

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS

School: Skyline High School

School ID: 306

Computer Science & Technology	Allocation	Total Expended	Total Remaining
Measure N	\$28,125.00	\$28,125.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$75,150.00	\$75,150.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Green Energy	Allocation	Total Expended	Total Remaining
Measure N	\$28,125.00	\$28,125.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$136,650.00	\$136,650.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Education & Community Health	Allocation	Total Expended	Total Remaining
Measure N	\$28,125.00	\$28,125.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy	\$74,970.00	\$74,970.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

Skyline Visual & Performing Arts Academy	Allocation	Total Expended	Total Remaining
Measure N	\$95,960.00	\$95,960.00	\$0.00
Perkins		\$0.00	\$0.00
California Partnership Academy		\$0.00	\$0.00
Intel		\$0.00	\$0.00
CTEIG		\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOCIATED PATHWAY	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$0.00	California Partnership Academy	Continue to plan and develop integrated projects with literacy embedded	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-1
0	California Partnership Academy	Materials, books, resources and supplies for CTE aligned projects in core classes and literacy. (estimated CPA: \$15,000)	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-2
\$0.00	California Partnership Academy	Provision for substitute teachers when teachers are out on PDs, field trips and retreats. (estimated CPA: \$15,000)	Green Energy	1105	Enter object code at left.	N/A	Teacher Bilingual	N/A	306-Green Energy-3
\$0.00	California Partnership Academy	Extended contracts for teachers to complete essential pathway functions & distributed leadership (field trip logistics, mentoring, student activities, technology management, SpEd collaboration, after school / weekend meeting, securing community partnerships, etc). (estimated CPA: \$25,000)	Green Energy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-4

\$0.00	California Partnership Academy	Extended contracts for teachers to attend CPA conferences (Educating for Careers, etc). Whole pathway team reviews, refines & updates the pathway mission & vision. (estimated CPA: \$15,000)	Green Energy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-5
\$0.00	California Partnership Academy	Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester) (estimated CPA: \$10,000)	Green Energy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-6
\$0.00	California Partnership Academy	Extended contract: teacher to liaise with organizations and community partners to plan CEVs, plan internships, recruit community partners, book field trips and busses. Collaboration with industry partners during the summer or during the school year to plan integrated projects aligned with pathway theme. (estimated CPA: \$10,000)	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-7
\$0.00	California Partnership Academy	Extended contracts for teachers who will recruit and enroll students for dual enrollment classes (estimated CPA: \$3,000)	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-8
\$0.00	California Partnership Academy	Extended contracts for Summer and Mid School Year Project Based Learning teacher retreats and student retreats / camps to work on grade level integrated project aligned to pathway outcomes, capstone project, and graduate profile, community building and continuing implementation of pathway-wide student expectations and procedures. Look at student data and attendance, student data and literacy. (estimated CPA: \$25,000)	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-9

\$25,000.00	California Partnership Academy	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Green Energy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-10
\$0.00	California Partnership Academy	Director Release: 0.2 Director release for duties such as report writing, purchasing, planning for collaboration and retreats, managing work-based learning such as internships, planning Advisory board meetings, planning for student recruitment	Green Energy	1150	Certificated Teachers: Substitutes	1291	Enter position number at left.	0.20	306-Green Energy-11
\$15,000.00	California Partnership Academy	Sub Coverage: Sub Coverage money for Green Energy teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Green Energy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Green Energy	1150	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Green Energy-12
\$2,500.00	California Partnership Academy	Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Green Energy	4100	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Green Energy-13
\$0.00	California Partnership Academy	Provision of resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile (books, printed educational support materials). (estimated CPA: \$2,500)	Green Energy	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	306-Green Energy-14

\$7,500.00	California Partnership Academy	Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Green Energy	4200	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-15
\$0.00	California Partnership Academy	Continue to develop and build out pathway-aligned dual enrollment classes to lead to energy & utilities associate degree certificates for our pathway students (textbooks, teacher of record, DE class materials, etc) (estimated CPA: \$5,000)	Green Energy	4310	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-16
\$0.00	California Partnership Academy	Provision of resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile (additional supplies). (estimated CPA: \$2,500)	Green Energy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Green Energy-17
\$0.00	California Partnership Academy	Materials, resources and supplies for student CTE Projects in classroom (estimated CPA: \$25,000)	Green Energy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Green Energy-18
\$0.00	California Partnership Academy	Materials, resources, supplies and technological equipment for student science experiments (science supplies) (estimated CPA: \$20,000)	Green Energy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Green Energy-19
\$0.00	California Partnership Academy	Summer Bridge Program (Solar Suitcase) planning and materials (estimated CPA: \$28,000)	Green Energy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Green Energy-20
\$15,000.00	California Partnership Academy	Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Green Energy	4310	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-21

\$0.00	California Partnership Academy	Advisory Board meeting to reflect, review and discuss pathway goals, curriculum, instruction, projects and outcomes aligned with pathway mission and vision, and make recommendations (estimated CPA: \$300)	Green Energy	4311	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-22
\$300.00	California Partnership Academy	Food: To purchase refreshments for pathway event engaging with industry partners.	Green Energy	4311	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-23
\$0.00	California Partnership Academy	Educational Technology (docu cams, etc.) (estimated CPA: \$20,000)	Green Energy	4430	Educational Technology	N/A	Enter position number at left.	N/A	306-Green Energy-24
\$12,000.00	California Partnership Academy	Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	Green Energy	4430	Enter object code at left.	N/A	Teacher Education Enhancement	N/A	306-Green Energy-25
\$0.00	California Partnership Academy	Pathway retreats, community building, pathway events and teacher activities. (estimated CPA: \$30,000)	Green Energy	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Green Energy-26
\$15,000.00	California Partnership Academy	Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Green Energy	5220	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-27
\$0.00	California Partnership Academy	Print flyers for 9th grade recruitment; ensure that these include Latina female students (estimated CPA: \$8,000)	Green Energy	5826	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-28

\$20,000.00	California Partnership Academy	College Visits, Career Exploration Visits: field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Transportation).	Green Energy	5826	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-29
\$24,350.00	California Partnership Academy	College Visits, Career Exploration Visits: field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Admissions)	Green Energy	5829	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-30
	Distribute the leadership of the pathway among two directors and a pathway AP. Each teacher in the pathway understands their role in supporting student achievement & pathway functions.	Pathway Leadership & Vision Goal for 2019-20:	Green Energy		Enter object code at left.		Enter position number at left.		306-Green Energy-31
	Funding Source (if relevant)	Pathway Leadership & Vision Strategic Actions	Green Energy		Enter object code at left.	Position Number	Enter position number at left.	FTE	306-Green Energy-32
\$0.00	Measure N	Paid PD time for 9th grade Biology teachers to plan and adopt the UCCI Course "Solving Water Problems for Integrated Science" or a current unit of Biology E&E for 2020-21 (estimated: \$1,625)	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-33

\$5,750.00	Measure N	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Green Energy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-34
\$0.00	Measure N	Instructional materials for 9th grade Biology teachers to incorporate Energy & Environment themes and standards into their course (minimum one unit). (estimated: \$4,000)	Green Energy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Green Energy-35
\$10,000.00	Measure N	College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Transportation)	Green Energy	5826	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-36
\$12,375.00	Measure N	College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Admissions)	Green Energy	5829	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-37
\$0.00	Other	Pathway Admin continues to provide a structural and transparent student support process aligned with pathway expectations and with consistent feedback to and from teachers	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-38

\$0.00	Other	Make a concerted effort in collaboration with other Pathways to ensure that the Pathway enrollment in 10th grade reflects the whole school student demographics	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-39
\$0.00	Other	Provide pathway-wide professional development on use and integration of literacy strategies in instruction and integrated projects	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-40
\$0.00	Other	Build reading time into weekly instruction to allow for individualized support. (SSR, paired reading, read aloud)"	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-41
\$0.00	Other	Implement pathway wide use of CER organizer as a literacy strategy	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-42
\$0.00	Other	Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-43
\$0.00	Other	Increase presence of industry partners; mentors; guest speakers and career advisors. Involve advisory board members more in the planning and implementation of PBL in the classroom	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-44
\$0.00	Other	Professional Development on supporting SPED students in pathway classes to improve participation and performance.	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-45
\$0.00	Other	Professional Development on supporting African American, Latino, EL, female students and reclassified students who are below grade in SRI specifically.	Green Energy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-46
\$0.00	Other	Provide Math and English intervention / remediation classes for 10th and 11th grade students credit recovery (UCCI English and Math Courses, Summer School,	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-47
\$0.00	Other	Provide targeted student support using student support protocol during collaboration	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-48

\$0.00	Other	Collaboration with industry partners during the summer or during the school year to plan integrated projects aligned with pathway theme	Green Energy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-49
\$0.00	Other	Continue to develop Graduate Capstone skills at each grade level using the OUSD Graduate Capstone Rubrics	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-50
\$10,000.00	Other	Continue to plan, develop and implement integrated projects for each grade level	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-51
\$13,000.00	Other	Summer Bridge Program (Solar Suitcase) teacher stipend	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-52
\$18,000.00	Other	Teacher PD and extended contracts for planning and creating block schedule units	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-53
\$30,000.00	Other	Pathway Summer Internship Salaries for 2 Teacher	Green Energy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Green Energy-54
\$0.00	Other	Continued provision of training, resources and support for the Multi-Craft teacher	Green Energy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Green Energy-55
\$0.00	Other	Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Green Energy	4420	Computer < \$5,000	N/A	Enter position number at left.	N/A	306-Green Energy-56
\$50,000.00	Other	Promote Project Based Learning with Use Of Technology. Provide 4 chromebook carts for grade-level integrated projects, literacy strategies in curriculum, instruction, and assessment.	Green Energy	4420	Computer < \$5,000	N/A	Enter position number at left.	N/A	306-Green Energy-57

\$0.00	Other	CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Green Energy	4432	Enter object code at left.	N/A	Teacher Bilingual	N/A	306-Green Energy-58
\$0.00	Other	Continued furnishing/ development of the fabrication lab	Green Energy	4432	Furniture < \$5,000	N/A	Enter position number at left.	N/A	306-Green Energy-59
\$0.00	Other	AP training and professional development for Green Pathway History teachers (estimated: \$5,000)	Green Energy	5220	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-60
\$5,000.00	Other	Provide teacher PD opportunities to support AA, Latina, SPED, EL and female students	Green Energy	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Green Energy-61
\$5,000.00	Other	Provide pathway-wide professional development on use and integration of literacy strategies and multiple perspectives in instruction and integrated projects	Green Energy	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Green Energy-62
\$0.00	Other	Career Exploration Visits - Memberships: Students will explore various green energy career options and funding will be used for dues and membership.	Green Energy	5300	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-63
	Other	Student Summer Internships: Issue student internships to support the WBL continuum as part of the Green Energy pathway through the OUSD ECCCO program	Green Energy	5825	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Green Energy-64
\$12,000.00	Other	Pathway Summer Internship for 45 Rising Seniors	Green Energy	5825	Central Consultants	N/A	Enter position number at left.	N/A	306-Green Energy-65
\$0.00	California Partnership Academy	Provide professional development along CTE technical lines for teachers to advance skills in CS and Multimedia. (estimated CPA: \$4,000)	Computer Science & Technology	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-66
\$0.00	California Partnership Academy	Internships: Students need to experience internships over the summer with a teacher who supervises job site work. (estimated CPA: \$14,000)	Computer Science & Technology	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-67

\$18,000.00	California Partnership Academy	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Computer Science & Technology	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-68
\$13,000.00	California Partnership Academy	Director release period for building out high level collaboration. (estimated CPA: \$13,000)	Computer Science & Technology	1150	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Computer Science & Technology-69
	California Partnership Academy	Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Computer Science & Technology	4100	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Computer Science & Technology-70
	California Partnership Academy	Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Computer Science & Technology	4200	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-71
\$0.00	California Partnership Academy	Teachers will need to buy a variety of office supplies to implement curriculum (estimated CPA: \$3,150)	Computer Science & Technology	4310	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-72
\$13,150.00	California Partnership Academy	Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Computer Science & Technology	4310	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-73

\$0.00	California Partnership Academy	To create a stellar program that stands out within the district. Students need to learn to work with state of the art equipment and technology. (estimated CPA: \$20,000)	Computer Science & Technology	4430	Enter object code at left.	N/A	Teacher Education Enhancement	N/A	306-Computer Science & Technology-74
\$20,000.00	California Partnership Academy	Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	Computer Science & Technology	4430	Enter object code at left.	N/A	Teacher Education Enhancement	N/A	306-Computer Science & Technology-75
\$0.00	California Partnership Academy	Professional development should include CTE components to train teachers in the types of technology that students need to learn to facilitate their communication skills. Programs like KQED and BAVC offer training in these areas. Conferences: Funding for staff to attend conferences to learn about best practices in order to integrate them into their pathway. Funding will be used for travel. (estimated CPA: \$5,000)	Computer Science & Technology	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-76
\$11,000.00	California Partnership Academy	Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Computer Science & Technology	5220	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-77
\$0.00	California Partnership Academy	Increase the number of career exploration field trips and site visits. (estimated CPA: \$10,000)	Computer Science & Technology	5826	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-78

	California Partnership Academy	College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Computer Academy Pathway theme (Admissions)	Computer Science & Technology	5829	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-79
\$0.00	Measure N	Sub Coverage: Sub Coverage money for C.S. teachers to visit other teachers classrooms, field trips, communities of practice, conferences pathways to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (estimated Measure N: \$5,125)	Computer Science & Technology	1105	Enter object code at left.	N/A	Teacher Bilingual	N/A	306-Computer Science & Technology-80
\$0.00	Measure N	Provide professional development along CTE technical lines for teachers to advance skills in CS and Multimedia. (estimated Measure N: \$15,000)	Computer Science & Technology	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-81
\$15,000.00	Measure N	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with computer academy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Computer Science & Technology	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-82
\$5,125.00	Measure N	Sub Coverage: Sub Coverage money for Computer Academy teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Computer Academy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Computer Science & Technology	1150	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Computer Science & Technology-83

\$0.00	Measure N	Career Exploration Visits: Students will explore various C.S. career options and funding will be used for transportation. (estimated Measure N: \$8,000)	Computer Science & Technology	5826	External Work Order Services	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-84
\$8,000.00	Measure N	College Visits, Career Exploration Visits: field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Computer Academy pathway theme	Computer Science & Technology	5826	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-85
	Other	Guidance counselors working closely to develop a tiered support system to hold support groups for special populations such as low-performing students, Latino males, etc. Stipends for support groups that occur outside the school day.	Computer Science & Technology		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-86
	Other	Truancy team (Case Manager, AP, Guid Counselor) work closely together to increase implementation of leveled truancy/SART interventions with focus on 9th and 10 grades. Stipends will support evening meetings as necessary.	Computer Science & Technology		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-87
\$0.00	Other	PBL projects across the curriculum should focus on developing the interpersonal and public communication skills of our students.	Computer Science & Technology		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-88
\$1,625.00	Other	Paid PD time for 9th grade Algebra teachers to plan and adopt the UCCI Course "Algebra I with Programming" for 2020-21	Computer Science & Technology	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-89
\$4,000.00	Other	Instructional materials for 9th grade Algebra teachers to incorporate Computer Science CTE themes and standards into their course.	Computer Science & Technology	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-90

	Other	Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Computer Science & Technology	4420	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-91
	Other	CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Computer Science & Technology	4432	Enter object code at left.	N/A	Teacher Bilingual	N/A	306-Computer Science & Technology-92
\$20,000.00	Other	Student Summer Internships: Issue student internships to support the WBL continuum as part of the Green Energy pathway through the OUSD ECCCO program	Computer Science & Technology	5825	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-93
\$20,000.00	Other	Internships: Students need to be paid for their work based learning internships	Computer Science & Technology	5825	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-94
\$5,000.00	Other	Continue to deploy guest speakers who represent diverse groups and increase the number of job shadow and career exploration visits to companies that highlight employee diversity.	Computer Science & Technology	5826	External Work Order Services	N/A	Enter position number at left.	N/A	306-Computer Science & Technology-95

\$0.00	California Partnership Academy	Extended contracts for pathway director and support teachers to work after school, on weekends and over the summer (teachers will be paid by the semester \$2,500 per semester). This will be the second year where we will have only 1 pathway director and the need for additional support is necessary. For example, we will need support with , developing reports/presentations for Measure N Commission, CAAPAR reporting, SPSA data dives, pathway placement, implementing student academic interventions by grade level. These things cannot be done by just the pathway director and pathway administrator. Teachers need to be compensated for their time in supporting pathway efforts. (estimated CPA: \$6,000)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-96
\$0.00	California Partnership Academy	Teacher leader (s) to coordinate Summer internships: reaching out to internship sites, presentations in classrooms encouraging students to sign up for Summer internships, coordinating mock interviews, ensuring the proper paperwork is completed for students to be hired on at various internship sites. (estimated CPA: \$15,000)	Education & Community Health	1120	Enter object code at left.		Enter position number at left.		306-Education & Community Health-97
\$0.00	California Partnership Academy	Extended contract, summer, after school or weekend time for small team of teachers to systematize, strategize, plan, and create a mentor/expert plan (i.e Senior Capstone--train core teachers on how to implement Senior Capstone, recruit community partners to mentor students and finally, begin to align our personal projects with our 9th grade students through pathway exploration). (estimated CPA: \$5,000)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-98
\$0.00	California Partnership Academy	Develop curriculum and projects for 12th grade CTE course (estimated CPA: \$3,000)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-99

