TBD | 49.6% | 51.2% | TBD |
| A-G Completion (African American Students) | 25.0% | 83.3% | TBD | 40.6% | 33.6% | TBD |
| A-G Completion (Special Education Students) | 33.3% | 25.0% | TBD | 9.4% | 15.6% | TBD |
| A-G Completion (English Learners) | 33.3% | 0.0% | TBD | 34.8% | 33.9% | TBD |
| A-G Completion (Foster Youth) | 100.0% | ---- | TBD | 0.0% | 20.8% | TBD |
| Post-Secondary Readiness | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| AP Course Access (All Students) | 49.1% | 53.5% | 32.3% | 28.7% | 25.7% | TBD |
| AP Course Access (African American Students) | 40.5% | 42.9% | 19.0% | 20.2% | 14.3% | TBD |
| AP Exam Pass Rate (Score of 3 or Better) | 16.1% | 18.0% | TBD | 8.1% | 7.9% | TBD |
| % of Seniors with GPA > 3.5 | TBD | TBD | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 11 | TBD | TBD | TBD | TBD | TBD | TBD |
| Average SRI Reading Level, Grade 12 | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment with Community College | TBD | TBD | TBD | TBD | TBD | TBD |
| Dual Enrollment (Grade C or Better) | TBD | TBD | TBD | TBD | 82.4% | TBD |
| Number of Students Enrolling in Four-Year Colleges | TBD | TBD | TBD | TBD | TBD | TBD |
| Number of Students Enrolling in Two-Year Colleges | TBD | TBD | TBD | TBD | TBD | TBD |
| Climate and Culture | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| Chronic Absence (All Students) | TBD | TBD | TBD | 7.6% | 11.2% | TBD |
| Chronic Absence (Special Education Students) | TBD | TBD | TBD | 10.4% | 18.7% | TBD |
| Chronic Absence (Foster Youth) | TBD | TBD | TBD | 16.2% | 19.2% | TBD |
| Suspension Rate | 3.6% | 7.5% | 1.9% | 10.1% | TBD | TBD |
| No Suspensions (African American Males) | 97.6% | 73.9% | 86.2% | 78.5% | 91.2% | TBD |
| No Suspensions (Foster Youth) | 100.0% | 33.3% | 66.7% | 65.4% | 86.6% | TBD |
| California Healthy Kids Survey Parent Participation Rate | TBD | TBD | TBD | 12.0% | TBD | TBD |
| Rigorous Academics | 14-15 Pathway | 15-16 Pathway | 16-17 Pathway | 15-16 School | 15-16 District Average | 15-16 State Average |
| English Learner Reclassification Rate | TBD | TBD | TBD | 17.3% | 13.2% | TBD |
| Long Term English Learner Reclassification Rate | TBD | TBD | TBD | 20.0% | 17.1% | TBD |
| SBAC Proficiency (ELA) | TBD | TBD | TBD | TBD | 19.5% | TBD |
| SBAC Proficiency (Math) | TBD | TBD | TBD | TBD | 14.7% | TBD |
| % of Students At or Above Grade Level in Reading Proficiency (SRI) | 54.0% | 43.5% | TBD | 35.8% | 23.9% | TBD |

2. NEEDS ASSESSMENT *(three-year cycle)*

Complete this by:

2A. Pathway Strengths and Challenges

| | |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructions: | <p>Task: Identify school strengths and challenges related to each focal area, and choose your highest leverage challenge.</p> <ul style="list-style-type: none"> • What strengths and challenges do you see in your 16-17 SPF? • Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p><i>IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latino students, and other subgroups.</i></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p> |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Focal Area | Strengths | Challenges (List all challenges impacting each focal area.) | Highest Leverage Challenge (List one challenge.) |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate Outcomes | 92% of cohort graduation rate. Only 4% attrition rate | Have a 25% attrition rate for ELL. 33% of students are getting D's or F's in a core A-G class. | EL 100% (5 out of 5 students); EO 48.3% (14 out of 29 students); IFEP 50% (3 out of 6 students); RFEP 35.3% (6 out of 11 students did not complete A-G requirement in 12th grade 2015-16 |
| Post-Secondary Readiness | 90% of students enrolling in 2 or 4 year colleges. | 33% of students are getting D's or F's in a core A-G class. | 2015-16: 49% of 12th grade students did not complete A-G requirement |
| Climate and Culture | [Schoolwide] -Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students felt safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses. | [Schoolwide] -Juvenile detention rates are the highest in grade 10. -Suspension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year. -African American students received 38% of the school suspensions. -Latino students received 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015. | - [New challenge as of 2016-17] Teacher classroom management is a major barrier to student success. Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally. |
| Rigorous Academics | High rate of AP enrollment, especially for AA students. | AP pass rate is low: Below district average. 36% of 15-16 10th grade students are below reading level for SRI. 2016-17: 18% of African American and Latino students had course grades of D and F | High percentage of African American and Latino students are underperforming in course work |