\$0.00	California Partnership Academy	Externships for CTE teachers: to build partnership and alignment with industry-based sites and organizations like: Highland Hospital, Alameda County Department of Public Health, etc. Funds would support teacher stipends so that teachers could be paid extended contracts for spending time learning from industry and developing curriculum based off that experience. Externships for pathway teachers to build partnership and alignment with industry-based sites and organizations like: Highland Hospital, Alameda County Department of Public Health, etc . . . Funds would support teacher stipends so that teachers could be paid extended contracts for spending time learning from industry and developing curriculum based off that experience. (estimated CPA: \$5,000)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-100
\$10,000.00	California Partnership Academy	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Education & Community Health	1120	Enter object code at left.		Enter position number at left.		306-Education & Community Health-101
\$11,000.00	California Partnership Academy	0.2 Director release for duties such as report writing, purchasing, planning for collaboration and retreats, managing work-based learning such as internships, planning Advisory board meetings, planning for student recruitment	Education & Community Health	1150	Enter object code at left.		Teacher, Structured English Immersion		306-Education & Community Health-102

	California Partnership Academy	Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Education & Community Health	4100	Enter object code at left.		Teacher, Structured English Immersion		306-Education & Community Health-103
\$0.00	California Partnership Academy	Supplies for Dual Enrollment (e.g textbooks etc.) (estimated CPA: \$1,000)	Education & Community Health	4200	Books other than Textbooks		Enter position number at left.		306-Education & Community Health-104
\$1,000.00	California Partnership Academy	Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Education & Community Health	4200	Enter object code at left.		Enter position number at left.		306-Education & Community Health-105
\$0.00	California Partnership Academy	Textbooks, technology, other supplies for CTE courses and general education courses in alignment with WBL and pathway theme (estimated CPA: \$15,000) (for now 4310)	Education & Community Health	4310	School Office Supplies		Enter position number at left.		306-Education & Community Health-106
\$0.00	California Partnership Academy	Supplies and Materials for work-based learning integrated project work such as books, art supplies, book-making supplies, poster boards, notecards, binders and other office supplies, laminator (estimated CPA: \$10,000)	Education & Community Health	4310	School Office Supplies		Enter position number at left.		306-Education & Community Health-107
\$13,470.00	California Partnership Academy	Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Education & Community Health	4310	Enter object code at left.		Enter position number at left.		306-Education & Community Health-108

\$0.00	California Partnership Academy	Supplies and materials for meetings with community partners and/or Advisory board: refreshments, disposable utensils. (estimated CPA: \$300)	Education & Community Health	4311	Meeting Refreshments		Enter position number at left.		306-Education & Community Health-109
\$500.00	California Partnership Academy	Food: To purchase refreshments for pathway event engaging with industry partners.	Education & Community Health	4311	Enter object code at left.		Enter position number at left.		306-Education & Community Health-110
	California Partnership Academy	Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	Education & Community Health	4430	Enter object code at left.		Teacher Education Enhancement		306-Education & Community Health-111
\$0.00	California Partnership Academy	Teacher Retreat to focus on integrating community/ industry with capstone and expanding civic engagement: food, extended contracts, transportation, integrating community/ industry with capstone and expanding civic engagement: food, extended contracts, transportation reimbursement and hotel accomodations. Teachers will reach out to recruit, engage with, and coordinate with industry partners around supporting and mentoring students senior capstones.. (estimated CPA: \$4,000)	Education & Community Health	5220	Conference Expense		Enter position number at left.		306-Education & Community Health-112
\$0.00	California Partnership Academy	Ed for Careers & other conferences for CTE & pathway teachers (estimated CPA: \$5,000)	Education & Community Health	5220	Conference Expense		Enter position number at left.		306-Education & Community Health-113
\$9,000.00	California Partnership Academy	Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Education & Community Health	5220	Enter object code at left.		Enter position number at left.		306-Education & Community Health-114

\$0.00	California Partnership Academy	Senior Celebration Community Building to honor work based learning, college acceptance, and internship achievements. (estimated CPA: \$10,000)	Education & Community Health	5826	External Work Order Services		Enter position number at left.		306-Education & Community Health-115
\$20,000.00	California Partnership Academy	College Visits, Career Exploration Visits: Field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Ed and Community Health Pathway theme (Transportation).	Education & Community Health	5826	Enter object code at left.		Enter position number at left.		306-Education & Community Health-116
\$10,000.00	California Partnership Academy	College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Education and Community Health Pathway theme (Admissions)	Education & Community Health	5829	Enter object code at left.		Enter position number at left.		306-Education & Community Health-117
\$0.00	Measure N	Teacher-leader stipends for Themis House and Ethnic Studies department lead to engage in planning and collaboration to directly support leadership and foster healthy and regular communication with pathway administrator and pathway director. This will directly impact students because it will address the need for intervention systemically and allow for vertical alignment, academically. (estimated Measure N: \$3,500)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-118

\$0.00	Measure N	Two release days for pathway leadership to engage in planning and implementation of pathway goals. this line item would pay explicitly for subs. Time offsite is necessary to plan and delegate so all stakeholders can see themselves reflected in our pathway vision and mission. (estimated Measure N: \$1,500)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-119
\$0.00	Measure N	Institute 4 release days (one release day per grade level) for teachers across 9-12 in our pathway to engage in planning and implementing personal project per the MYP and capstone rubrics. These release days will be taken by grade level and the funding will pay for teacher stipends to work with pathway coach, pathway director and pathway administrator. (estimated Measure N: \$6,000)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-120
\$0.00	Measure N	Stipend for academic counselor to work after school with students and families to provide academic and social emotional guidance using MTSS, student transcript audits and attendance. Academic counselor will identify and provide strategic academic and socio-emotional support to students who are at risk of dropping out. (estimated Measure N : \$6,000)	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-121
\$16,000.00	Measure N	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with Ed and Community Health CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Education & Community Health	1120	Enter object code at left.		Enter position number at left.		306-Education & Community Health-122

\$0.00	Measure N	Summer Retreat for all staff members in the pathway in which teachers, pathway director, case manager, academic counselor will be paid an extended contract to engage in the Summer retreat. Summer retreat includes housing, food, and mileage. (estimated Measure N : \$12,000)	Education & Community Health	5220	Conference Expense		Enter position number at left.		306-Education & Community Health-123
\$12,125.00	Measure N	Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Education & Community Health	5220	Enter object code at left.		Enter position number at left.		306-Education & Community Health-124
\$4,000.00	Other	Sub Coverage: Sub Coverage money for Ed and Community Health teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Green Energy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Education & Community Health	1105	Enter object code at left.		Teacher Bilingual		306-Education & Community Health-125
\$0.00	Other	Paid PD time for 9th grade Ethnic Studies teachers to plan and adopt the UCCI Course "Social Emotional Learning: The Heart of Education" for 2020-21	Education & Community Health	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-Education & Community Health-126
\$0.00	Other	Instructional materials for 9th grade Ethnic Studies teachers to incorporate Education or Health CTE themes and standards into their course.	Education & Community Health	4310	School Office Supplies		Enter position number at left.		306-Education & Community Health-127
	Other	Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Education & Community Health	4420	Enter object code at left.		Enter position number at left.		306-Education & Community Health-128

	Other	CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Education & Community Health	4432	Enter object code at left.		Teacher Bilingual		306-Education & Community Health-129
	Other	Career Exploration Visits - Memberships: Students will explore various Ed and Community Health career options and funding will be used for dues and membership.	Education & Community Health	5300	Enter object code at left.		Enter position number at left.		306-Education & Community Health-130
\$12,000.00	Other	Student Summer Internships: Issue student internships to support the WBL continuum as part of the Ed and Community Health pathway through the OUSD ECCCO program	Education & Community Health	5825	Enter object code at left.		Enter position number at left.		306-Education & Community Health-131
\$20,000.00	Other	Student internship stipends (e.g. ECCCO)	Education & Community Health	5825	Central Consultants		Enter position number at left.		306-Education & Community Health-132
\$0.00	Perkins	Technology in CTE rooms: LCD projectors, printers, printer ink, art supplies, bookbinding supplies for Life Devt book (estimated Perkins: \$20,000)	Education & Community Health	4300	Materials & Supplies		Enter position number at left.		306-Education & Community Health-133
\$0.00	Measure N	Career & College Exploration Visits: Students will explore various visual and performing arts career and post-secondary option. Funding will be used for transportation, admission, substitutes, lunches. (estimated Measure N: \$3,000)	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-134
\$3,000.00	Measure N	Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-135

\$0.00	Measure N	Increasing opportunities for teacher leadership within the pathway: collaboration facilitation, mentor teacher buddy, leading industry visits, dual enrollment support and recruitment	Skyline Visual & Performing Arts Academy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-136
\$0.00	Measure N	Teacher Stipend Projects that are worked on outside the school day that improve the program such as updating recruitment brochures and websites, middle school recruitment. (estimated Measure N : \$5,000)	Skyline Visual & Performing Arts Academy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-137
\$0.00	Measure N	Advisory Board planning and meeting so that pathway goals, curriculum, instruction, funding, and projects and outcomes have direct input and guidance from industry partners. This may include stipends for planning and meeting time outside the school day, refreshments. (estimated Measure N: \$200)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-138
\$0.00	Measure N	Middle school recruitment of students interested in the arts with the aim to raise the percentage of highly-engaged, high-performing visual and performing arts students from across the city. (estimated Measure N: \$200)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-139
\$0.00	Measure N	Continue targeted support for special groups (EL, SPED, Foster Youth, Af-Am males, Latino males) by collaborating closely with other support people and organizations in their lives and prioritizing their supports such as academic tutoring and mental health supports. This may include stipends for small group sessions run by a teacher. (estimated Measure N: \$500)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-140

\$0.00	Measure N	Professional development for pathway teachers to engage in planning and implementing of personal project per the MYP training. Funding will pay for teacher stipends to work with pathway coach, pathway director and pathway administrator. (estimated Measure N: \$5,000)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-141
\$0.00	Measure N	Continue to plan and develop integrated projects with literacy embedded. (estimated Measure N: \$800)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-142
\$0.00	Measure N	Paid PD time for 9th grade ELA teachers to plan and adopt the UCCI Course "English Takes the Stage" for 2020-21. (estimated Measure N: \$1,625)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-143
\$0.00	Measure N	Professional Development for grades 10-12 Teachers focused on instructional improvement: Developing the capacity in our teachers to support striving students in English and Math through teacher learning communities. Supporting the continuing development of CTE teachers within their discipline (estimated Measure N: \$800)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-144
\$0.00	Measure N	Increase number of summer internship cohorts in visual and performing arts fields (estimated Measure N: \$15,000)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-145
\$0.00	Measure N	Extended contracts for teachers to form and maintain deeper relationships with our community partners by visiting their sites, cultivating our mentorships for students, and increase number of internship host sites (estimated Measure N: \$500)	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-146
\$0.00	Measure N	Stipends for teachers to provide before or after-school tutoring and academic interventions for Special Populations (listed above) for the subjects of English, Science and Math	Skyline Visual & Performing Arts Academy	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-147

\$18,000.00	Measure N	Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with visual and performing arts, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Skyline Visual & Performing Arts Academy	1120	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-148
\$5,000.00	Measure N	Sub Coverage: Sub Coverage money for VAPA teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other visual and performing arts pathways to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Skyline Visual & Performing Arts Academy	1150	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Skyline Visual & Performing Arts Academy-149
\$1,000.00	Measure N	Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Skyline Visual & Performing Arts Academy	4100	Enter object code at left.	N/A	Teacher, Structured English Immersion	N/A	306-Skyline Visual & Performing Arts Academy-150
\$0.00	Measure N	Educational Media/Printed Resources: Scripts (rights and licensing), sheet music, scores, and other printed resources for special projects within the visual and performing arts as well as books other than textbooks. (estimated Measure N: \$1,000)	Skyline Visual & Performing Arts Academy	4200	Books other than Textbooks	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-151
\$0.00	Measure N	To purchase supplies to support the implementation of each content teachers integrated VAPA pathway project. Teachers are integrating the visual and performing arts CTE standards into their core content standards. (estimated Measure N: \$4,000)	Skyline Visual & Performing Arts Academy	4310	School Office Supplies	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-152

\$4,000.00	Measure N	Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Skyline Visual & Performing Arts Academy	4310	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-153
\$0.00	Measure N	Computers: Purchasing computers or tablets to provide creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out student media documentation of projects and portfolio in CTE classes. (estimated Measure N: \$5,000)	Skyline Visual & Performing Arts Academy	4420	Computer < \$5,000	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-154
\$10,000.00	Measure N	Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Skyline Visual & Performing Arts Academy	4420	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-155
\$0.00	Measure N	Educational Technology: Equipment and tools for the pathway classrooms to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway (estimated Measure N: \$2,000)	Skyline Visual & Performing Arts Academy	4430	Educational Technology	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-156

\$2,000.00	Measure N	Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway through a performing arts lens.	Skyline Visual & Performing Arts Academy	4430	Enter object code at left.	N/A	Teacher Education Enhancement	N/A	306-Skyline Visual & Performing Arts Academy-157
\$0.00	Measure N	To purchase supplies and equipment for establishing, replenishing and repairing visual and performing arts classrooms in order to create and maintain industry-standard infrastructure. (Studio spaces, theater, rehearsal spaces, technology labs and workshops). (estimated Measure N: \$1,000)	Skyline Visual & Performing Arts Academy	4432	Furniture < \$5,000	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-158
\$10,090.00	Measure N	CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Skyline Visual & Performing Arts Academy	4432	Enter object code at left.	N/A	Teacher Bilingual	N/A	306-Skyline Visual & Performing Arts Academy-159
\$0.00	Measure N	Professional Development for pathway teachers that focuses on more deeply integrating core curriculum with visual and performing arts. (estimated Measure N: \$500)	Skyline Visual & Performing Arts Academy	5220	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-160
\$0.00	Measure N	Funding for teachers to attend VAPA and Linked Learning conferences (Educating for Careers, AME Leadership Institute). Whole pathway team reviews, refines & updates the pathway mission & vision. (estimated Measure N: \$2,500)	Skyline Visual & Performing Arts Academy	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-161
\$0.00	Measure N	Pathway Retreats to work on implementation of pathway-wide student expectations, program, and student outcomes. Look at student data and attendance, student data and literacy. Funding for substitutes where needed, retreat facilities, transportation, food, retreat supplies for collaborative work. (estimated Measure N: \$5,000)	Skyline Visual & Performing Arts Academy	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-162

\$0.00	Measure N	To attend professional development opportunities to develop language and literacy intervention strategies through the visual and performing arts. Funding for this line item would include travel and conference fees. (estimated Measure N: \$1,000)	Skyline Visual & Performing Arts Academy	5220	Conference Expense	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-163
\$18,870.00	Measure N	Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, AME Leadership Institute, etc). Funding will be used for travel, logistics, and registration.	Skyline Visual & Performing Arts Academy	5220	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-164
\$12,000.00	Measure N	Career Exploration Visits: Students will explore various visual and performing arts career options and funding will be used for dues and membership.	Skyline Visual & Performing Arts Academy	5300	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-165
\$0.00	Measure N	Pathway Summer Internship for 20 Rising Seniors (estimated Measure N: \$20,000)	Skyline Visual & Performing Arts Academy	5825	Central Consultants	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-166
\$12,000.00	Measure N	Student Summer Internships: Issue student internships to support the WBL continuum as part of the VAPA pathway through the OUSD ECCCO program	Skyline Visual & Performing Arts Academy	5825	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-167
\$0.00	Measure N	To provide services and industry-aligned supports to performing arts students for performances in drama, dance and music. (estimated Measure N: \$200)	Skyline Visual & Performing Arts Academy	5826	External Work Order Services	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-168
\$0.00	Measure N	Connect students with visiting professional artists in the classroom (estimated Measure N: \$500)	Skyline Visual & Performing Arts Academy	5826	External Work Order Services	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-169
\$18,000.00	Measure N	Career Exploration: Students will explore various visual and performing arts career options through field trips and guest artists workshops as part of their work-based learning continuum - funding will be used for transportation & artists services.	Skyline Visual & Performing Arts Academy	5826	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-170

\$15,000.00	Measure N	Career Exploration Visits: Students will explore various visual and performing arts career options and funding will be used for admissions/fees/logistics. Most career exploration visits require a partnership with an external industry partner, some partners require certain types of fees to implement the actual career exploration visit (partner fees/admissions fees/etc.).	Skyline Visual & Performing Arts Academy	5829	Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-171
\$0.00	Other	Continued collaboration with other Skyline Pathways around student placement and selection.	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-172
\$0.00	Other	Targeted Student Support: Continue to provide targeted student support using student support protocol during collaboration	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-173
\$0.00	Other	Build reading time into weekly instruction to allow for individualized support. (SSR, paired reading, read aloud)"	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-174
\$0.00	Other	Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-175
\$0.00	Other	Guidance counselors working closely to develop a tiered support system to hold support groups for special populations such as low-performing students, Latino males, etc. Stipends for support groups that occur outside the school day.	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-176
\$0.00	Other	Truancy team (Case Manager, AP, Guid Counselor) work closely together to increase implementation of leveled truancy/SART interventions with focus on 9th and 10 grades. Stipends will support evening meetings as necessary.	Skyline Visual & Performing Arts Academy		Enter object code at left.	N/A	Enter position number at left.	N/A	306-Skyline Visual & Performing Arts Academy-177