2B. Pathway Root Cause Analysis from Measure N Design

| | | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Instructions: | <p>Task: For your highest leverage challenge in each focal area, think about the root cause(s) of some of the challenges you identified above.</p> <ul style="list-style-type: none"> For each priority, identify at least one root cause for a challenge you listed above. Focus on causes that the school can control or influence (e.g., we do not consistently provide intervention for low-performing students) rather than larger societal causes (e.g., race, poverty). Be sure to consider multiple types of data as you identify root causes, and explicitly consider broad, systemic root causes if your school is not meeting performance goals on multiple indicators. <p><i>Note: This section has been pre-populated with your root cause analysis from your current plan. You may need to revise this analysis to align it to the highest leverage challenge you've identified.</i></p> | | |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

[Root Cause Analysis Primer.](#)

| Focal Area | Highest Leverage Challenge (will autopopulate from the table above) | Root Cause Analysis of Highest Leverage Challenge | Linked Learning Criteria |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Graduate Outcomes | We do not have EL classes and don't have a specific program in our Academy to support them. | There is no professional development, program expectations or curricular support in our pathway to support EL students. Any EL support is on the individual teacher. Related to EL are the latino redesignated students who we have noticed struggle in core academics for year. | Equity/Access/Achievement |
| Post-Secondary Readiness | We don't have effective intervention strategies for students that offer extra support. There are still many students who are not fully engaged with school. | There is no after school support for tutoring or any other strategy that allows students who are struggling in class to get support when they find themselves behind and unable to catch up. We also have a problem with frequent absences that lead to students falling behind. | Building a Rigorous Academic Core: Student Conditions |
| Climate and Culture | - [New challenge as of 2016-17] teacher classroom management is a major barrier to student success. | Lack of school-wide behavior policies. Many new teachers in this pathway. | School Leadership & School Vision |

| | | | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Rigorous Academics | We don't have adequate counseling for student placement in AP classes. There is no academic support outside of class time. | All AP courses are open access. This has had great benefits to our student body as a whole. However, some students are woefully unprepared for the rigor of an AP course and many students overload themselves with taking 2, 3 or 4 AP courses. This leads to them being over challenged and unable to focus and prepare themselves to pass each exam. We have no good system of advising, and no after school or systematic means of support. | Building a Rigorous Academic Core: Teacher Conditions |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|

2C. Current Strategy Analysis

| | |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructions: | <p>Task: For each of your current strategies, assess whether or not the strategy has been implemented with fidelity and whether there is currently evidence of its effectiveness.</p> <p>In the analysis section, discuss any barriers to implementation and reflect on when and how you expect to see evidence of effectiveness. If you have not implemented a strategy or if you are not seeing evidence that it is effective, discuss what you will change in 17-18 to address this.</p> |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Current 16-17 Strategies | Fully Implemented? | Evidence of Effectiveness? | Analysis of Strategy Implementation and Effectiveness | |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pathway Instructional Improvement Strategy: | We will differentiate for/support underperforming populations: EL, Below Grade SRI, SDC and poor academic achievement to improve students' academic skills, 21st century skills, academic language, performance and rigor. | Yes | Yes | We have seen some growth in the performance of our EL students. We still have more work to do to support our SDC students. Based on emerging data, we will have to target and provide support for under-performing African American and Latino student population (18%). |
| Pathway Design Feature #1 (New/Emerging): | We have piloted giving students kindles in the 10th grade to increase access to reading material for students. | No | Not Yet | We needed to purchase 65 more kindles to accommodate more students entering our pathway. However the purchase did not arrive for 5 months and we were unable to implement it for this year. |
| Pathway Design Feature #2 (New/Emerging): | We have piloted a collaboration between a classroom teacher and the SDC teacher and putting structures in place to develop best practices and protocols to improve SDC student support. | Yes | Not Yet | We have established and put structures in place to develop best practice and improve SDC students support. Teachers are beginning to make conscious effort to identify, accommodate and support SDC student needs. We still have more to accomplish in this area and also in the area of teachers being able to find common time to collaborate with the SDC teachers to provide specific needed support for students. |
| Pathway Design Feature #3 (New/Emerging): | We are piloting a senior project advisor that meets with seniors and helps guide them to successful completion of a very rigorous senior project. | Yes | Yes | One teacher had 0.2 release in 2015-16, but this year the teacher does not have a release for this work. |
| Pathway Signature Element #1 (Established): | Our collaboration as an academy centers around a cycle of inquiry on performance based assessments. These assessments are intended to improve skills rather than academic content and can help students feel successful at a different type of learning task. | Yes | Yes | We collaborated as an academy last year around a cycle of inquiry on performance based assessment focusing specifically on communication and collaboration skills. These were implemented with our students last year. However this school year we were faced with a pressing challenge of student behavior and classroom management issues with new teachers at the 10th grade level. Our collaboration focus changed to a cycle of inquiry on best practices for classroom management and the development of uniform procedures and strategies for effective classroom management. |
| Pathway Signature Element #2 (Established): | Our grade level collaboration teams frequently meet to discuss students of concern, whether this be behavioral, academic or social emotional. Interventions are then discussed and implemented. | Yes | Yes | Several grade level collaboration meetings were held with students, parents and teachers using the Student Concern Protocol to address students concerns and provide support, interventions and next steps. This has been mostly successful and we will continue to use this protocol. |
| Pathway Signature Element #3 (Established): | We have a strong CTE sequence that is designed to include college and career planning as well as project based hands-on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning environment. | Yes | Yes | Our CTE classes have remained strong with rigorous hands-on projects that continues to promote student engagement, collaboration, communication, problem solving and other 21st century skills. These classes have provided students opportunities for career exploration, college visits, internships, and college and career readiness. The CTE sequence have been highly successful in these areas. |

3. EQUITY IMPERATIVE FOR YOUR PATHWAY **Complete this by:**

As you develop your plan, it can be helpful to identify an equity imperative that will support your decision making as pathway leaders. Please enter an equity imperative that can be shared with your teams and will serve as a final test for your plan Do your plan goals and strategies address your equity imperative? (The equity imperative will not appear in the final version of your SPSA but can help guide your planning.)

| | |
|-------------------|-------------------------------------------------------------------------------|
| Equity Imperative | What will be true in three years if you continue to focus on this imperative? |
|-------------------|-------------------------------------------------------------------------------|

By June 2019, every Green Academy students will reflect the student body of Skyline as a whole. Working collaboratively, Green Team teachers will shrink the opportunity gap by building an adult culture that is unified around this vision.

We will improve African American student graduation rates. We will also improve A-G on track percentage for all students. And 90% of our 12th graders will have the skills to pass a Senior Graduate Capstone Project on first attempt.

4. ANNUAL PATHWAY GOALS **Complete this by:**

Identify one annual pathway goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.

| FOCAL AREA | Long-Term Goal for 2020 | Related SPF Indicator #1 | Target Student Group | 2014-15 Baseline | 2015-16 Target | 2017-18 Target | Related WASC Goal |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------|------------------|----------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Graduate Outcomes | Improve African American student graduation rates (currently 70%, by 2020 the African American graduation rate will be 90%). | Graduation Rate | Lowest Performing Racial Group | 25 % attrition | unknown | 5% (same as all other groups) | 3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area. |
| Post-Secondary Readiness | Improve A-G on track percentage. | A-G Completion | All Students | 33% not A-G | unknown | 25% | 3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area. |
| Climate and Culture | Improve attendance and reduce referrals | Attendance Rate | Lowest Performing Racial Group | | | 10% attendance increase and 10% reduction in referrals | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |
| Rigorous Academics | 90% of 12th graders will have the skills to pass a Senior Graduate Capstone Project on first attempt. [Benchmarks 70% (2017), 80% (2018) 90% (2019)] | A-G Completion | All Students | | | 80% pass rate at first attempt | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |

5. STRATEGIES **Complete this by:**

Focused Annual Plan (FAP) Major Improvement Strategies

Identify one instructional focus for your pathway that will guide your programs and professional development for the year and allow you to meet your goals. Also review the schoolwide language and literacy and mathematics improvement strategies to consider how you will implement these strategies in your pathway.