1. ABOUT THE PATHWAY

PATHWAY:	Green Energy	School:	Skyline High School
Pathway Industry Sector:	Energy/Environment and Utilities	School ID:	306
Pathway Description:	<p>The Green 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 Academy is aligned with the Energy, Environment and Utilities industry sector. This sector is designed to provide a foundation of knowledge and skills in careers related to energy, environment, and utilities. The pathway 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, environment and related fields.</p>		
Pathway Mission & Vision:	<p>Mission</p> <p>Green Academy provides students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental control technology. The Green Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging 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 workforce in an entry level technical training position with career potential.</p> <p>Vision</p> <p>Green Academy prepares 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. In 17-18 we started offering a pre-apprenticeship program open to all students in construction. The program is designed to target students with low engagement in academic courses and prepare them for a pathway through peralta CTE programs into a local trade apprenticeship.</p>		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	53.6%	46.4%	98.1%	68.9%	11.4%	8.1%	9.4%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	27.8%	0.6%	15.8%	35.8%	2.8%	1.4%	10.6%	3.9%	1.1%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
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Pathway Graduation & Dropout Rates	95% Graduation Rate	[5% dropout rate schoolwide 2017-18, only ousddata.org available]. All non-graduating students (3) are Latino and most were designated EL or SPED.	English and Math support classes will be made available for students in 10th and 11th grade to recover missing credits from 9th, 10th and 11th grade. Math and English intervention using UCCI curriculum and Project Based Learning will be provided. Strategic interventions and supports for students with attendance issues. Teacher support; peer observation and feedback.
On Track to Graduate (11th Grade)	75% of Juniors in 2017-18 have a 2.0 GPA or higher. The Juniors performed better in science and language. 80% of our Juniors in 2017-18 passed their 11th Grade CTE Physics ES class.	65% of Juniors in 2017-18 were not on track to graduate. English and math were the greatest challenge for junior students in 2017-18. 47% of Juniors were off-track in English. 40% of Juniors were off-track in Math. This is a similar trend with all pathways at Skyline. English, History & Mathematics posed the greatest challenge for students.	Support for SPED, EL, AA and Female students. English and Math support classes. Math and English intervention / remediation classes will be offered to students (see row 57). The pathway will support students in ELA via specific Literacy Strategies (see rows 65-70). Identify all students who need credit recovery and utilize collaboration time and counselor to ensure that all these students are signed up for a credit recovery course (FuelEd, Dual Enrollment or Summer School).
On Track to Graduate (10th Grade)	Green students perform better in Science and History than their other classes. All Green students take two science classes in 10th grade, Environmental Chemistry and Sustainability 1.	82.7% of students were off track to graduate in 10th grade. English was the greatest challenge for sophomore students in 2017-18, which is representative of the school as a whole. One possible reason for this trend may be that our sophomore ELA teacher left mid-year in 2017-18. 21 sophomores failed the first semester of English and 38 sophomores failed the 2nd semester of English in 2017-18.	English and Math support classes. Math and English intervention / remediation classes will be offered to students (see row 57). The pathway will support students in ELA via specific Literacy Strategies (see rows 65-70). Identify all students who need credit recovery and utilize collaboration time and counselor to ensure that all these students are signed up for a credit recovery course (FuelEd, Dual Enrollment or Summer School).
12th Grade A-G Completion	54% of male students met their A-G requirements (this is higher than the pathway average). 56% of our seniors were on track to graduate.	More than half of our 12th Grade students in 2017-18 are not meeting their A-G requirements. A very high percentage of SpEd students are not meeting their A-G requirements (72% (8 out of 11) SpEd students not meeting). Also, 67% of female students are not meeting their A-G requirements (as opposed to 46% of male students not meeting their A-G requirements). Finally, 62% of African American students did not meet their A-G requirements in 2017-18.	Green Pathway will provide more targeted student support for the following sub-groups: SpEd, female students, African American students and English Learners.
CTE Capstone Completion with a C- or better	87% of our Seniors in 2017-18 passed their 12th Grade CTE class. All AA students passed their 12th Grade Capstone course.	Latino males scored the lowest in the 12th grade CTE class (i.e. 57% received a D or F). SpEd students account for both of the "Fs" in 12th grade CTE class. 2017-18 the first period Senior CTE course was first period which was an attendance challenge for many students.	Green Academy will provide more targeted student support in 12th grade CTE for the following sub-groups: SpEd, Latino males. Also, in the 2018-19 school year the Green Pathway decided to place all 12th graders in the same CTE course (Sustainable Systems) which we will continue in 2019-20 as this has proved to be an effective strategy to increase student support in the Capstone course. Additionally, the Green Pathway will continue to work with our SpEd case managers to support this group of students. Finally, we are in the process of supporting students begin their Capstone project at the end of 11th grade students by providing them with a day long retreat in April introducing them to the project. We also plan to place students who might need more motivation in summer internships that might inform their Capstone research.

Completion of two semesters of college coursework with a C- or better	In 2017-18, 26% of Green Pathway students had earned some type of college credit (57 received dual enrollment, concurrent enrollment or articulation credit while 34 passed an AP test with 3 or higher, at some point in high school). Our partnership with Merritt College has facilitated this possibility through dual enrollment classes offered leading to a certificate in Agro Ecology.	74% of Green students had not received any college course credit in 2017-18. The number of courses currently offered each semester will not allow students to be able to complete the requirement needed to obtain a certificate in Agro Ecology. This has been the complaint from our students.	Provision needs to be made for at least two different courses out of the seven courses needed for certification to be offered each semester to allow students to complete four courses by their senior year. The other three courses should be offered as part of the ECCCO summer internship options to help student meet the requirement for the associate degree certificate.
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2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	By 2020 the graduation rate for all students especially SPED, EL and Latino students will have increased from 95% currently to 99%. This will be achieved by targeted support using the Student Support Protocol and enrolling students in Math and English support classes from 10th to 11th grade	Low-Performing Students	95.0%	99%
On Track to Graduate (11th Grade)	Increase on track to graduate rate to 70% by mid year. By the beginning of the 2019-20 school year there will be an English and a Math support classes available for students in 11th grade to help students make up missing credits from 9th and 10th grade. Summer school English and Math classes will be offered for students to recover missing credits. The Green counselor will identify students needing English and Math credit recovery and advise and program them into these classes. The pathway will support the history teacher to provide needed support for history students.	Low-Performing Students	35.0%	70%
On Track to Graduate (10th Grade)	Increase on track to graduate rate to 50% by mid year. By the beginning of the 2019-20 school year there will be an English and a Math support class available for students in 9th and 10th grade to support students missing credits from 9th or 8th grade. Summer school English and Math classes will be offered for students to recover missing credits. The Green counselor will identify students needing English and Math credit recovery and advise and program them into these classes.	Low-Performing Students	17.3%	50%
12th Grade A-G Completion	Increase A-G completion rates. In the 2019-20 school year, the Green Pathway counselor will do an early year student transcript audits for all grade levels to identify intervention classes needed. Targeted support will be provided for AA, SPED, EL, and female students to help them meet A-G requirement.	All Students	42.1%	75%
CTE Capstone Completion with a C- or better	By 2020, 90% of our Latino and SPED students will complete CTE Capstone with a C- or better. By the end of the first marking period of the 2019-20 school year all SDC and CE students will be enrolled in the CTE class with their Green Energy Pathway cohort. Targeted CTE Capstone support will be provided for Latino students. Teacher PD and collaboration with the Special Education Teachers will ensure that these students get the support they need.	Low-Performing Students	NA	90%
Completion of two semesters of college coursework with C- or better	By 2020, 50% of students will complete at least two semesters of college coursework with C- or better (AP courses, Dual Enrollment courses, etc)	All Students	NA	50%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	4	4	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 two co-directors and an administrator with specific responsibilities to ensure efficiency. We are provided a linked learning coach who meets with the co-directors and administrator regularly. There is distributive leadership

Leadership Configuration	3	3	3	coach who meets with the co-directors and administrator regularly. There is distributive leadership across the pathway. Teachers are assigned various pathway responsibilities such as technological needs, student activities, budget etc. Pathway teachers collaborate regularly and teachers are sometimes asked to facilitate meetings and PD sessions.			
Distributive Leadership	3	3	3+				
Overall Pathway Budget for 2019-20:							
Overall Pathway Budget for 2019-20	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Rigorous Academics	Measure N	\$5,750.00	1120	N/A	N/A	N/A
College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Transportation)	Work-Based Learning	Measure N	\$10,000.00	5826	N/A	N/A	Transportation for Industry-Aligned Field Trip (5826)
College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Admissions)	Work-Based Learning	Measure N	\$12,375.00	5829	N/A	N/A	CTE Prof'l Dev't (5800)
Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Enabling Conditions	California Partnership Academy	\$15,000.00	5220	N/A	N/A	CTE Conference (5800)
Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Career Technical Education	California Partnership Academy	\$2,500.00	4100	N/A	N/A	Sector-specific textbooks (4310)
Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	Career Technical Education	California Partnership Academy	\$12,000.00	4430	N/A	N/A	Transportation for Industry-Aligned Field Trip (5826)
Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Career Technical Education	California Partnership Academy	\$7,500.00	4200	N/A	N/A	Sector-specific textbooks (4310)

Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Career Technical Education	California Partnership Academy	\$15,000.00	4310	N/A	N/A	Sector-specific textbooks (4310)
Food: To purchase refreshments for pathway event engaging with industry partners.	Enabling Conditions	California Partnership Academy	\$300.00	4311	N/A	N/A	Advisory Board Materials (4310/fo
Sub Coverage: Sub Coverage money for Green Energy teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Green Energy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Enabling Conditions	California Partnership Academy	\$15,000.00	1150	N/A	N/A	CTE Conference (5800)
Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Rigorous Academics	California Partnership Academy	\$25,000.00	1120	N/A	N/A	CTE Prof'l Dev't (5800)
College Visits, Career Exploration Visits: field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Transportation).	Work-Based Learning	California Partnership Academy	\$20,000.00	5826	N/A	N/A	Transportation for Industry-Aligned Field Trip (5826)
College Visits, Career Exploration Visits: field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme (Admissions)	Work-Based Learning	California Partnership Academy	\$24,350.00	5829	N/A	N/A	CTE Prof'l Dev't (5800)
Student Summer Internships: Issue student internships to support the WBL continuum as part of the Green Energy pathway through the OUSD ECCCCO program	Work-Based Learning	Other		5825	N/A	N/A	
Career Exploration Visits -Memberships: Students will explore various green energy career options and funding will be used for dues and membership.	Work-Based Learning	Other	\$0.00	5300	N/A	N/A	
CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Career Technical Education	Other	\$0.00	4432	N/A	N/A	
Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Career Technical Education	Other	\$0.00	4420	N/A	N/A	

Pathway Leadership & Vision Goal for 2019-20:		Distribute the leadership of the pathway among two directors and a pathway AP. Each teacher in the pathway understands their role in supporting student achievement & pathway functions.						
Pathway Leadership & Vision Strategic Actions		Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Director Release: 0.2 Director release for duties such as report writing, purchasing, planning for collaboration and retreats, managing work-based learning such as internships, planning Advisory board meetings, planning for student recruitment		Enabling Conditions	California Partnership Academy	\$0.00	1150	1291	0.20	Interdisciplinary Curriculum Dev't (1120 stipend)
Extended contracts for teachers to complete essential pathway functions & distributed leadership (field trip logistics, mentoring, student activities, technology management, SpEd collaboration, after school / weekend meeting, securing community partnerships, etc). (estimated CPA: \$25,000)		Enabling Conditions	California Partnership Academy	\$0.00	1120	N/A	N/A	CTE Curriculum Dev't (1120 stipend)
Extended contracts for teachers to attend CPA conferences (Educating for Careers, etc). Whole pathway team reviews, refines & updates the pathway mission & vision. (estimated CPA: \$15,000)		Enabling Conditions	California Partnership Academy	\$0.00	1120	N/A	N/A	CTE Conference (5800)
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester) (estimated CPA: \$10,000)		Enabling Conditions	California Partnership Academy	\$0.00	1120	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Advisory Board meeting to reflect, review and discuss pathway goals, curriculum, instruction, projects and outcomes aligned with pathway mission and vision, and make recommendations (estimated CPA: \$300)		Career Technical Education	California Partnership Academy	\$0.00	4311	N/A	N/A	Advisory Board Materials (4310/food not allowed)
Provision for substitute teachers when teachers are out on PDs, field trips and retreats. (estimated CPA: \$15,000)		Enabling Conditions	California Partnership Academy	\$0.00	1105	N/A	N/A	CTE Prof'l Dev't (5800)
Pathway Admin continues to provide a structural and transparent student support process aligned with pathway expectations and with consistent feedback to and from teachers		Comprehensive Student Supports	Other	\$0.00	N/A	N/A	N/A	N/A
3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)				
Open Access and Equitable Opportunities	4	4	4	We have made a concerted effort to make our pathway more diverse, ethnically balanced as well as in Academic Achievement. We now have a high proportion of Latino students and African American students which reflects the population of the school. 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 we are currently providing interventions through student support protocols and have a plan to address this with UCCI English and Maths intervention classes moving forward. We are also providing individualized support for our students who are struggling with their senior project.				
Diverse Student Representation	3	4	4					
Closing the Opportunity Gap	3	3	3					

Pathway Equity, Access & Achievement Goal for 2019-20:

By June 2020, working collaboratively, Green Energy Pathway teachers will close the opportunity /achievement gap by continuing to building an adult culture that is unified around this vision. Reduce the achievement gap for SPED, EL, Female and African American students by providing Math and English Intervention classes and targeted student support.

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Provide teacher PD opportunities to support AA, Latina, SPED, EL and female students	Enabling Conditions	Other	\$5,000.00	5220	N/A	N/A	
Print flyers for 9th grade recruitment; ensure that these include Latina female students (estimated CPA: \$8,000)	Enabling Conditions	California Partnership Academy	\$0.00	5826	N/A	N/A	
Make a concerted effort in collaboration with other Pathways to ensure that the Pathway enrollment in 10th grade reflects the whole school student demographics	Enabling Conditions	Other	\$0.00	N/A	N/A	N/A	
Provide Math and English intervention / remediation classes for 10th and 11th grade students credit recovery (UCCI English and Math Courses, Summer School,	Comprehensive Student Supports	Other	\$0.00	1120	N/A	N/A	
Provide targeted student support using student support protocol during collaboration	Comprehensive Student Supports	Other	\$0.00	1120	N/A	N/A	

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning through a language/literacy lens, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment & learning walks, PLC cycles of inquiry, ELL/LTEL shadowing and data collection, etc.) Include focus on Common Core Literacy Standards & CTE Standards. For example Career Ready CTE Standard 2: Communicate clearly, effectively, and with reason. "Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome."
What will your pathway do to align to the schoolwide focus for 2019-20?	Continue to plan and implement integrated projects that include anchor texts and other documents; include literacy as a focus in all of these projects. Continue to use the Claims, Evidence and Reasoning (CER) Organizer and Graduate Capstone Rubrics to enhance students' Reading and Comprehension, Multiple Perspectives, Research Writing and Oral Presentations skills from 9th grade to 12th grade. Offer UCCI ELA classes aligned with the Green Energy Pathway theme.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Promote Project Based Learning with Use Of Technology. Provide 4 chromebook carts for grade-level integrated projects, literacy strategies in curriculum, instruction, and assessment.	Rigorous Academics	Other	\$50,000.00	4420	N/A	N/A	Industry Standard Equipment (4410)
Continue to plan and develop integrated projects with literacy embedded	Rigorous Academics	California Partnership Academy	\$0.00	N/A	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Provide pathway-wide professional development on use and integration of literacy strategies in instruction and integrated projects	Rigorous Academics	Other	\$0.00	N/A	N/A	N/A	

Build reading time into weekly instruction to allow for individualized support. (SSR, paired reading, read aloud)"	Rigorous Academics	Other	\$0.00	N/A	N/A	N/A	
Implement pathway wide use of CER organizer as a literacy strategy	Rigorous Academics	Other	\$0.00	N/A	N/A	N/A	
Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words	Rigorous Academics	Other	\$0.00	N/A	N/A	N/A	

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	4	4	4	We have strong CTE classes that are rigorous and aligned to our pathway theme at all levels. We have had some success with integrated projects and/or curriculum at the 9th, 10th and 11th grade levels but still struggled at the 12th grade level due to master scheduling. We struggle with having a fully integrated core at this level. Ideally, all content in the academic classes would tie in directly to the
Integrated Core	3	3	3+	
Cohort Scheduling	3	3	3+	
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3	3	3	A strong collaboration culture between teachers and with outside organizations supports many of our 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 our students out on field work, and
Collaborative Learning	4	4	4	
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3	3	integrated projects that are rigorous and engaging for our students. Our daily collaborative time has helped greatly with planning, implementing, and integrating new ways of teaching into our coursework. Our teacher retreats have helped with the planning, creation and implementation of rigorous interdisciplinary / integrated projects at all grade levels.
Collaboration Time	4	4	4	
Professional Learning	3	4	4	

5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Focus on senior graduate capstone project and grade level integrated project during collaboration meetings. Improve grade level integrated project outcomes aligned with the senior capstone project and graduate profile. Continue to conduct the annual Research Symposium as part of our 10th grade environmental chemistry course.	Fully Implemented	Effective	All 10th grade students presented individually at the end of the 2018 school year, as did all 12th grade students for the Graduate Capstone. All 11th grade students presented their energy efficient building design project and showcased their constructed model energy efficient buildings at the end of each semester. Currently, there is a higher level of integration of other 11th grade subjects. All grade levels in the pathway now have integrated projects.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	By 2020 each grade level will have implemented least one integrated project aligned with the graduate capstone	All Students	Integrated projects in 10th and 11th grade. Graduate Capstone in 12th Grade	Integrated projects in 9th, 10th, 11th and 12th grade (Graduate Capstone)

Graduate Capstone	By 2020, 95% of 12th grade students will have the skills to pass a Senior Graduate Capstone Project on first attempt (Benchmarks 80% 2018, 90% 2019, 95% 2020)	Low-Performing Students	80% of 12th grade students will have the skills to pass a Senior Graduate Capstone project on first attempt	95% of 12th grade students will have the skills to pass a Senior Graduate Capstone project on first attempt.
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5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	<p>"By continuing current professional development around Linked Learning, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment, Site-based teacher collaboration on 4 pillars of linked learning, Project Based Learning Summer Institute, UCCI course development, MYP unit and project planning, etc.) - Atlas houses will integrate each of the pathway themes into each of the four core classes as a pilot for offering full UCCI courses in 2021: English Language Arts (SVPA), Biology (Green Energy), Ethnic Studies (Education & Community Health), & Mathematics (Computer Science). This introduces all 9th graders to the four pathway themes prior to selecting their pathway for 10th-12th grades.</p> <p>If we focus on integrated, project-based learning (aligned to the graduate capstone rubrics) then we will see increased student engagement and achievement. We will offer UCCI ELA and Math classes aligned to our pathway theme and summer Dual Enrollment ELA classes to help students meet graduation requirements. We will provide support to help close the achievement gap for our SPED, EL, Female and African American students."</p>
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Provide pathway-wide professional development on use and integration of literacy strategies and multiple perspectives in instruction and integrated projects	Rigorous Academics	Other	\$5,000.00	5220	N/A	N/A	
Continue to plan, develop and implement integrated projects for each grade level	Rigorous Academics	Other	\$10,000.00	1120	N/A	N/A	
Instructional materials for 9th grade Biology teachers to incorporate Energy & Environment themes and standards into their course (minimum one unit). (estimated: \$4,000)	Rigorous Academics	Measure N	\$0.00	4310	N/A	N/A	Industry-appropriate supplies (4310)
Paid PD time for 9th grade Biology teachers to plan and adopt the UCCI Course "Solving Water Problems for Integrated Science" or a current unit of Biology E&E for 2020-21 (estimated: \$1,625)	Rigorous Academics	Measure N	\$0.00	1120	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Materials, books, resources and supplies for CTE aligned projects in core classes and literacy. (estimated CPA: \$15,000)	Rigorous Academics	California Partnership Academy	\$0.00	4310 / 4200	N/A	N/A	
Continue to develop and build out pathway-aligned dual enrollment classes to lead to energy & utilities associate degree certificates for our pathway students (textbooks, teacher of record, DE class materials, etc) (estimated CPA: \$5,000)	Rigorous Academics	California Partnership Academy	\$0.00	4310	N/A	N/A	
AP training and professional development for Green Pathway History teachers (estimated: \$5,000)	Rigorous Academics	Other	\$0.00	5220	N/A	N/A	

Increase presence of industry partners; mentors; guest speakers and career advisors. Involve advisory board members more in the planning and implementation of PBL in the classroom	Work-Based Learning	Other	\$0.00	N/A	N/A	N/A	
Collaboration with industry partners during the summer or during the school year to plan integrated projects aligned with pathway theme	Rigorous Academics	Other	\$0.00	1120	N/A	N/A	
Continue to develop Graduate Capstone skills at each grade level using the OUSD Graduate Capstone Rubrics	Rigorous Academics	Other	\$0.00	1120	N/A	N/A	

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	4	4	4	The Green Pathway offers a variety of work based learning experience that is aligned with the CTE standards. This supports the overall CTE sequence embedded in the pathway. Currently, we are providing several rigorous, rich, relevant 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, summer internships, school-year internships and field work.
Pathway Outcomes	3	3	3+	WBL has been intentionally embedded into the student experience in all pathways, which has provided students with a hands-on approach to further make sense of their academy, career and community learning-based education. We have a multi-craft course with a fabrication lab which is being developed to help introduce/ expose our students to apprenticeships and trades. This is open to all students in the school.
Pathway Evaluation	3	3	3	We currently have a group of dedicated teachers who are helping with the coordination of WBL activities and this has helped to reduce some of the challenges we experienced previously. Collaboration teams do meet to discuss effectiveness of work based learning, and have developed a plan to evaluate the impact of work based learning. Our students evaluate each WBL experience they participate in at the end. Evaluation plan needs to be used after every work based learning experience. Data needs to be input and evaluated during the summer with pathway leads to create needs assessment for the following year. Partner organization evaluations of WBL experiences should also be discussed and reflected upon in coming school year.

6B. Work-Based Pathway Needs Assessment

What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>PD on the following:</p> <ul style="list-style-type: none"> - Summer and Mid School Year Project Based Learning PD (retreats) aligned to pathway outcomes and graduate profile (for majority of teachers in the pathway) - professional mentors have been working with our students during PBL <p>Provision of resources and support for teachers to:</p> <ul style="list-style-type: none"> - advise and work with students to complete their senior capstone project - collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile. <p>Material and resources for:</p> <ul style="list-style-type: none"> - CTE Projects Supplies - Technology (additional laptop carts) to promote PBL - Pathway Summer Internship Salaries for 2 Teachers - Supplies for Solar Suitcase Summer Bridge Program - Buses for Field Trips <p>Career Awareness, Exploration & Development:</p> <ul style="list-style-type: none"> - Provide student workshops to help students develop 21st century skills - All 11th grade students will create their resumes, develop skills to introduce themselves, to conduct interviews, and to be interviewed - All students in each grade level will visit an organization aligned to our pathway theme to explore the various careers they have - All 11th grade students will be prepared for internship during the summer with the OUSD ECCCO Internship program and other internship programs within the Bay Area <p>Multi-Craft and Apprenticeship teacher has been attending PDs for the class and the fabrication labs currently being developed and furnished.</p>	Fully Implemented	Highly Effective	<p>Career Awareness Students attend career expos in 11th grade and skilled trades fairs. Professional mentors working with students on projects introduce students to their respective careers. When working on group projects students assume different professional roles.</p> <p>Career Exploration All students attend Career Exploration Visits in 10th -12th grade to various industries aligned with our pathway theme. Students in the 11th grade CTE class are all prepared and placed into various internships positions in organizations across the Bay Area through the Linked Learning office ECCCO program. 30 juniors participated in the last summer internship program. Some students also participate in a year-long internship during the school year. 15 students are currently participating.</p> <p>Career Preparation All students participate in a series of career awareness workshops from 10th grade through 12th grade. These workshops help students to develop, use and practice the 21st century skills needed for various careers. All students in the 11th grade CTE class create their professional quality resumes, cover letters, brag sheets and learn relevant introduction and interview skills required for internships and jobs.</p> <p>The majority of our students exhibit their development and use of 21st century skills in the classroom during group work and outside the classroom during internships and other school activities. These skills are displayed during interviews for internships and job placements.</p> <p>Our collaboration notes and agendas reflect our PBL retreats and work done by grade level teams to create integrated projects.</p> <p>Students have had access to supplies and materials for their CTE projects and the increased use of laptops in the classroom this school year has improved the quality and timeliness of student work.</p>
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6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of students will hear from career guest speakers, and explore careers of interest	All Students	90%	100%
Career Exploration	100% of students will participate in career exploration visits each year	All Students	90%	100%
Career Preparation	100% of 11th and 12th grade students will have updated resumes, reference page, cover letters and have received coaching & feedback on their interview skills and resumes	All Students	All 11th grade	100% of 11th and 12th

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we focus on student internships and work based learning then we will improve student interest, engagement and performance.						
Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Pathway Summer Internship Salaries for 2 Teacher	Career Technical Education	Other	\$30,000.00	1120	N/A	N/A	
Pathway Summer Internship for 45 Rising Seniors	Career Technical Education	Other	\$12,000.00	5825	N/A	N/A	

Extended contract: teacher to liaise with organizations and community partners to plan CEVs, plan internships, recruit community partners, book field trips and busses. Collaboration with industry partners during the summer or during the school year to plan integrated projects aligned with pathway theme. (estimated CPA: \$10,000)	Work-Based Learning	California Partnership Academy	\$0.00	1120	N/A	N/A	CTE Curriculum Dev't (1120 stipend)
Provision of resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile (books, printed educational support materials). (estimated CPA: \$2,500)	Work-Based Learning	California Partnership Academy	\$0.00	4200	N/A	N/A	
Provision of resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile (additional supplies). (estimated CPA: \$2,500)	Work-Based Learning	California Partnership Academy	\$0.00	4310	N/A	N/A	
Continued provision of training, resources and support for the Multi- Craft teacher	Career Technical Education	Other	\$0.00	4310	N/A	N/A	
Continued furnishing/ development of the fabrication lab	Career Technical Education	Other	\$0.00	4432	N/A	N/A	

7. COMPREHENSIVE STUDENT SUPPORTS **Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	3	3	3+	Strengths are that we have a system that adequately identifies students who are in greatest need. Currently we are supporting our students who are behind schedule 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 education teachers and an administrator. In addition, all 12th students have been assigned to teachers who act as their senior project advisors. Each one of our advisors has a caseload of approx. 6-8 students. Grade level teachers have collaborated and held intervention meetings with parents and students who have academic and behavior concerns using our site-wide Student Concern Protocol, with mixed outcomes. We are currently developing pathway-wide behavior and academic expectations and classroom management procedures and strategies. Lack of pure classes outside of CTE for our 11th and 12th grades results in challenges related to academy wide strategy planning for student support.
College & Career Plan	4	4	4	Our students are prepared for college and career through college visits, career exploration visits, internships, and workshops which enables them to create their resumes, cover letters, "brag sheets," and to research colleges and careers.

7B. Comprehensive Student Supports Pathway Needs Assessment

What are the strategic actions have you taken to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>PD on the following:</p> <ul style="list-style-type: none"> - supporting SPED and EL students in pathway classes - Summer and Mid-School Year Project Based Learning PD (retreats) aligned to pathway outcomes, capstone project rubrics and graduate profile (for majority of teachers in the pathway) - supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically. - continue to support teachers in pathway classes to improve attendance, participation, student engagement, performance and classroom management. - planning and creating block schedule units - staff retreat to review grade-level integrated projects, capstone project, collaboration protocols, literacy strategies, pathway-wide behavior / academic procedures and expectations, and intervention strategies. <p>Provision of resources and support for teachers to:</p> <ul style="list-style-type: none"> - advise and work with students to complete their senior capstone project - collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile. <p>Material and financial support for:</p> <ul style="list-style-type: none"> - CTE Projects Supplies - Technology (more laptop carts) to promote PBL - Pathway Summer Internship Salaries for 2 Teachers - Pathway Summer Internship Stipends for 45 Students - Supplies for Solar Suitcase Summer Bridge Program - Buses for Field Trips - Student-led activities, community building and pathway events 	Partially Implemented	Effective	<p>Almost all of our targeted populations in the 12th grade level have been receiving constant individualized and one-on-one support during teacher collaboration aimed toward successful completion of their senior capstone project. Our collaboration notes and agendas reflect our consistent student support and work done by pathway teachers to support seniors with their capstone projects. Most teachers are implementing literacy strategies in their curriculum and integrated projects to improve students SRI levels. We have seen some increase in SRI scores for our students. There has been some improvement in student attendance, behavior and classroom management. Our collaboration notes and agendas reflect our consistent student support protocol with major stakeholders aimed at supporting our students with attendance, behavior and academic needs. We still have more work to do in this area. There has been an increase in the number of industry partners, professional mentors and guest speakers working with our teachers and students. We need more professional mentors working directly with our students in the classroom.</p>
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	All students in Pathway experience at least three college visits, three career exploration visits and complete one dual enrollment course. All students will have at least one internship experience and graduate with a resume, cover letter and a brag sheet.	All Students	85% of our students in Pathway	92% of our students in Pathway
Differentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	All of our EL students & students with IEPs will complete their A-G requirements with individualized academic and behavioral support via collaboration with the pathway SpEd case managers. The Senior Capstone project will be modified to meet the individual students' needs.	Low-Performing Students	60% EL students & students with IEPs will complete their A-G requirements	80% EL students & students with IEPs will complete their A-G requirements

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we focus on pathway specific intervention courses in English and Math then we will improve student A-G completion
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Summer Bridge Program (Solar Suitcase) teacher stipend	Rigorous Academics	Other	\$13,000.00	1120	N/A	N/A	
Teacher PD and extended contracts for planning and creating block schedule units	Enabling Conditions	Other	\$18,000.00	1120	N/A	N/A	

Extended contracts for teachers who will recruit and enroll students for dual enrollment classes (estimated CPA: \$3,000)	Rigorous Academics	California Partnership Academy	\$0.00	1120	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Extended contracts for Summer and Mid School Year Project Based Learning teacher retreats and student retreats / camps to work on grade level integrated project aligned to pathway outcomes, capstone project, and graduate profile, community building and continuing implementation of pathway-wide student expectations and procedures. Look at student data and attendance, student data and literacy. (estimated CPA: \$25,000)	Rigorous Academics	California Partnership Academy	\$0.00	1120	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Pathway retreats , community building, pathway events and teacher activities. (estimated CPA: \$30,000)	Comprehensive Student Supports	California Partnership Academy	\$0.00	5220	N/A	N/A	CTE Prof'l Dev't (5800)
Materials, resources and supplies for student CTE Projects in classroom (estimated CPA: \$25,000)	Career Technical Education	California Partnership Academy	\$0.00	4310	N/A	N/A	Industry-appropriate supplies (4310)
Materials, resources, supplies and technological equipment for student science experiments (science supplies) (estimated CPA: \$20,000)	Comprehensive Student Supports	California Partnership Academy	\$0.00	4310	N/A	N/A	Industry Standard Equipment (4410)
Educational Technology (docu cams, etc.) (estimated CPA: \$20,000)	Comprehensive Student Supports	California Partnership Academy	\$0.00	4430	N/A	N/A	Industry Standard Equipment (4410)
Summer Bridge Program (Solar Suitcase) planning and materials (estimated CPA: \$28,000)	Rigorous Academics	California Partnership Academy	\$0.00	4310	N/A	N/A	
Professional Development on supporting SPED students in pathway classes to improve participation and performance.	Comprehensive Student Supports	Other	\$0.00	N/A	N/A	N/A	
Professional Development on supporting African American, Latino, EL, female students and reclassified students who are below grade in SRI specifically.	Comprehensive Student Supports	Other	\$0.00	N/A	N/A	N/A	

1. ABOUT THE PATHWAY

PATHWAY:	Computer Science & Technology	School:	Skyline High School
Pathway Industry Sector:	Information and Communication Technologies	School ID:	306
Pathway Description:	<p>The Computer Science & Technology Academy began in the fall of 1998 with the 10th-12th grade, and in 2008 we received a grant from the Department of Education as a California Partnership Academy. The Academy is aligned with the Information Technology industry sector. This sector is designed to provide a foundation of knowledge and skills in careers related to computer science and technology through the strands of both coding/programming and multimedia technology and ITI. The pathway emphasize real-world, occupationally relevant knowledge, skills, and experiences of significant scope and depth in computer science and multimedia. The standards integrate academic and technical preparation and focus on career awareness in the fields of computer science. Career exploration and preparation for entry to technical-level employment in these fields is a priority in our pathway to support students' college and career readiness. Through alignment with postsecondary programs such as Berkeley City College and industry partners such as SAP, the Computer Pathway is at the forefront of the 9-14 Pathway model.</p>		
Pathway Mission & Vision:	<p>Mission</p> <p>Computer Science & Technology Academy provides students with an opportunity to succeed in careers in computer science and technology and post-secondary education in the area of computer programming, coding and digital multimedia. The Computer Science & Technology Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging 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 workforce in an entry level technical training position with career potential.</p> <p>Vision</p> <p>Computer Science & Technology prepares students to become responsible adults who can use technology to improve both their lives and the lives of others by integrating career training and college preparation learning experiences. Within the curriculum, there is an emphasis on academic rigor, math and science content, cross curricular activities, and audience-informed, contextual writing. Students will learn about coding, digital art, animation, game design, web design, film production, audio/video technology and Computer Science. We partner with Berkeley City College, so students can receive college credit while taking high school courses, and all classes emphasize hands-on project based learning using the latest interactive technology.</p>		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	63.6%	36.4%	97.5%	71.7%	12.7%	9.2%	18.4%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	30.4%	0.7%	13.1%	38.5%	1.8%	0.0%	8.8%	4.6%	0.4%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.
• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Students are more likely to graduate when they are part of a pathway. Our dropout rate for our seniors last year was only 2.8%.	Students face enormous challenges in completing high school: Too many failing grades, lack of support at home, lack of motivation.	Continue strong partnerships with our counselors and support staff to help implement intervention strategies early and often, utilizing current site-wide pathway Student Concern Protocol.
On Track to Graduate (11th Grade)	More than 95% of our students are successfully completing CTE courses and 90% of our students are passing Science classes.	Truancy and undeveloped Tier 2 / Tier 3 interventions. As a result with failing grades in Math (33%), English (25%), & World Language (29%) consequently 50% of our 11th grade students are on-track to graduate.	Continue strong partnerships with our counselors and support staff to help implement intervention strategies early and often, utilizing current site-wide pathway Student Concern Protocol.
On Track to Graduate (10th Grade)	More than 90% of computer 10th grade students are on track in their History (A credit) and 90% of our students are on track in their world language classes (E credit).	Difficulties with truancy and undeveloped Tier 2/3 Interventions in addition to problems with failing grades in Math (32%) and English (21%). Overall, 54.3% are on track.	Continue strong partnerships with our counselors and support staff to help implement intervention strategies early and often, utilizing current site-wide pathway Student Concern Protocol.
12th Grade A-G Completion	We have had a full time counselor assigned to Computer pathway this year resulting in more direct student services from our counseling department and allows our counselor to build stronger relationships with our students. Additionally, students are provided a more tailored supportive environment which will hopefully lead to improved student outcomes.	For 2017-18 only 35.3% of our seniors were meeting A-G requirements.	Continue strong partnerships with our counselors and support staff to help implement intervention strategies early and often, utilizing current site-wide pathway Student Concern Protocol.
CTE Capstone Completion with a C- or better	Partnering seniors with a teacher mentor during senior capstone completion has raised the quality of work qualitatively.	One challenge is working with students who are taking AP classes and don't share the same English teacher.	Consider providing a .2 for the capstone teacher (budget permitting) to lead capstone work from the beginning of the year. Continue providing targeted support for senior capstone by pairing students with teacher mentors throughout the process.
Completion of two semesters of college coursework with a C- or better	In 2017-18, 80% of Computer Pathway students had earned some college credit (221 received dual enrollment, concurrent enrollment or articulation credit while 46 passed an AP test with 3 or higher, at some point in high school). Our partnership with Berkeley City College has facilitated this possibility.	20% of students in 2017-18 had not earned any college credit. Students often have competing interests that keep them from taking after school classes. Also, BCC is moving away from articulation and moving towards dual enrollment.	Continue negotiating with BCC to keep courses articulated. Maintain strong ties with BCC and Peralta in general to continue our ongoing promotion to the students to take college classes while still in high school.

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Reduce dropout rate to 1% for all grade levels	All Students	10.0%	1%
On Track to Graduate (11th Grade)	Increase on track to graduate rate to 60% by mid year.	All Students	50.0%	60%
On Track to Graduate (10th Grade)	Increase on track to graduate rate to 65% by mid year.	All Students	50.0%	65%
12th Grade A-G Completion	Increase A-G completion rates	All Students	67.0%	45%
CTE Capstone Completion with a C- or better	Increase the number of kids completing the Capstone	All Students	NA	85%
Completion of two semesters of college coursework with C- or better	Increase the number of kids finishing at least two college semesters with coursework grade of C- or better.	All Students	NA	85%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	3	3	2+	Although we are the longest serving pathway and we have a clear vision and mission, as we transition to wall-to-wall pathways and onboard new teachers, we need to prioritize re-calibrating our mission and vision to ensure staff and students know pathway expected outcomes and pathway scope of work to ensure a strong community.
Leadership Configuration	4	3	3	We have two directors and now one dedicated AP, as well as a dedicated counselor and case manager to support with academic and social emotional learning for students.
Distributive Leadership	4	3	2+	Re-distributing some managerial duties to other team members will support this goal. For example, interventions require team collaboration as at times teacher-led case management. We can better maximize our practices by using collaboration time to designate advisors, team leads, and self-accountability structures.

Overall Pathway Budget for 2019-20:

Overall Pathway Budget for 2019-20	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Sub Coverage: Sub Coverage money for Computer Academy teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Computer Academy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Enabling Conditions	Measure N	\$5,125.00	1150	N/A	N/A	CTE Conference (5800)

Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with computer academy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Rigorous Academics	Measure N	\$15,000.00	1120	N/A	N/A	
College Visits, Career Exploration Visits: field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Computer Academy pathway theme	Work-Based Learning	Measure N	\$8,000.00	5826	N/A	N/A	Transportation for Industry-Aligned Field Trip (5826)
Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Career Technical Education	California Partnership Academy	\$11,000.00	5220	N/A	N/A	
Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	Career Technical Education	California Partnership Academy	\$20,000.00	4430	N/A	N/A	
Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Career Technical Education	California Partnership Academy	\$13,150.00	4310	N/A	N/A	
Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Rigorous Academics	California Partnership Academy	\$18,000.00	1120	N/A	N/A	CTE Prof'l Dev't (5800)
Student Summer Internships: Issue student internships to support the WBL continuum as part of the Green Energy pathway through the OUSD ECCCO program	Work-Based Learning	Other	\$20,000.00	5825	N/A	N/A	
Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Career Technical Education	California Partnership Academy		4100	N/A	N/A	

College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Computer Academy Pathway theme (Admissions)	Work-Based Learning	California Partnership Academy		5829	N/A	N/A	CTE Prof'l Dev't (5800)
Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Career Technical Education	California Partnership Academy		4200	N/A	N/A	
CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Career Technical Education	Other		4432	N/A	N/A	
Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Career Technical Education	Other		4420	N/A	N/A	
Pathway Leadership & Vision Goal for 2019-20:		Design, implement, and evaluate the process of grounding and onboarding students and staff in the computer pathway mission/vision with linked learning as core driver for student achievement.					
Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Director release period for building out high level collaboration. (estimated CPA: \$13,000)	Enabling Conditions	California Partnership Academy	\$13,000.00	1150	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Internships: Students need to be paid for their work based learning internships	Work-Based Learning	Other	\$20,000.00	5825	N/A	N/A	
Sub Coverage: Sub Coverage money for C.S. teachers to visit other teachers classrooms, field trips, communities of practice, conferences pathways to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (estimated Measure N: \$5,125)	Comprehensive Student Supports	Measure N	\$0.00	1105	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)
Provide professional development along CTE technical lines for teachers to advance skills in CS and Multimedia. (estimated Measure N: \$15,000)	Rigorous Academics	Measure N	\$0.00	1120	N/A	N/A	Interdisciplinary Curriculum Dev't (1120 stipend)

To create a stellar program that stands out within the district. Students need to learn to work with state of the art equipment and technology. (estimated CPA: \$20,000)		Career Technical Education	California Partnership Academy	\$0.00	4430	N/A	N/A	Industry Standard Equipment (4410)
Teachers will need to buy a variety of office supplies to implement curriculum (estimated CPA: \$3,150)		Career Technical Education	California Partnership Academy	\$0.00	4310	N/A	N/A	Industry-appropriate supplies (4310)
Increase the number of career exploration field trips and site visits. (estimated CPA: \$10,000)		Work-Based Learning	California Partnership Academy	\$0.00	5826	N/A	N/A	Transportation for Industry-Aligned Field Trip (5826)
Provide professional development along CTE technical lines for teachers to advance skills in CS and Multimedia. (estimated CPA: \$4,000)		Career Technical Education	California Partnership Academy	\$0.00	1120	N/A	N/A	
Internships: Students need to experience internships over the summer with a teacher who supervises job site work. (estimated CPA: \$14,000)		Work-Based Learning	California Partnership Academy	\$0.00	1120	N/A	N/A	CTE Curriculum Dev't (1120 stipend)
3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>				
Open Access and Equitable Opportunities	4	3	3	Due to the protocol that takes place to equitably place students in pathways, our pathway is very accessible and equitable to all students at Skyline. As a site, we ensure that all students get their first or second choice and that each pathway is balanced demographically. We have noticed that our gender breakdown in our pathway is disproportionate compared to our school's population. (We have more males than females.) Therefore, we have identified this as an area for growth in 2019-20 as we undergo our pathway process for placing students.				
Diverse Student Representation	4	3	3	In terms of ethnicity overall, we have a proportionate percentage of students in our pathway compared to the school's population. However, when we disaggregate data by gender, it is apparent that we need to recruit and retain more African American and Latina female students.				
Closing the Opportunity Gap	4	3	3	All targeted specific subgroups (Latino males, AA males, ELL, SPED, Etc.) are all integrated and strategically supported in all pathway development. Evidence of this would be our Friday collaboration and the tiering of students that are struggling to provide specific interventions using the intervention protocol.				
Pathway Equity, Access & Achievement Goal for 2019-20:			Continue to improve recruitment of female African-American and Latina students and focus on academic supports for African-American and Latinx students. Improve participation of male students of color in Summer Internships and job shadows.					
Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?	
Continue to deploy guest speakers who represent diverse groups and increase the number of job shadow and career exploration visits to companies that highlight employee diversity.	Enabling Conditions	Other	\$5,000.00	5826	N/A	N/A		

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning through a language/literacy lens, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment & learning walks, PLC cycles of inquiry, ELL/LTEL shadowing and data collection, etc.) Include focus on Common Core Literacy Standards & CTE Standards. For example Career Ready CTE Standard 2: Communicate clearly, effectively, and with reason. "Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome."						
What will your pathway do to align to the schoolwide focus for 2019-20?	The computer pathway will expand its focus on turning students into "Career-ready individuals" who are able to clearly use technology as a means of effectively communicating. This includes learning to be good listeners as well as good communicators. Pathway PBL projects will focus on developing these higher level communication skills.						
Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
PBL projects across the curriculum should focus on developing the interpersonal and public communication skills of our students.	Career Technical Education	Other	\$0.00	N/A	N/A	N/A	
Professional development should include CTE components to train teachers in the types of technology that students need to learn to facilitate their communication skills. Programs like KQED and BAVC offer training in these areas.							
Conferences: Funding for staff to attend conferences to learn about best practices in order to integrate them into their pathway. Funding will be used for travel. (estimated CPA: \$5,000)	Career Technical Education	California Partnership Academy	\$0.00	5220	N/A	N/A	

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	4	3	3-	The theme and structures are clear for each strand and students understand the trajectory of the pathway strand and how their core classes support CTE and are supported by CTE. There is room for growth in building deep student understanding around our pathway mission and vision and how their personal goals are interrelated.
Integrated Core	3	3	3	One day of collaboration per week is dedicated to integrating core subjects into the pathway. However, more work needs to be done to continue our efforts.
Cohort Scheduling	3	2	3	Overall, most students are scheduled within cohorts. Very few exceptions are made, except for the occasional student who comes to school later in the year. Students enrolled in AP and Math classes are not currently cohorted.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	3	2	This is an area for growth in both core content classes as well as CTE classes, primarily in the coding strand of our pathway. Students report a lack of engagement and interest at times, due to needed industry-standard updates and teacher turnover.

Collaborative Learning	3	2	2+	Our pathway team meets three times a week to collaborate. This is a major investment by the school of both time and money. That being said, we completed only one major collaborative interdisciplinary project per grade level this year. We would like to increase this number.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2	2	Utilizing collaboration periods to improve protocols on sharing best practices will support this goal. Towards these efforts, we will schedule computer learning rounds each semester and utilize the collaboration tracker more frequently.
Collaboration Time	4	2	2+	Our team has 3 fifty minute blocks to collaborate weekly and that is rare compared to other sites. Additionally we have 1 minimum day PD together as a pathway. However, at times due to district and school-wide initiatives (state testing, climate/culture initiatives, district content pd, teachers directed to sub in lieu of collaboration, etc.), the time is often reduced. Finally, we opted as a pathway to postpone collaboration as a team during specific weeks in order to support students on their capstone projects as mentors.
Professional Learning	4	3	2	Computer pathway teachers would like more professional development focused on CTE, industry-specific, and technology.

5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We greatly increased our participation in the Graduate capstone project by bringing on board a new teacher who has extensive previous experience with the capstone. All of our senior teachers assisted in the implementation. In addition, all of our pathway teachers assisted in mentoring seniors through their capstone work.	Partially Implemented	Effective	We have scheduled all of our seniors to give capstone presentations. A great deal of collaborative time has been spent working out details of implementing the capstone.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	To continue PBL work done in previous years, and continue to work on developing additional PBL projects that are integrated with core subjects. Goal is to implement two PBLs per year, per student.	All Students	One project per year per student.	Two projects per semester per student.
Graduate Capstone	Continue the momentum started this year with our increased involvement with capstone. Our goal is to dedicate more resources, specifically, to create a release period for one teacher to work expressly on the capstone.	All Students	Bringing in a new teacher with more capstone experience.	To increase teacher involvement by introducing a release period for one teacher to act as a coordinator.

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	By continuing current professional development around Linked Learning, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e. g. Site-based capstone/integrated project alignment, Site-based teacher collaboration on 4 pillars of linked learning, Project Based Learning Summer Institute, UCCI course development, MYP unit and project planning, etc.) - Atlas houses will integrate each of the pathway themes into each of the four core classes as a pilot for offering full UCCI courses in 2021: English Language Arts (SVPA), Biology (Green Energy), Ethnic Studies (Education & Community Health), & Mathematics (Computer Science). This introduces all 9th graders to the four pathway themes prior to selecting their pathway for 10th-12th grades.
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Instructional materials for 9th grade Algebra teachers to incorporate Computer Science CTE themes and standards into their course.	Rigorous Academics	Other	\$4,000.00	4310	N/A	N/A	
Paid PD time for 9th grade Algebra teachers to plan and adopt the UCCI Course "Algebra I with Programming" for 2020-21	Rigorous Academics	Other	\$1,625.00	1120	N/A	N/A	

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	3	We have done a wide variety of WBL including Career Exploration visits, job shadowing, and internships. We need to increase the numbers of students who participate in internships.
Pathway Outcomes	4	3	3	We have successfully completed a wide variety of WBL activities, and we would like to offer even more.
Pathway Evaluation	4	3	3-	Although WBL activities are occurring, we can improve the assessment and evaluation of our WBL plan as a pathway with the support of WBL coordinator.

6B. Work-Based Pathway Needs Assessment

What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We have worked closely with our work based learning coordinator to ensure that all students have equitable and enriching experiences that offer students the opportunity to experience real world career learning.	Partially Implemented	Effective	We have done a wide variety of WBL activities including but not limited to the following: career exploration visits to SAP, Disney, Pandora and several other industry partners. Additionally our supplementary funds allow us to provide students with industry standard equipment such as our coding software, digital media tools and other technology.

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	Provide Career exploration visits to every student in the pathway. and to continually increase the number of guest speakers on our campus.	All Students	Provide Career exploration visits to every student in the pathway.	Continue to provide CEVs to every student. Invite at least 10 more guest speakers to come talk to classes.

Career Exploration	Increase the number of students who are going on Career Exploration visits.	All Students	Provide Career exploration visits to every student in the pathway.	Provide at least one CEV visit per student per year.
Career Preparation	Increase the number of students engaged in Career prep activities.	All Students	Provide Career exploration visits to every student in the pathway.	Increase the amount of Career prep for each student.

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change If we focus on student internships and work based learning then we will improve student interest, engagement and performance.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Career Exploration Visits: Students will explore various C.S. career options and funding will be used for transportation. (estimated Measure N: \$8,000)	Work-Based Learning	Measure N	\$0.00	5826	N/A	N/A	Transportation for Industry-Aligned Field Trip (5826)

7. COMPREHENSIVE STUDENT SUPPORTS **Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	3	2	This year, Skyline structured our staff organizational chart into pathway teams (including an assistant principal, case manager, and academic counselor), which has improved the understanding of which individuals support with specific students. Improving communication within our pathway about support services will further support this goal.
College & Career Plan	3	3	2+	We have established Senior interviews to document and track student progress following high school and needs transitioning from high school. This is done in CTE classes. This work must be done at the 10th grade level in order to proactively develop detailed plans for students following high school completion. Additionally, we need to have a continued sequence and college and career plan for our 10th and 11th graders with more college and career counseling for our 10th and 11th graders. Finally, setting up more college exploration visits for our 10th-12th graders in conjunction with this work would support an improved score for the 2019-2020 school year.

7B. Comprehensive Student Supports Pathway Needs Assessment

What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Every Friday Computer teachers participated in weekly student support collaboration meetings and tracked interventions steps for all students discussed. Computer pathway utilized our pathway assigned support staff, academic counselor and case manager to support these efforts. We have increased our individualized college readiness support via push in from our College Readiness Specialist. Each senior student was paired with a teacher mentor to guide them through their capstone project and support in higher achievement outcomes.</p>	<p>Partially Implemented</p>	<p>Somewhat Effective</p>	<p>-Staff attendance during collaboration period has improved and staff have reported that collaboration has been more efficient and supportive of student and teacher needs. Additionally, we have provided time and space for grade level teams to meet during our student intervention collaboration and teachers have reported that in doing so, collaboration around student interventions has been more efficient and productive and tracked. Students have reported improved relationships with non-teaching computer pathway staff such as their counselor, administrator and their case manager due to the shift in our leadership structure. Over 80% of our Seniors applied for FAFSA due to the direct support of our College Readiness Specialist. The capstone project structure has improved due to having a single teacher hold the vision and leadership of the project, while having a full team structure where everyone in the pathway holds a piece of the project.</p>
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
<p>College and Career Transition Supports</p>	<p>Though efforts have been made to intentionally focus resources to better support students, eg funding a dedicated college and career specialist, we will continue to use data to better create systems of support for all students.</p>	<p>All Students</p>	<p>Sharing one staff member amongst all pathways</p>	<p>Have one dedicated person to do this work.</p>
<p>Differentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)</p>	<p>All of our EL students & students with IEPs will complete their A-G requirements with individualized academic and behavioral support via collaboration with the pathway SpEd case managers. The Senior Capstone project will be modified to meet the individual students' needs.</p>	<p>English Learners</p>	<p>64% EL students & students with IEPs will complete their A-G requirements</p>	<p>80% EL students & students with IEPs will complete their A-G requirements</p>

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

<p>Theory of Change</p>	<p>If we improve and fully implement our collaboration structure and protocol for early student intervention and support, we will raise student achievement outcomes overall all, specifically for our target populations (e.g. EL, AA, and Special Education students.)</p>						
<p>Comprehensive Student Supports Strategic Actions</p>	<p>Related Linked Learning Pillar</p>	<p>Funding Source (if relevant)</p>	<p>Cost</p>	<p>Object Code</p>	<p>Position Number</p>	<p>FTE</p>	<p>PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?</p>
<p>Guidance counselors working closely to develop a tiered support system to hold support groups for special populations such as low-performing students, Latino males, etc. Stipends for support groups that occur outside the school day.</p>	<p>Comprehensive Student Supports</p>	<p>Other</p>	<p></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>
<p>Truancy team (Case Manager, AP, Guid Counselor) work closely together to increase implementation of leveled truancy/SART interventions with focus on 9th and 10 grades. Stipends will support evening meetings as necessary.</p>	<p>Comprehensive Student Supports</p>	<p>Other</p>	<p></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p></p>

1. ABOUT THE PATHWAY

PATHWAY:	Education & Community Health	School:	Skyline High School
Pathway Industry Sector:	Education/Child Development/Family Services	School ID:	306
Pathway Description:	<p>The Education & Community Health Academy began in the Fall of 1995. In 2016, students asked for a health related pathway, and we founded community health pathway to meet this need. The Academy is aligned with the Education, Child, and Family Services. This sector is designed to provide a foundation of knowledge and skills in careers related to the field of education (e.g. teaching, academic counseling, Restorative Justice, and health, including nursing, dental tech, etc.) The pathway emphasize real-world, occupationally relevant knowledge, skills, and experiences of significant scope and depth in Education and community health fields. 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 in the fields of education and health.</p>		
Pathway Mission & Vision:	<p>Vision</p> <p>The Education & Community Health Academy at Skyline High School is committed to bringing a rich understanding of education equality, social justice, and local and global public health issues to our students. Students leave us with knowledge, skills, training, and opportunity that provide a foundation for them to explore their own path to ultimately transform their schools and community.</p> <p>Mission</p> <p>The Education & Community Health Academy is a 3-year program where students become critical scholars, analyzing their own educational experiences as well as historical and current movements in public education and health. Our teaching team collaborates to bring cross-disciplinary projects that engage our students in civic action about issues relevant to the community in which we live. Students graduate from this pathway proficient in public speaking, research skills, and interpersonal communication. Our students explore careers dedicated to transforming lives of young people: teachers, school psychologists, educational researchers & activists, administrators, coaches, social workers, and health care professionals.</p>		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	36.3%	63.7%	98.2%	72.9%	10.9%	8.8%	10.9%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	33.8%	0.0%	10.6%	36.3%	1.8%	5.3%	4.9%	4.9%	1.1%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	<p>98.3% graduation rate.</p> <p>-This rate was higher than the overall graduation outcomes for Skyline and OUSD. This is an increase from 84.2% the year before 16-17, where 1.8% completed their GED, 5.3% transferred, and 8.8% dropped out.</p> <p>-Students are benefiting from increased support from teachers, being in a smaller program within a tight knit community that intervenes when students fall off, and other pathway instructional moves such as college and career visits, integrated projects, work based learning, and high academic rigor.</p>	<p>It would be great to have more specific data, year to year to better understand who is benefitting from our program and what groups of students are disproportionately not benefitting. Teacher retention continues to be an areas for growth. Strong and committed teachers in classrooms, make for strong and committed students, increased engagement and access to opportunities beyond the classroom.</p>	<p>Center student interventions on demographics of students most struggling in terms of graduation rate, year to year, also what are the demographics of students who are leaving for continuation schools in 10th and 11th grade and how can we better support them so they can be less likely to leave</p> <p>-More coordination between counselor, AP, teachers, care manager around student interventions and SST's for students at risk.</p>
On Track to Graduate (11th Grade)	<p>Out of 77 students, 56 (73%) are on track and 21(27%) are off track. The majority of our students are on track to graduate and to increase this number, we have incorporated programs such as One Goal, that focus on creating a culture of college, career and community readiness for students who have been historically marginalized.</p>	<p>Our 11th grade students have struggled this year due to not having a teacher in one of their CTE courses. Not having a CTE teacher essentially did not allow students the chance to have another teacher to support them throughout the day with their academic and college readiness journey.</p>	<p>We have a much higher percentage of students on track to graduate. If we want the majority of these students to either enroll/attend a 2 or 4 year college, or a work-trade school, we will need to increase their exposure to various colleges and schools and access to financial aid process and fee waivers. This can be done with more push-in from our on-campus college and career center, time in our CTE class to support with college and financial aid applications.</p>
On Track to Graduate (10th Grade)	<p>Out of 112 students, 55(49.1%) are on track and 57(50.9%) are off track. The strength in this is that our students have a lot of time to receive support to get back on track. Another strength is that our current senior class, when they were in the 10th grade, were at 30 % on track to graduate. This is definitely improvement.</p>	<p>We are very disappointed to see that students newly admitted into our pathway are so far behind. The most interesting challenge to note about this class is that we're seeing the same challenge across the school.</p>	<p>Skyline is offering summer school to students at the 10th grade level to support them with credit recovery. As a pathway, we will provide more opportunities to engage our the families of our students so they're up to date on their child's academic and behavior performance.</p>
12th Grade A-G Completion	<p>We took on with 4 cohorts of seniors, 2 cohorts that would normally have not been in a pathway and our A-G data, in this first year of wall to wall senior class only went down 1 percent.</p> <p>-57% of non SPED students are on track to graduate with A-G (43/75).</p>	<p>The previous year we had 58.1% of students meeting A-G completion. We have gone down 1.1%.</p> <p>This particular group of students had three years of vacancies/ chronic teacher attendance challenges in the sciences and I am concerned that this is making it difficult to support students with increased rigor and ability to complete challenging assignments.</p>	<p>Increased focus on improving instruction in sciences and ensuring a qualified, credentialed teacher cover every class. Continued focus on developing and building out community health strand courses and work based learning.</p>
CTE Capstone Completion with a C- or better	<p>The majority of our Seniors completed their CTE Capstone with a C- or better. Students' presentations were much more concise and coherent - students' presentations were well organized and students presented with a higher sense of professionalism.</p>	<p>Since our pathway has gone "wall-to-wall" it's become a bit more difficult scheduling Senior Capstone presentations since there are not enough adults on campus. Due to teacher turnover within our Community Health strand (our Seniors this year have had 3 different teachers!), many students are confused on how to complete the CTE Capstone.</p>	<p>We need to prioritize hiring a qualified teacher for our Community Health Senior CTE course so that all our students are on the same page with the Senior Capstone completion process. Develop a streamlined process for completing various parts of the CTE Capstone process so both our CTE classes are utilizing the same notes.</p>

<p>Completion of two semesters of college coursework with a C- or better</p>	<p>In 2017-18, 22% of Education & Community Health Pathway students had earned some type of college credit (43 received dual enrollment, concurrent enrollment or articulation credit while 26 passed an AP test with 3 or higher, at some point in high school).</p> <p>Our enrollment of students in college coursework (dual enrollment and off-campus classes) has increased this year, with more diversity in age range. I believe this year was the first year we had Sophomores enrolled in our dual enrollment courses.</p>	<p>Approx. 78% of Education & Health students have not received any form of college course credit (as of 2017-18 SY). Although our enrollment numbers have increased, especially for the first semester, many students do not end up taking a second semester college course due to a variety of reasons: conflicting schedules with sports, jobs, internships, and other responsibilities. Furthermore, students have expressed confusion around taking Ed Psych (11th grade CTE course) and taking the Psychology college course - Ed Psych does not give them college credits, but the Psychology course does.</p>	<p>Active recruitment of students for enrollment in second semester Psych class, developing a course description that clearly outlines the expectations of the college course so students understand the difference between this class and the 11th grade CTE class. The teacher of record may use "study hall" time to check in with students around their progress in the course to better encourage students to take the second semester course.</p>
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2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	By June 2021, we will increase the graduation rates for specific demographics of students who either drop out or transition to alternative education as measured by interventions between all stakeholders such as students, teachers, assistant principal, case manager, and students' parents or guardians.	Low-Performing Students	98.3%	99%
On Track to Graduate (11th Grade)	By June 2021, we will ensure at least 80% of students are enrolled in a 2 year or 4 year college, or attending a work-trade school as measured by more push-in from our on-campus college and career center, time in our CTE class to support with college and financial aid applications.	Low-Income Students	88.0%	95%
On Track to Graduate (10th Grade)	By June 2021 we will increase our percentage of students, who are on track to graduate, to at least 80% as measured by interventions between all stakeholders such as students, teachers, assistant principal, case manager, and students' parents or guardians.	All Students	73.0%	80%
12th Grade A-G Completion	By June 2021, 70% of our students will be A-G compliant as measured by increased focus on improving instruction in sciences and ensuring a qualified, credentialed teacher cover every class. Continued focus on developing and building out community health strand courses and work based learning.	All Students	38.0%	70%
CTE Capstone Completion with a C- or better	By June 2021, we will have at least 50% of our graduating class complete their CTE Capstone with a B or better as measured by the alignment of 12th grade CTE courses in terms of course expectations, rigor and process for completing the CTE Capstone.	All Students	56.0%	60%
Completion of two semesters of college coursework with C- or better	By June 2021, we will have at least 40% of our students complete two semester of college coursework(including AP courses and Dual Enrollment) with a C- or better as measured by clear and consistent communication between the teacher of record and professor regarding student progress and by increasing our recruitment efforts.	All Students	N/A	30%

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Mission and Vision	3	3	3	Everything in this category is met; we still need to put better systems in place to support those students that are failing or below average. For example, student outcomes are sometimes evaluated but there still needs to be more concrete and consistent systems that support our most needy students from early in the school year and consistently throughout.

Leadership Configuration	3	2+	2+	Team works together to lead projects. Some teachers take the lead for specific projects/field trips. Everybody identifies as pathway teachers. We lost a pathway director last year and went from 1-2. Due to teacher turnover and attendance, the bulk of the work fell on a small group of teachers and pathway admin.			
Distributive Leadership	2+	3	3+	The leadership is distributed in such a way that all voices are heard. The bulk of the pathway work is done by a small group of teachers, pathway director, and pathway administrator.			
Overall Pathway Budget for 2019-20:							
Overall Pathway Budget for 2019-20:	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with Ed and Community Health CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Rigorous Academics	Measure N	\$16,000.00	1120			
Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Career Technical Education	Measure N	\$12,125.00	5220			
Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	Career Technical Education	California Partnership Academy	\$9,000.00	5220			
Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Career Technical Education	California Partnership Academy	\$13,470.00	4310			
Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Career Technical Education	California Partnership Academy	\$1,000.00	4200			
Food: To purchase refreshments for pathway event engaging with industry partners.	Enabling Conditions	California Partnership Academy	\$500.00	4311			Advisory Board Materials (4
Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Rigorous Academics	California Partnership Academy	\$10,000.00	1120			CTE Prof'l Dev't (5800)

College Visits, Career Exploration Visits: Field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Ed and Community Health Pathway theme (Transportation).	Work-Based Learning	California Partnership Academy	\$20,000.00	5826			Transportation for Industry-Aligned Field Trip (5826)
Sub Coverage: Sub Coverage money for Ed and Community Health teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Green Energy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Career Technical Education	Other	\$4,000.00	1105			
Student Summer Internships: Issue student internships to support the WBL continuum as part of the Ed and Community Health pathway through the OUSD ECCCCO program	Work-Based Learning	Other	\$12,000.00	5825			
College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Education and Community Health Pathway theme (Admissions)	Work-Based Learning	California Partnership Academy	\$10,000.00	5829			CTE Prof'l Dev't (5800)
Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Career Technical Education	California Partnership Academy		4100			
Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	Career Technical Education	California Partnership Academy		4430			
Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Career Technical Education	Other		4420			

Career Exploration Visits -Memberships: Students will explore various Ed and Community Health career options and funding will be used for dues and membership.	Work-Based Learning	Other		5300			
CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Career Technical Education	Other		4432			

Pathway Leadership & Vision Goal for 2019-20:

For the 2019-2020 school year the Education and Community Health Pathway will engage in distributed leadership practices (i.e. technical and instructional) as measured by actively including all members of the pathway as stakeholders in decision making, and rotating facilitation among teachers during collaboration(i.e. internship, field trip and CEVs). The vision for the 19-20 school year is to actively engage in alignment as measured by structured time to collaborate on personal projects with specific deliverables and expectations for implementation, and engagement of an advisory structure among adults and students across Themis House and our Pathway to increase relationship building and student/family participation.

Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
0.2 Director release for duties such as report writing, purchasing, planning for collaboration and retreats, managing work-based learning such as internships, planning Advisory board meetings, planning for student recruitment	Enabling Conditions	California Partnership Academy	\$11,000.00	1150			CTE Prof'l Dev't (5800)
Teacher-leader stipends for Themis House and Ethnic Studies department lead to engage in planning and collaboration to directly support leadership and foster healthy and regular communication with pathway administrator and pathway director. This will directly impact students because it will address the need for intervention systemically and allow for vertical alignment, academically. (estimated Measure N: \$3,500)	Comprehensive Student Supports	Measure N	\$0.00	1120			CTE Curriculum Dev't (1120 stipend)
Two release days for pathway leadership to engage in planning and implementation of pathway goals. this line item would pay explicitly for subs. Time offsite is necessary to plan and delegate so all stakeholders can see themselves reflected in our pathway vision and mission. (estimated Measure N: \$1,500)	Enabling Conditions	Measure N	\$0.00	1120			
Extended contracts for pathway director and support teachers to work after school, on weekends and over the summer (teachers will be paid by the semester \$2,500 per semester). This will be the second year where we will have only 1 pathway director and the need for additional support is necessary. For example, we will need support with , developing reports/presentations for Measure N Commission, CAAPAR reporting, SPSA data dives, pathway placement, implementing student academic interventions by grade level. These things cannot be done by just the pathway director and pathway administrator. Teachers need to be compensated for their time in supporting pathway efforts. (estimated CPA: \$6,000)	Enabling Conditions	California Partnership Academy	\$0.00	1120			CTE Prof'l Dev't (5800)

3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)			
Open Access and Equitable Opportunities	4	4	3+	Due to the protocol that takes place to equitably place students in pathways, our pathway is very accessible and equitable to students at Skyline. This pathway strives to make sure all students who show interest are able to participate and become apart of this pathway as fair and equitable selection process as could be at the moment. We ensure that all students get their first or second choice and that our pathway is balanced demographically.			
Diverse Student Representation	3	3-	3+	One major area of growth Major growth in African American and Latino male demand and presence in our pathway.			
Closing the Opportunity Gap	3	3-	3+	Pathways seek to be small learning communities that seek to meet the needs of the whole child and prepare them for college, career and community with success. While our pathway is one small step to completing this goal, we believe that we're providing students with opportunities that are necessary to be able to make choices to be successful. Given our program of study, experienced teachers and committed staff, we believe that each year, we're getting closer to closing the opportunity gap for our students.			
Pathway Equity, Access & Achievement Goal for 2019-20:			Continue to improve recruitment of male African-American sts and focus on academic supports for this group and Latino males. Improve participation of male students of color in ECCCO Summer Internships.				
Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Teacher leader (s) to coordinate Summer internships: reaching out to internship sites, presentations in classrooms encouraging students to sign up for Summer internships, coordinating mock interviews, ensuring the proper paperwork is completed for students to be hired on at various internship sites. (estimated CPA: \$15,000)	Work-Based Learning	California Partnership Academy	\$0.00	1120			CTE Curriculum Dev't (1120 stipend)

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning through a language/literacy lens, we will improves student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment & learning walks, PLC cycles of inquiry, ELL/LTEL shadowing and data collection, etc.) Include focus on Common Core Literacy Standards & CTE Standards. For example Career Ready CTE Standard 2: Communicate clearly, effectively, and with reason. "Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome."						
What will your pathway do to align to the schoolwide focus for 2019-20?	Our pathway will focus one of our objectives for our integrated projects (10th and 11th grade) on the following ELA-CTE Standard: 11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.						
Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?

<p>Institute 4 release days (one release day per grade level) for teachers across 9-12 in our pathway to engage in planning and implementing personal project per the MYP and capstone rubrics. These release days will be taken by grade level and the funding will pay for teacher stipends to work with pathway coach, pathway director and pathway administrator. (estimated Measure N: \$6,000)</p>	Rigorous Academics	Measure N	\$0.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)
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5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Pathway Theme	3	3+	2+	<p>Students and teachers have a clear idea of overall pathway theme and what it all may include. Our pathway appeals to a large and diverse group as measured by student choice during course request season.</p> <p>As a pathway, we are still developing our processes of being vetted through a review of industry and post secondary partners, school staff, and students. We are still working on Meeting and Advancing our pathways theme with more workforce and post secondary opportunities for students.</p> <p>Currently, we have two themes in our pathway with strong pathway-related dual enrollment demand. We have high DE pass rates and the curriculum taught by our teachers, guest speakers, and career visits, represents the diversity of the students in our classrooms.</p>
Integrated Core	3	3	2+	<p>Teacher vacancies and retention issues have triggered setbacks in our ability to build out WBL and integration in Community Health strand. Making a cohort wide rubric for everyone to follow and projects that tie in together across curriculum would improve this category.</p>
Cohort Scheduling	3	3	3	<p>Integrated projects within each grade level are developing, but skills are not identified and developed systematically across all classes. AP students are excluded from part of our scheduled integrated project class time. Most students taught by pathway teachers and there is a common prep for most teachers We ensures nearly all pathway students participate as a cohort in the pathways academic and technical courses, Ensures that most grade- level pathway teachers share a common preparation period, and lastly ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects.</p>
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	3	3	2+	<p>Teacher vacancies are preventing us from scoring a 4 in this area. To that end, the school site, as well as members of the pathway need to be creative in directly supporting and retaining teachers who are new to our campus.</p>
Collaborative Learning	3+	3+	2+	<p>Given that we have an entire period everyday where we collaborate on needs of the pathway, students and teachers, as a school, we're moving in the right direction. As a pathway, we need to engage more strategically with our time.</p>

BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+	3	2	There has been collaboration time this year revolved around sharing best practices. Ideas are shared informally and we sometimes share practices and lessons. Teacher learning rounds and project tuning in collaboration are examples.
Collaboration Time	3	3	3-	Collaboration time is held at least 3 times a week. Routines are observed and minutes are documented. Teacher learning rounds and project tuning happen during this time.
Professional Learning	3	3	2-	Ed/Community Health pathway teachers would like more professional development focused on CTE & industry-specific topics.

5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Team PD / extended contract for integrated curriculum, PBL planning & aligned instructional practices. Extended contract; summer, after school or weekend time for small team of teachers to systematize, strategize, plan, and create a mentor/expert plan (i.e Senior Capstone--train core teachers on how to implement Senior Capstone, recruit community partners to mentor students). Dual Enrollment Teachers of Record (2 courses per year) DE textbooks for Ed-CH Pathway. Technology in CTE rooms: LCD projectors, printers, printer ink, art supplies, bookbinding supplies for Life Devt book. Facility improvements and PE instructional materials to integrate Physical Education into the Pathway Program of Study via yoga class and research based mindfulness practices in classrooms Teacher / staff trainings, PDs, conferences to integrate PE into the Pathway Program of Study via yoga class and research based mindfulness practices in classrooms	Partially Implemented	Somewhat Effective	Several education and community health pathway teachers attended PBL PD in summer of 2018 for 1 week. 10th grade pathway team attended Memphis MYP training in November 2018 and worked on aligning integrated project. We have not designed and implemented a senior Capstone mentoring plan and were denied a Capstone Innovation grant where we could have worked on this due to teacher vacancy in CTE course in 12th grade. We have a vigorous Dual Enrollment program based on student demand and a high pass rate. The yoga plan was not implemented and the grant to fund that program was denied. We have CTE classes well supplied with technology.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	Increase number of integrated PBL across pathway with improved rigor and quality and student demonstration of mastery through performance assessment	All Students	1 per year in grades 10-11-12	2 per year in grades 10-11
Graduate Capstone	Improve mentorship capacity w/Senior Capstone projects, intentional scaffolding of Grad Capstone components like research & oral presentation in grades 10, 11	All Students	research writing component added to 11th gr project, increased mentoring for projects	solidify grad capstone scaffolding alignment across 10th, 11th, 12th. All seniors have a mentor/expert for Grad Capstone project

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	By continuing current professional development around Linked Learning, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment, Site-based teacher collaboration on 4 pillars of linked learning, Project Based Learning Summer Institute, UCCI course development, MYP unit and project planning, etc.) - Atlas houses will integrate each of the pathway themes into each of the four core classes as a pilot for offering full UCCI courses in 2021: English Language Arts (SVPA), Biology (Green Energy), Ethnic Studies (Education & Community Health), & Mathematics (Computer Science). This introduces all 9th graders to the four pathway themes prior to selecting their pathway for 10th-12th grades.						
Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Instructional materials for 9th grade Ethnic Studies teachers to incorporate Education or Health CTE themes and standards into their course.	Rigorous Academics	Other	\$0.00	4310			CTE Curriculum Dev't (1120 stipend)
Paid PD time for 9th grade Ethnic Studies teachers to plan and adopt the UCCI Course "Social Emotional Learning: The Heart of Education" for 2020-21	Rigorous Academics	Other	\$0.00	1120			CTE Curriculum Dev't (1120 stipend)
Extended contract ; summer, after school or weekend time for small team of teachers to systematize, strategize, plan, and create a mentor/expert plan (i.e Senior Capstone--train core teachers on how to implement Senior Capstone, recruit community partners to mentor students and finally, begin to align our personal projects with our 9th grade students through pathway exploration). (estimated CPA: \$5,000)	Rigorous Academics	California Partnership Academy	\$0.00	1120			Interdisciplinary Curriculum Dev't (1120 stipend)
Supplies for Dual Enrollment (e.g textbooks etc.) (estimated CPA: \$1,000)	Rigorous Academics	California Partnership Academy	\$0.00	4200			
Technology in CTE rooms : LCD projectors, printers, printer ink, art supplies, bookbinding supplies for Life Devt book (estimated Perkins: \$20,000)	Rigorous Academics	Perkins	\$0.00	4300			Industry-appropriate supplies (4310)

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	2	In order to grow in this area, we would like to increase core teacher awareness about career exploration, increase student participation in pathway related internships, and improve teacher retention.
Pathway Outcomes	3	3	2	In order to grow in this area, we would like to increase student participation in pathway related opportunities.
Pathway Evaluation	2	2-	2-	In order to grow in this area, we would like to improve teacher retention. We need qualified teachers who can design, manage, and implement work based learning in all classes before we begin evaluating the merits of the program.

6B. Work-Based Pathway Needs Assessment

*What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?*

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>12TH Grade teacher Retreat to focus on integrating community/ industry with capstone and expanding civic engagement: food, extended contracts, transportation reimbursement and hotel accomodations. Teachers will reach out to recruit, engage with, and coordinate with industry partners around supporting and mentoring students senior capstones. CPR Mannequins, Trainer. training a teacher to give CPR/ First Aid Certification</p> <p>Externships for CTE teachers to build partnership and alignment with industry-based sites and organizations like: Highland Hospital, Alameda County Department of Public Health, etc. Funds would support teacher stipends so that teachers could be paid extended contracts for spending time learning from industry and developing curriculum based off that experience.</p> <p>Externships for pathway teachers to build partnership and alignment with industry-based sites and organizations like: Highland Hospital, Alameda County Department of Public Health, etc . . . Funds would support teacher stipends so that teachers could be paid extended contracts for spending time learning from industry and developing curriculum based off that experience. Supplies and materials for meetings with community partners and/or Advisory board: refreshments, disposable utensils. supplies and materials for work-based learning integrated project work such as books, art supplies, book-making supplies, poster boards, notecards, binders and other office supplies, laminator. CEV and college trips (substitutes, admission fees, transportation, lunches). internship stipends</p>	Partially Implemented	Somewhat Effective	<p>The major focus for this year around WBL included ordering supplies for and building our health laboratory classroom. Due to teacher vacancies, it was not possible to hold either 12th grade teaching team retreat, complete CPR trainings for students, or participate in teacher externships. However, we were able to implement guest speakers, work based learning, and college and career exploration visits across each grade level, often with general education teachers supporting and planning these events. With the support of general education teachers and our work based learning coordinator, we were able to recruit juniors for summer internships. We will hold our advisory board meeting on 4/17. We have been able to supply our classrooms this year with ample supplies so that integrated project based learning and teaching could occur, aligned with our pathway, CTE, and career themes.</p>

6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% of sts hear career guest speakers, explore careers of interest	All Students	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects

Career Exploration	100% of students engaged in career exploration	All Students	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects, WBL expanded to 10th grade community health cohorts via students teaching nutrition in Elementary schools	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects, WBL expanded to 10th and 12th grade community health cohorts
Career Preparation	100% of sts have updated resumes, reference page and have received coaching & feedback on interview skills and resume	All Students	Half of 10th graders created resumes, all 11th created resumes, all 12th updated	All 10th graders created resumes, cover letters, reference sheets, all 11th updated resumes, all 12th updated. All juniors will participate in interview skills workshop prior to internship interviews.

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change	If we engage our students in the community health side of our pathway in job and internship related activities, then we will increase the likelihood that they will understand the types of health-related jobs available to them.						
Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Student internship stipends (e.g. ECCO)	Work-Based Learning	Other	\$20,000.00	5825			
Textbooks , technology, other supplies for CTE courses and general education courses in alignment with WBL and pathway theme (estimated CPA: \$15,000) (for now 4310)	Work-Based Learning	California Partnership Academy	\$0.00	4310			
Teacher Retreat to focus on integrating community/ industry (estimated CPA: \$4,000)	Work-Based Learning	California Partnership Academy	\$0.00	5220			
Develop curriculum and projects for 12th grade CTE course (estimated CPA: \$3,000)	Work-Based Learning	California Partnership Academy	\$0.00	1120			

Externships for CTE teachers: to build partnership and alignment with industry-based sites and organizations like: Highland Hospital, Alameda County Department of Public Health, etc. Funds would support teacher stipends so that teachers could be paid extended contracts for spending time learning from industry and developing curriculum based off that experience. Externships for pathway teachers to build partnership and alignment with industry-based sites and organizations like: Highland Hospital, Alameda County Department of Public Health, etc . . . Funds would support teacher stipends so that teachers could be paid extended contracts for spending time learning from industry and developing curriculum based off that experience. (estimated CPA: \$5,000)	Work-Based Learning	California Partnership Academy	\$0.00	1120			
Ed for Careers & other conferences for CTE & pathway teachers (estimated CPA: \$5,000)	Work-Based Learning	California Partnership Academy	\$0.00	5220			
Supplies and Materials for work-based learning integrated project work such as books, art supplies, book-making supplies, poster boards, notecards, binders and other office supplies, laminator (estimated CPA: \$10,000)	Work-Based Learning	California Partnership Academy	\$0.00	4310			
Supplies and materials for meetings with community partners and/or Advisory board: refreshments, disposable utensils. (estimated CPA: \$300)	Work-Based Learning	California Partnership Academy	\$0.00	4311			

7. COMPREHENSIVE STUDENT SUPPORTS **Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	3	3+	2+	Due to our collaboration period, we're able to meet as a pathway three times a week. Specifically on Fridays, we use this time to connect with students and families around their specific needs and how we can work within our school systems and structures to serve them. To that end, while we are actively engaging in the process of completing/implementing SSTs, IEPs and 504s, we could do a better job with following up with students and their academic progress outside of the traditional on/off track to graduate conversations.
College & Career Plan	3	3	2+	Students get a lot of support in CTE Classes to prepare them for college and career readiness through career exploration visits, college visits and 1:1 supports from the staff in our college and career center. As a pathway, we arrange field trips to colleges for students to explore check out pathway specific majors and have access to guest speakers and alumni who are studying in the fields of education and community health. We are not yet proficient in this area because not every child in our pathway gets 1:1 support as regularly or as structured as we would like.

7B. Comprehensive Student Supports Pathway Needs Assessment

What are the strategic actions have you taken to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Expanded WBL opportunities in the field of Comm Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, job shadows. In terms of socio-emotional learning, we fully implemented the use of our Case Manager who focused on interventions with students in the following areas: Restorative Justice Practices, conflict mediation, addressing attendance/truancy concerns, organizing SSTs for students and providing safe spaces for students to check-in regularly throughout the school through relationship building. Finally, we have fully bridged the gap between students who have IEPs and 504s and the ways in which they're academic and behavioral needs are met by meeting regularly, receiving feedback from families about their child's experiences and using their accommodations/modifications as best practices for all students. These targeted supports have supported all students.	Partially Implemented	Somewhat Effective	This year we are graduating 88% percent of our students which includes students in special education. Along with our increased graduation rate, we have specifically targeted students (AA, Latino/a, first generation, ELL) to participate in a program called, One Goal. This program seeks to serve students in their quest to become the first in their families to graduate college and continue on with mentoring support. To that end, this program has supported the class of 2020 in that 77% of this class are on track to graduate, more than 45% of this graduating class are in this program. Parents, students and staff have provided much positive feedback on the ways in which this program has shifted their mindset about college, career and life. The addition of pathway-specific supports such as pathway administrator, academic counselor and care manager, have provided students with the opportunity to seek support in ways they did not have the option to in years prior. Providing pathway specific staff aligns supports in a holistic way that truly upholds students and their needs at the center of all pathway work.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
College and Career Transition Supports	By June 2021 the Education and Community Health Pathway will engage students in an advisory structure where all staff in the pathway are connected to 10-15 students and are able to complete the following: check-ins @ every marking period focused on attendance, academic/behavioral performance and college readiness. The hope is that by creating smaller spaces for students to build community, they will feel even more connected and supported on our campus and comfortable with their post-secondary readiness plan.	All Students	Disjointed 12th grade teaching team due to Master Sched issues	80%
Differentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	By June 2021 the Education and Community Health Pathway will engage students in an advisory structure where all staff in the pathway are connected to 10-15 students and are able to complete the following: check-ins @ every marking period focused on attendance, academic/behavioral performance and college readiness. The hope is that by creating smaller spaces for students to build community, they will feel even more connected and supported on our campus and comfortable with their post-secondary readiness plan.	All Students	75% participation rate on all field trips, with internships, and other WBL assignments.	80%

7D. Comprehensive Student Supports Theory of Change and Strategic Actions

Theory of Change	If we create smaller strategic communities within our pathway where adults and students are intentionally paired, our students will feel more connected and will have more opportunities for success.
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Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Summer Retreat for all staff members in the pathway in which teachers, pathway director, case manager, academic counselor will be paid an extended contract to engage in the Summer retreat. Summer retreat includes housing, food, and mileage. (estimated Measure N : \$12,000)	Comprehensive Student Supports	Measure N	\$0.00	5220			

<p>Stipend for academic counselor to work after school with students and families to provide academic and social emotional guidance using MTSS, student transcript audits and attendance. Academic counselor will identify and provide strategic academic and socio-emotional support to students who are at risk of dropping out. (estimated Measure N : \$6,000)</p>	<p>Comprehensive Student Supports</p>	<p>Measure N</p>	<p>\$0.00</p>	<p>1120</p>			
<p>Senior Celebration Community Building to honor work based learning, college acceptance, and internship achievements. (estimated CPA: \$10,000)</p>	<p>Comprehensive Student Supports</p>	<p>California Partnership Academy</p>	<p>\$0.00</p>	<p>5826</p>			<p>Industry-appropriate supplies (4310)</p>

1. ABOUT THE PATHWAY

PATHWAY:	Skyline Visual & Performing Arts Academy	School:	Skyline High School
Pathway Industry Sector:	Arts/Media/Entertainment	School ID:	306
Pathway Description:	The Visual & Performing Arts Academy is our newest pathway academy, yet rooted in a historically strong performing arts department in music, dance, and drama. The Academy is aligned with the Arts, Media, and Entertainment sector. This sector is designed to provide a foundation of knowledge and skills in careers related to design, visual, and media arts; performing arts; and production. Skyline is the only large comprehensive school in Oakland Unified School District to offer a visual and performing arts pathway, the creation of which stemmed from students' passions in the arts and authentic opportunities to partner with a rich array of diverse professional artists in the Bay Area. This pathway enjoys showcasing several performances and visual art exhibits each year within our community and beyond. This year, we will graduate our first 12th grade cohort.		
Pathway Mission & Vision:	<p>Vision</p> <p>We prepare students to become independent, articulate, cooperative, and conscientious citizens with a life-long interest and ability in learning and the arts. Their artistic experiences and collaboration with a rich local, professional community of artists will guide them to create, appreciate, and understand the arts. Regular practice in discipline, focus, and risk-taking will foster artistic excellence and inspire a creative exchange of ideas, valuable for any field our learners pursue.</p> <p>Mission</p> <p>SVPA provides a rigorous course of study for grades 10-12 students with a strong personal interest in the visual or performing arts. Our program develops the "whole-person" with studies that integrate the arts with core academics. Curriculum centers on contemporary art practices with an emphasis on student voice, creating analyzing and critiquing artistic work, arts for social change and interdisciplinary project-based art collaborations within and between departments.</p>		

Pathway Demographics

Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	47.5%	52.5%	97.3%	74.9%	11.6%	10.4%	27.4%	Coming soon	Coming soon
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	39.8%	0.8%	5.0%	38.6%	1.5%	1.2%	8.1%	3.1%	0.4%

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators

Task: Identify pathway strengths and challenges related to each data point, and think about high-leverage actions to address challenges.

• Consider additional information from the Data Dashboard and any pathway-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 for your Pathway targeted student groups (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Indicator	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	No data available as 2018-19 is the first year of 12th grade cohort	2018-19 is the first year of 12th grade cohort	2018-19 is the first year of 12th grade cohort

On Track to Graduate (11th Grade)	-African American females ~80% passing in science, history and credits -100% of students on track with arts and elective credits	-many of the same issues as 10th with only slightly higher %s -only 11% of 11th grade boys on track to graduate -Incorrect data sets for SPED students -African American male disparity gap 75%-85% failing in math english and lang. -math key area of failure -challenge in addressing why so many students are failing when ~80% of students are on track for credits and GPA	-Male specific study/support groups -More structure/routine with intervention practices and consequences -Math action: additional support class starting at beginning of year to re teach foundations, able for students to continue until caught up -Tutoring/mentoring/mentoring with local college -shift in student support
On Track to Graduate (10th Grade)	-more than 1/2 of girls on track to graduate -African American females ~80% science, history and credits -100% on track with arts and elective credits	-only 6% of 10th grade boys on track to graduate -majority of issues for males with math and english, girls with math and lang. -same challenge in addressing why so many students are failing (esp males) when credits and GPA are on track	-Boy specific study/support groups!!! -More structure/routine with earlier intervention practices and consequences/rewards -Math action: additional support class still available 11th grade to re teach foundations, able for students to continue until caught up -Tutoring/mentoring -Shift in student support -Student & parent goal setting
12th Grade A-G Completion	-All pathway seniors have met and exceeded their "F" and "G" requirements	-On track to complete A-G requirements: 22 of 74; 29.7% -On track to graduate: 72 of 74; 97.29%.	-Pathway tutoring sessions -Utilization of summer school programs to help with A-G credit recovery.
CTE Capstone Completion with a C- or better	-This is our first official year of having pathway students in the capstone course. These comments are based on the in-progress capstone. - 12th CTE less than 10% of students are getting less than a C - SVPA hosted a 12th grade assembly to roll out / explain the Senior Capstone Project.	- Logistical / master schedule challenges include Seniors not all scheduled into the SVPA 12th ELA course (due to rescheduling/schedule conflict or AP ELA Course).	-Increased time collaborating with guidance counselors and AP teachers to decrease the number of student schedule conflicts that prevent students from fully participating in the capstone project - 2019-20: we will adopt and implement OUSDs Graduate Capstone Seminar for all SVPA Seniors (excluding AP Eng).
Completion of two semesters of college coursework with a C- or better	In 2017-18, 20% of Visual & Performing Arts Pathway students had earned some type of college credit (19 received dual enrollment, concurrent enrollment or articulation credit while 22 passed an AP test with 3 or higher, at some point in high school).	As of 2018-19 School year, 80% of Visual-Performing Arts pathway students had not received any form of college credit. Only 6 students are currently enrolled in Dual Enrollment courses, and 2017-2018 school year only 2 students. This low number is partially due to the fact that 2018-19 is the first year that SVPA has a 12th grade cohort.	- Adding visual and performing arts Dual Enrollment options on Skyline's campus. -Dual Enrollment Painting courses will be added for 2019-2020 school year. -Increased promotion of Dual Enrollment options hosted by other pathways that are available to students in the SVPA Pathway -Increased promotion of summer college course opportunities available in the Peralta colleges, CCA Pre-College Program, CSSSA at CalArts, and Academy of Art University Pre-College Program in San Francisco.

2B. Pathway Goals

Task: Please review your Needs Assessment above and update your targets and (if needed) your June 2021 pathway goals.

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Pathway Graduation Rates	Raise pathway graduation rates to 92%	Low-Performing Students	NA	90
On Track to Graduate (11th Grade)	Improve course passing rate in English, Math and World Language	African American Males	41%	60%
On Track to Graduate (10th Grade)	Improve course passing rate in English, Math and World Language	African American Males	41%	70%
12th Grade A-G Completion	Raise A-G completion rate to 60%	All Students	NA	50
CTE Capstone Completion with a C- or better	Raise CTE Capstone Completion Rate to 85%	All Students	NA	80

Completion of two semesters of college coursework with C- or better	Raise completion of college coursework to 40%	All Students	NA	35
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3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	2	3-	3	We are meeting and advancing our mission and vision in that we are preparing students to become independent, articulate, cooperative, and conscientious citizens with a life-long interest and ability in learning and the arts and that our program develops the whole person with studies that integrate the arts with core academics.
Leadership Configuration	2+	3	3	Even though the pathway is co-lead by 2 (teacher+admin) there is evidence of that the pathway development is shared by majority of pathway team with some teachers taking lead on various aspects of pathway collaboration (student support, recruitment, industry outreach).
Distributive Leadership	1	2+	3	We are meeting and advancing our distributive leadership in that our pathway leadership, pathway teachers, school and district administrators and industry partners all take responsibility for ensuring that necessary conditions are fully operational for successful program implementation.

Overall Pathway Budget for 2019-20:

Overall Pathway Budget for 2019-20	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Conferences/Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (MYP, Educating for Careers, AME Leadership Institute, etc). Funding will be used for travel, logistics, and registration.	Enabling Conditions	Measure N	\$18,870.00	5220	N/A	N/A	
Extended Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with visual and performing arts, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	Career Technical Education	Measure N	\$18,000.00	1120	N/A	N/A	
Sub Coverage: Sub Coverage money for VAPA teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other visual and performing arts pathways to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	Enabling Conditions	Measure N	\$5,000.00	1150	N/A	N/A	
Career Exploration: Students will explore various visual and performing arts career options through field trips and guest artists workshops as part of their work-based learning continuum - funding will be used for transportation & artists services.	Work-Based Learning	Measure N	\$18,000.00	5826	N/A	N/A	
Career Exploration Visits: Students will explore various visual and performing arts career options and funding will be used for admissions/fees/logistics. Most career exploration visits require a partnership with an external industry partner, some partners require certain types of fees to implement the actual career exploration visit (partner fees/admissions fees/etc.).	Work-Based Learning	Measure N	\$15,000.00	5829	N/A	N/A	

Career Exploration Visits: Students will explore various visual and performing arts career options and funding will be used for dues and membership.	Work-Based Learning	Measure N	\$12,000.00	5300	N/A	N/A	
CTE furniture: Purchase furniture that is specific and required to implement industry CTE standards in the CTE classes and core content classes	Career Technical Education	Measure N	\$10,090.00	4432	N/A	N/A	
Pathway Technology: Equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway through a performing arts lens.	Career Technical Education	Measure N	\$2,000.00	4430	N/A	N/A	
Computers: Purchasing computers or tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	Career Technical Education	Measure N	\$10,000.00	4420	N/A	N/A	
Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	Career Technical Education	Measure N	\$4,000.00	4310	N/A	N/A	
Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	Rigorous Academics	Measure N	\$3,000.00	4200...	N/A	N/A	
Textbooks: To purchase textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental textbooks that aligns to the theme and CTE standards.	Rigorous Academics	Measure N	\$1,000.00	4100	N/A	N/A	
Student Summer Internships: Issue student internships to support the WBL continuum as part of the VAPA pathway through the OUSD ECCCO program	Work-Based Learning	Measure N	\$12,000.00	5825	N/A	N/A	
Pathway Leadership & Vision Goal for 2019-20:		For the 2019-2020 school year the SVPA Pathway will engage in distributed leadership practices (i.e. technical and instructional) as measured by actively including all members of the pathway as stakeholders in decision making, and rotating facilitation among teachers during collaboration (i.e. internship, field trip and CEVs). The vision for the 19-20 school year is to actively engage all team teachers in rooting the vision and mission of the pathway in our teaching and learning. We also plan to support and engage more team teachers to take on leadership roles.					
Pathway Leadership & Vision Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?

Increasing opportunities for teacher leadership within the pathway: collaboration facilitation, mentor teacher buddy, leading industry visits, dual enrollment support and recruitment							
Enabling Conditions	Measure N	\$0.00	1120	N/A	N/A		
Professional Development for pathway teachers that focuses on more deeply integrating core curriculum with visual and performing arts. (estimated Measure N: \$500)							
Rigorous Academics	Measure N	\$0.00	5220	N/A	N/A		
Teacher Stipend Projects that are worked on outside the school day that improve the program such as updating recruitment brochures and websites, middle school recruitment. (estimated Measure N : \$5,000)							
Enabling Conditions	Measure N	\$0.00	1120	N/A	N/A		
Funding for teachers to attend VAPA and Linked Learning conferences (Educating for Careers, AME Leadership Institute). Whole pathway team reviews, refines & updates the pathway mission & vision. (estimated Measure N: \$2,500)							
Enabling Conditions	Measure N	\$0.00	5220	N/A	N/A		
Advisory Board planning and meeting so that pathway goals, curriculum, instruction, funding, and projects and outcomes have direct input and guidance from industry partners. This may include stipends for planning and meeting time outside the school day, refreshments. (estimated Measure N: \$200)							
Career Technical Education	Measure N	\$0.00	1120	N/A	N/A		
Pathway Retreats to work on implementation of pathway-wide student expectations, program, and student outcomes. Look at student data and attendance, student data and literacy. Funding for substitutes where needed, retreat facilities, transportation, food, retreat supplies for collaborative work. (estimated Measure N: \$5,000)							
Enabling Conditions	Measure N	\$0.00	5220	N/A	N/A		
3B. EQUITY, ACCESS & ACHIEVEMENT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>			
Open Access and Equitable Opportunities	2	3	3+	The pathway director collaborates with other pathway directors to ensure equitable access and distribution of students across all four pathways. We prioritize student choice in the pathway by placing students that chose the SVPA pathway as their first or second choice			
Diverse Student Representation	3	4	3-	Our pathway, by definition, is very diverse. We are made up of both the Visual and Performing Arts which, in itself, is extremely diverse and therefore attracts a diverse grouping of students across all demographics. We do not have evidence indicating "one or two years of evidence showing substantial growth toward greater diversity . . ." However, our pathway has always been open to students with below basic achievements scores. We would like to see our pathway move toward attracting an equal percentage of students with higher GPAs as well.			
Closing the Opportunity Gap	2	2+	3	We have open studio at lunch every day to support striving students in their CTE classes, and we offer a once weekly open studio for special ed. students to receive small group support. We have an excellent pathway case manager and guidance counselor who support students' social-emotional learning needs. We offer all art supplies, field trips and opportunities to students free of charge. Skyline is not designated as a newcomer "hub" program and consequently our ELD/newcomer students require more designated support. In addition, some classes are challenged due to large numbers of special education students with additional needs. That said, SVPA teachers work very hard to accommodate students' needs to the best of their abilities individually and as a team.			
Pathway Equity, Access & Achievement Goal for 2019-20:			By June 2020, working collaboratively, SVPA Pathway teachers will close the opportunity /achievement gap, with targeted focus on special populations such as SPED, EL, African American and Latino male students, by providing earlier truancy and academic interventions and increased access to student support services.				

Pathway Equity, Access & Achievement Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Continued collaboration with other Skyline Pathways around student placement and selection.	Enabling Conditions	Other	\$0.00	N/A	N/A	N/A	
Targeted Student Support: Continue to provide targeted student support using student support protocol during collaboration	Comprehensive Student Supports	Other	\$0.00	N/A	N/A	N/A	
Middle school recruitment of students interested in the arts with the aim to raise the percentage of highly-engaged, high-performing visual and performing arts students from across the city. (estimated Measure N: \$200)	Rigorous Academics	Measure N	\$0.00	1120	N/A	N/A	
Continue targeted support for special groups (EL, SPED, Foster Youth, Af-Am males, Latino males) by collaborating closely with other support people and organizations in their lives and prioritizing their supports such as academic tutoring and mental health supports. This may include stipends for small group sessions run by a teacher. (estimated Measure N: \$500)	Comprehensive Student Supports	Measure N	\$0.00	1120	N/A	N/A	

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Change	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning through a language/literacy lens, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment & learning walks, PLC cycles of inquiry, ELL/LTEL shadowing and data collection, etc.) Include focus on Common Core Literacy Standards & CTE Standards. For example Career Ready CTE Standard 2: Communicate clearly, effectively, and with reason. "Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome."
What will your pathway do to align to the schoolwide focus for 2019-20?	The Visual and Performing Arts Pathway will be sending a group of teachers to the Project-Based Learning Institute this June to create arts-integrated literacy-focused projects. We also are combining our Performing Arts CTE course with English in order to align more closely with the school's literacy work. Students in visual art courses will be developing "Deep Visual Analysis" conversation strategies in discussing artworks that will support students in our school-wide goal of preparing students to be career-ready communicators and critical thinkers.

Language & Literacy Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Build reading time into weekly instruction to allow for individualized support. (SSR, paired reading, read aloud)"	Rigorous Academics	Other	\$0.00	N/A	N/A	N/A	
Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words	Rigorous Academics	Other	\$0.00	N/A	N/A	N/A	
Professional development for pathway teachers to engage in planning and implementing of personal project per the MYP training. Funding will pay for teacher stipends to work with pathway coach, pathway director and pathway administrator. (estimated Measure N: \$5,000)	Rigorous Academics	Measure N	\$0.00	1120	N/A	N/A	
To attend professional development opportunities to develop language and literacy intervention strategies through the visual and performing arts. Funding for this line item would include travel and conference fees. (estimated Measure N: \$1,000)	Rigorous Academics	Measure N	\$0.00	5220	N/A	N/A	

Continue to plan and develop integrated projects with literacy embedded. (estimated Measure N: \$800)	Rigorous Academics	Measure N	\$0.00	1120	N/A	N/A	
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5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3	2+	We have fine-tuned our program of study in the past three years in response to available jobs, internships, and student interests. We've created "concentration" areas within the pathway for dance, drama, music, commercial art, and fine art. We have a robust array of arts elective classes that students can choose from to make their experience in the pathway a well-rounded arts education. CTE needs revision based off student/industry partner feedback in 10th and 11th performing arts strand.
Integrated Core	2	3-	3-	We completed our first year of pathway integrated projects, but we faced logistical challenges in implementing all aspects of an interdisciplinary project-based-learning experience. We discovered that students that take AP classes or are scheduled in an academic class outside of the pathway cohort receive less support in developing their integrated projects.
Cohort Scheduling	2	1	2+	This seems to be fairly successful school-wide, but could be hindered by lack of district support with teacher-preps (lines), purity of pathway courses, and large class sizes. Not all students are in the same CTE classes, with some pathway students spread out into either non-pathway CTE sections or are enrolled in another pathways core class. This makes integrated projects and personalized student supports challenging. AP classes, while of course important, also makes collab and capstone work challenging.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2+	2+	An area of strength included creating student-centered, research-based projects across our pathway, but not all grade levels were able to involve industry professionals. Students completing the Senior Capstone will have the opportunity to publicly present and defend their projects. Next steps involve calibrating and aligning our public defense of student outcomes. We could also work to incorporate more cross-curricular planning to create more connections in core and cte classes.
Collaborative Learning	3	3+	2	We have several veteran teachers and exemplary new teachers that are fluent in multiple forms of collaboration, but we also have teachers that need support in leading collaborative learning in their classes.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3	3+	2+	We started a Pathway Learning Rounds protocol, but because of the OEA Teacher Strike, not all teachers were able to participate in the Pathway Learning Rounds observations and post-observation meetings. We plan on re-visiting the Learning Rounds in the final month of school.
Collaboration Time	3	3+	3+	Attendance, participation, and engagement are strong during team collaboration. There are 2-3 newer teachers who have taken on more leadership roles.
Professional Learning	2	2+	2+	We have a Unit Planning Hub to share the core themes in our curriculum. We have several pathway teachers participating in a Project-Based-Learning week-long professional development. Visual and Performing Arts participate in monthly small learning communities where they collaborate with teachers in their disciplines from other schools. The diversity of our pathway make it difficult to attend PD's that focus on our needs. We need to make time for the visual and performing sides of our pathway to meet separately to better focus on our respective needs.

5B. Rigorous Academics Pathway Needs Assessment

What are the strategic actions have you taken to improve **standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level** and improved passage rates for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Designed a digital portfolio project 11th and 12th grade students to archive and present their work for potential opportunities	Fully Implemented	Effective	All students in the 12th grade are developing portfolio websites to use in their Senior Capstone Presentation and for opportunities after graduation. Some 11th grade pathway students have achieved their portfolios in websites that they can build upon during senior year.
SVPA Team teachers designed and implemented one PBL integrated project at all three grade levels. SVPA teachers participated in school site PD on project based learning including opportunity to reflect and revise their integrated projects.	Partially Implemented	Somewhat Effective	Due to the OEA strike, the 10th grade integrated project was truncated. The 11th grade integrated project was fully implemented, however, it did not include a CTE Component which we would like to add for next school year 2019-20.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Standard-Aligned PBL Aligned to Theme	2 full Pathway Learning rounds sequences to improve our sharing of best practices. Pathway collaboration time is devoted to planning the logistics of the learning rounds, implementing the rounds and then having reflective conversations with each learning round group	All Students	1 PBL project per year per grade level 1 pathway integrated project per year	1 full Pathway Learning Rounds protocol
Graduate Capstone	Improve mentorship capacity with Senior Capstone Projects, intentional scaffolding of Grad. Capstone components like research and oral presentation in grades 10,11	All Students	Designing our initial Senior Capstone Protocol Developing 10th and 11th grade projects Having conversations around inclusion of all pathway teachers in Senior Capstone process	All students create a Capstone Project that includes all three components: Academic work, portfolio of creative work and future plans.

5D. Rigorous Academics Pathway Theory of Change and Strategic Actions

Theory of Change	By continuing current professional development around Linked Learning, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment, Site-based teacher collaboration on 4 pillars of linked learning, Project Based Learning Summer Institute, UCCI course development, MYP unit and project planning, etc.) - Atlas houses will integrate each of the pathway themes into each of the four core classes as a pilot for offering full UCCI courses in 2021: English Language Arts (SVPA), Biology (Green Energy), Ethnic Studies (Education & Community Health), & Mathematics (Computer Science). This introduces all 9th graders to the four pathway themes prior to selecting their pathway for 10th-12th grades.
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
To provide services and industry-aligned supports to performing arts students for performances in drama, dance and music. (estimated Measure N: \$200)	Rigorous Academics	Measure N	\$0.00	5826	N/A	N/A	

Paid PD time for 9th grade ELA teachers to plan and adopt the UCCI Course "English Takes the Stage" for 2020-21. (estimated Measure N: \$1,625)	Rigorous Academics	Measure N	\$0.00	1120	N/A	N/A	
To purchase supplies to support the implementation of each content teachers integrated VAPA pathway project. Teachers are integrating the visual and performing arts CTE standards into their core content standards. (estimated Measure N: \$4,000)	Rigorous Academics	Measure N	\$0.00	4310	N/A	N/A	
To purchase supplies and equipment for establishing, replenishing and repairing visual and performing arts classrooms in order to create and maintain industry-standard infrastructure. (Studio spaces, theater, rehearsal spaces, technology labs and workshops). (estimated Measure N: \$1,000)	Rigorous Academics	Measure N	\$0.00	4432	N/A	N/A	
Educational Technology: Equipment and tools for the pathway classrooms to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway (estimated Measure N: \$2,000)	Rigorous Academics	Measure N	\$0.00	4430	N/A	N/A	
Educational Media/Printed Resources: Scripts (rights and licensing), sheet music, scores, and other printed resources for special projects within the visual and performing arts as well as books other than textbooks. (estimated Measure N: \$1,000)	Rigorous Academics	Measure N	\$0.00	4200	N/A	N/A	
Professional Development for grades 10-12 Teachers focused on instructional improvement: Developing the capacity in our teachers to support striving students in English and Math through teacher learning communities. Supporting the continuing development of CTE teachers within their discipline (estimated Measure N: \$800)	Comprehensive Student Supports	Measure N	\$0.00	1120	N/A	N/A	

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	3-	2	We have just begun to build out our WBL experiences, and we need to have them incorporated into our classes more frequently. Performing Arts is much more advanced in this regard than Visual Arts.
Pathway Outcomes	2	3-	2-	We currently have a working timetable, but we have identified gaps where there are not work-based learning experiences happening in every class. We need to set aside devoted time to developing this area.
Pathway Evaluation	2	2+	2	Visual Arts is beginning this process, taking lead from performing arts teachers in their ability to develop consistent dialogue with community partners.

6B. Work-Based Pathway Needs Assessment

What are the strategic actions have you taken to improve **career awareness, career exploration and career preparation** for students this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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SVPA students met Arts Media and Entertainment professionals at the Coal and Ice Exhibit. SVPA students learned professional presentation and marketing skills by participating in the OUSD Arts Market. SVPA identified a CTE Teacher (Rachel Kantor) to take the lead on coordinating summer internships for SVPA Juniors. CalShakes worked alongside drama students to prepare them for performances. During the 10th grade integrated project, the teachers organized a professional panel of speakers.	Partially Implemented	Somewhat Effective	Students who participated in visual arts career exploration and career preparation demonstrated increased confidence in describing/marketing their artwork in written and oral means. Students in drama classes successfully performed in a production of Romeo and Juliet implemented the mentoring resources from their drama coursework.
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6C. Work-Based Learning Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target
Career Awareness	100% will complete a career awareness project where they consider their skills, interests, and values that includes a post-secondary personal plan.	All Students	100% of students hear from guest speakers in fields related to CTE course and pathway theme	100% students complete a career awareness project where they consider their skills, interests, and values.
Career Exploration	70% of students will identify and a mentor in a career of interest.	All Students	All 10th and 11th graders take at least one career exploration visit to industry partners	100% of students will complete a career exploration visit and/or study tour
Career Preparation	100% of students will create a working resume and reference page and will have gone through 2 or more mock job interviews with industry partners and other adults that are not on the teaching team. 90% of students will update their resume and references annually. 90% of students will have practice writing a cover letter for an internship or job.	All Students	All 11th graders create a resume and participate in mock interviews. 30 students participate in summer internship program	100% of students will create a working resume and reference page and will have gone through a mock job interview with industry partners and other adults that are not on the teaching team.

6D. Work-Based Learning Theory of Change and Strategic Actions

Theory of Change | If we focus on student internships and work based learning then we will improve student interest, engagement, and performance.

Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Connect students with visiting professional artists in the classroom (estimated Measure N: \$500)	Work-Based Learning	Measure N	\$0.00	5826	N/A	N/A	
Increase number of summer internship cohorts in visual and performing arts fields (estimated Measure N: \$15,000)	Career Technical Education	Measure N	\$0.00	1120	N/A	N/A	
Pathway Summer Internship for 20 Rising Seniors (estimated Measure N: \$20,000)	Career Technical Education	Measure N	\$0.00	5825	N/A	N/A	

Career & College Exploration Visits: Students will explore various visual and performing arts career and post-secondary option. Funding will be used for transportation, admission, substitutes, lunches. (estimated Measure N: \$3,000)	