1st Linked Learning Implementation Criteria

2nd Linked Learning Implementation Criteria

| | | | |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| Schoolwide Language & Literacy Improvement Strategy: | Skyline will incorporate a targeted 9th grade Multi-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind English enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles. | Building a Rigorous Academic Core: Teacher Conditions | Building a Rigorous Academic Core: Student Conditions |
| Schoolwide Mathematics Improvement Strategy: | Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra. | Building a Rigorous Academic Core: T | Building a Rigorous Academic Core: Student Conditions |
| Schoolwide Culture & Climate/ SEL Improvement Strategy: | We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incorporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals. | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Instructional Improvement Strategy | Improve grade level integrated project outcomes aligned with the senior capstone project and graduate profile. | Building a Rigorous Academic Core: T | Building a Rigorous Academic Core: Teacher Conditions |

Pathway Measure N Design Features

| <i>Identify up to three Measure N design features that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| Pathway Measure N Design Feature #1: | We will differentiate for/support underperforming populations (African American students, Latino students, EL, Below Grade SRI, SDC and poor academic achievement) to improve students' academic skills, 21st century skills, academic language, performance and rigor. | Equity/Access/ Achievement | Building a Rigorous Academic Core: Student Conditions |
| Pathway Measure N Design Feature #2: | Increase the overall participation and engagement of teachers in Skyline professional learning program. 5 teachers have been assigned 5-6 students respectively to advise and work with to create a rigorous and successful senior project. | Building a Rigorous Academic Core: Teacher Conditions | Equity/Access/ Achievement |
| Pathway Measure N Design Feature #3 | We will create hands-on and engaging integrated projects at all grade levels with outcomes that are aligned with the senior capstone project and graduate profile. | Building a Rigorous Academic Core: Student Conditions | Building a Rigorous Academic Core: Teacher Conditions |

Pathway Signature Elements (Established Practices)

| <i>Identify up to three established signature elements that support your goals.</i> | | 1st Linked Learning Implementation Criteria | 2nd Linked Learning Implementation Criteria |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| Pathway Signature Element #1 (Established): | We have piloted giving students kindles in the 10th grade to increase access to reading material for students. We have piloted providing individualized support for underperforming students (African American students, Latino students, EL, Below Grade SRI, SDC students) to improve their skills and performance. | Equity/Access/ Achievement | Personalized Student Support |
| Pathway Signature Element #2 (Established): | We are in the process of developing pathway-wide uniform strategies and procedures aimed at improving student behavior, attendance and teacher classroom management. | Building a Rigorous Academic Core: Student Conditions | Building a Rigorous Academic Core: Teacher Conditions |
| Pathway Signature Element #3 (Established): | We are in the process of creating rigorous integrated projects at all grade levels that will help students to develop the skills required for successful completion of their senior capstone project. | Building a Rigorous Academic Core: Student Conditions | Personalized Student Support |

6. STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Complete this by:

| | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructions: | Task: Document strategic actions to support the pathway's major improvement strategies, design features, signature elements, and other planned activities. Target Student Group: For each action, choose a primary student group that you expect to benefit. |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

We will differentiate for/support underperforming populations (African American students, Latino students, EL, Below Grade SRI, SDC and poor academic achievement) to improve students' academic skills, 21st century skills, academic language, performance and rigor.
Pathway Measure N Design Feature #1:

| Strategic Action | Associated LCAP Action Area (required for all funded actions) | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------|
| Professional Development on supporting SDC students in pathway classes to improve participation and performance. | A1.1: Pathway Programs | Students with Disabilities | Measure N | \$5,000.00 | | We will differentiate for/support underperforming populations: SDC poor academic achievement. | 306-Renewable Energy and Environmental Technology-1 |
| | | | | | | | 306-Renewable Energy and Environmental Technology-2 |
| | | | | | | | 306-Renewable Energy and Environmental Technology-3 |
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| | | | | | | | 306-Renewable Energy and Environmental Technology-16 |
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Pathway Measure N Design Feature #2: Increase the overall participation and engagement of teachers in Skyline professional learning program. 5 teachers have been assigned 5-6 students respectively to advise and work with to create a rigorous and successful senior project.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Provide resources and support for teachers to advise and work with students to complete their senior capstone project | A2.10: Extended Time for Teachers | Other | Measure N | \$7,000.00 | | Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. | 306-Renewable Energy and Environmental Technology-17 |
| | | | | | | | 306-Renewable Energy and Environmental Technology-18 |
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We will create hands-on and engaging integrated projects at all grade levels with outcomes that are aligned with the senior Pathway Measure N Design Feature #3: capstone project and graduate profile.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| CTE Projects Supplies: Eco Stem Houses, rollercoaster kits, vernier lab materials, solar panel kits, multi meters etc, solar circuit and wind circuit trainers and curriculum. | A1.1: Pathway Programs | All Students | California Partnership Academy | \$50,000.00 | | We have a strong CTE sequence that is designed to include college and career planning as well as project based hands on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning environment. | 306-Renewable Energy and Environmental Technology-33 |
| | | | California Partnership Academy | | | | 306-Renewable Energy and Environmental Technology-34 |
| Summer PBL PD aligned to pathway outcomes and graduate profile (for at least five teachers in this pathway) | A2.10: Extended Time for Teachers | All Students | Measure N | \$7,500.00 | | | 306-Renewable Energy and Environmental Technology-35 |
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We have piloted giving students kindles in the 10th grade to increase access to reading material for students. We have piloted providing individualized support for underperforming students (African American students, Latino students, EL, Below Grade SRI, SDC students) to improve their skills and performance.
Pathway Signature Element #1 (Established):

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Professional Development on supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically. | A2.9: Targeted School Improvement Support | African-American Students | Measure N | \$6,000.00 | | We will differentiate for/support underperforming populations: African American, Latino, EL, Below Grade SRI, SDC and poor attendance and academic achievement. | 306-Renewable Energy and Environmental Technology-49 |
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We are in the process of developing pathway-wide uniform strategies and procedures aimed at improving student behavior, attendance and teacher classroom management.
Pathway Signature Element #2 (Established):

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| Professional Development on supporting teachers in pathway classes to improve attendance, participation, performance and classroom management. | A5.1: School Culture & Climate (Safe & Supportive Schools) | Other | Measure N | \$7,000.00 | | We will differentiate for/support underperforming populations: African American, Latino, EL, Below Grade SRI, SDC and poor attendance and academic achievement. | 306-Renewable Energy and Environmental Technology-65 |
| A staff retreat to outline collaboration protocols and intervention strategies. | A5.1: School Culture & Climate (Safe & Supportive Schools) | All Students | Measure N | \$15,000.00 | | We will differentiate for/support underperforming populations: African American, Latino, EL, Below Grade SRI, SDC and poor attendance and academic achievement. | 306-Renewable Energy and Environmental Technology-66 |

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Pathway Signature Element #3 (Established): We are in the process of creating rigorous integrated projects at all grade levels that will help students to develop the skills required for successful completion of their senior capstone project.

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
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| Promote Project Based Learning with Use Of Technology (2 laptop carts). This will enable each one of our non-CTE classes to have a laptop cart available for student use. There has been an increased demand on laptop cart use this school year. | A1.1: Pathway Programs | All Students | California Partnership Academy | \$30,000.00 | | We have a strong CTE sequence that is designed to include college and career planning as well as project based hands on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning environment. | 306-Renewable Energy and Environmental Technology-84 |
| Provide resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile. | A2.10: Extended Time for Teachers | All Students | Measure N | \$7,500.00 | | We are in the process of creating rigorous integrated projects at all grade levels that will help students to develop the skills required for successful completion of their senior capstone project. | 306-Renewable Energy and Environmental Technology-85 |
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Strategic Actions for All Other Strategies

| Strategic Action | Associated LCAP Action Area | Primary Target Student Group for This Action | If this requires funding, what is the funding source? | Dollar Amount or FTE Allocation | Object Code | Which strategy does this practice support? | Practice Number |
|----------------------------------------------------|-----------------------------|----------------------------------------------|-------------------------------------------------------|---------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Supplies for Solar Suitcase Summer Bridge Program | A1.5: Summer Learning | Other | Measure N | \$15,000.00 | | We have a strong CTE sequence that is designed to include college and career planning as well as project based hands on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning environment. | 306-Renewable Energy and Environmental Technology-103 |
| Pathway Summer Internship for 70 Rising Seniors: | A1.1: Pathway Programs | Other | Measure N | \$30,000.00 | | We have a strong CTE sequence that is designed to include college and career planning as well as project based hands on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning environment. | 306-Renewable Energy and Environmental Technology-104 |
| Pathway Summer Internship Salaries for 2 Teachers: | A1.1: Pathway Programs | Other | Measure N | \$30,000.00 | | | 306-Renewable Energy and Environmental Technology-105 |

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| Buses for Fieldt Trips | A1.1: Pathway Programs | All Students | California Partnership Academy | \$20,000.00 | | | 306-Renewable Energy and Environmental Technology-106 |
| | | | | | | | 306-Renewable Energy and Environmental Technology-107 |
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PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

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| Instructions: Please complete this self-assessment for your pathway. Click here for the full Measure N rubric. | KEY: 1: <i>Beginning & Designing</i> 2: <i>Developing & Approaching</i> | 3: <i>Meeting and Advancing</i> 4: <i>Excelling and Sustaining</i> |
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| 1. PATHWAY LEADERSHIP AND VISION | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------|---------------|---------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Mission and Vision | 3 | 3 | 4 | Linked learning office provide substantial support from purchase orders/budgets to professional development on how to grow and improve as a pathway. We have co-directors with specific responsibilities to ensure efficiency. We are provided a linked learning coach who meets with the co-directors regularly. Teacher are sometimes asked to facilitate meetings. | Linked learning office provide substantial support from purchase orders/budgets to professional development on how to grow and improve as a pathway. We are provided a linked learning coach. We have co-directors with specific responsibilities to ensure efficiency. | |
| Leadership Configuration | 3 | 3 | 3 | | | |
| Distributive Leadership | 3 | 3 | 3 | | | |

| 2. EQUITY, ACCESS AND ACHIEVEMENT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------|---------------|---------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Open Access and Equitable Opportunities | 3 | 4 | 4 | We have made a concerted effort to make our pathway more diverse, ethnically balanced as well as in Academic Achievement. We are still high in proportion of Asians and Low in proportion of African Americans (males especially) though have improved over the past four years. All students are given the same opportunities. If one group of students is provided an opportunity, we ensure that all other students are given an equally beneficial opportunity. All career and college activities are provided to all students. However we have not been able to bring every student up to proficient with the academics and performance assessments though have a plan to address this with a TSA moving forward and iwe are now piloting providing individualized surport for our students who are struggling with their senior project | We have made a concerted effort to make our pathway more diverse, ethnically balanced as well as in Academic Achievement. We are still high in proportion of Asians and Low in proportion of African Americans (males especially) though have improved over the past three years. All students are given the same opportunities. If one group of students is provided an opportunity, we ensure that all other students are given an equally beneficial opportunity. All career and college activities are provided to all students. However we have not been able to bring every student up to proficient with the academics and performance assessments though have a plan to address this with a TSA moving forward. | |
| Diverse Student Representation | 2 | 4 | 4 | | | |
| Closing the Opportunity Gap | 2 | 3 | 3 | | | |

| 3. PROGRAM OF STUDY AND MASTER SCHEDULING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------------------|---------------|---------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Pathway Theme | 3 | 3 | 4 | We struggle with having a fully integrated core. Ideally, all content in the academic classes would tie in directly to the content in the CTE classes, but we can't do that when our acadmic classes are not pure. Hopefully, as we expand, it will be easier to create a master schedule which allows for pure academic classes at each grade level. | We struggle with having a fully integrated core. Ideally, all content in the academic classes would tie in directly to the content in the CTE classes, but we can't do that when our acadmic classes are not pure. Hopefully, as we expand, it will be easier to create a master schedule which allows for pure academic classes at each grade level. | Lack of pure academic clases at levels 11 and 12. |
| Integrated Core | 3 | 3 | 3 | | | |
| Cohort Scheduling | 2 | 3 | 3 | | | |

| 4. BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------------------------|---------------|---------------|---------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Rigorous, Relevant and Integrated Learning | 3 | 3 | 3 | A strong collaboration culture between teachers and with outside organizations supports many of | A strong collaboration culture between teachers and with outside organizations supports many of | Lack of industry experience amongst teachers and lack of |

| | | | | | | |
|------------------------|---|----|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Collaborative Learning | 3 | 3+ | 4 | the strengths in this domain. We have established more relations with industry partners who come into our classrooms to work with our students, give presentations, take out students out on field work, and make it possible for our students to experience first hand what goes on in their organizations, Getting professionals into the classroom and engaging with students regularly is still a challenge due to scheduling issues and the added workload of teachers communicating with professionals. | the strengths in this domain. Getting professionals into the classroom and engaging with students regularly is a challenge due to scheduling issues and the added workload of teachers communicating with professionals. | time to effectivlty communicate with professionals prevents us from reaching "excelling and sustaining" in this domain. |
|------------------------|---|----|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|

| 5. BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-----------------------------------------------------------------|----------------------|----------------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Sharing Best Practice | 3 | 3+ | 3 | All students in the academ have been assessed on at least one 21st century skill. The focus for our students this year is developing skills requierd for successful senior capstone project aligned with the graduate profile. Teachers are implementing or developing grade level inter-disciplinary / integrated projects that are aligned with the senior capstone project and graduate profile. These include presentation skills, writing proposals, creating and analyzing surveys, carrying out researches, scheduling and conducting interviews, analyzing data, presenting data and results etc, Students at all grade levels have either used some of these skills or are just now begining to develop some of them. Teachers are collaborating within their grade levels and also with industry partners to create more integrated projects that are rigorous | All students in the academ have been assessed on at least one skill. The focus for our students this year is collaboration. All students have reflected on their collaboration skills and recieved feedback. Teachers have shared each others student work for common assessment of proficiency level. The biggest challenge is finding time, both in planning and in implementing, to integrate new ways of teaching into our coursework. It is easiest in CTE classes, more challenging with the demanding schedules of core classes. | Obvious need seen in the lack of preparedness among our seniors to complete a rigourous senior project. |
| Collaboration Time | 3 | 3+ | 4 | | | |
| Professional Learning | 3 | 3- | 3+ | | | |

| 6. WORK-BASED LEARNING | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|-------------------------------|----------------------|----------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| Types of Student Experiences | 3 | 3 | 4 | Currently, we are providing several rigorous, rich, relevant and and engaging experiences for our students inside and outside of the classroom. Our students are engaged in both intellectual and experiential learning as reflected by the hands-on and minds-on projects, field trips, career exploration visits, dual-enrollment classes, community projects, internships, and field work. We now have a work-based learning coordination | We are working to do better. One change we have made was to contract Tracy Ostrom to reach out to and recruit industry partners to help us to provide more opportunites to our students. One area that we are lacking in to coordinate this a deficit of time. | Lack of time to coordinate more valuable WBL experiences. |
| Pathway Outcomes | 3 | 3 | 3+ | | | |
| Pathway Evaluation | 3 | 3 | 3+ | | | |

| 7. PERSONALIZED STUDENT SUPPORT | 2014-15 Score | 2015-16 Score | Current Score | Current Status Data to Support Scores | Analysis of Strengths and Challenges | Root Cause(s) |
|----------------------------------------|----------------------|----------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Support of Student Needs | 2+ | 3- | 3 | Strengths are that we have a syetem that adequately identifies students who are in greatest need. Currntly we are supporting our students who are behind in their senior projects. These students were identified and invited to our teacher collaboration meetings once or twice a week where they are provided individualized assistance with their senior project. This is being done in collaboration with the special edication teachers and an administrator. In addition, all 12th students have been assigned to teachers who act as their senior project advisors. Each one of the advisors has about 6-8 students. Grade level teachers have collaborated and held interventional meetings with students who are having academic and behavioral problems along with their parents using the Student Concern Protocol. While some of these have been successful, others have not. We are currently developing a pathway-wide behavior and | Strengths are that we have a syetem that adequately identifies students who are in greatest need. Between our collaboration this year our 10th grade teachers have written 7 referrals for psychological services due to our targeted collaboration. Our greatest challenge is purity. Lack of pure classes outside of CTE for our 11th especially, and our 12th means that it is difficult for these teachers to collaborate on supporting our students. This prevents us from having a coherent academy wide strategy for student support. | It was quickly aparent that many of our students need extra support to remain engaged and successful in our classes. It is a priority of ours though it have been difficult to implement. A driving force for keeping students on track academically is to ensure that they are prepared to take advantage of our college and career activities that are so important for students who don't have access to adults engaged in a college going culture or professional careers. |
| College & Career Plan | 3 | 3 | 4 | | | |

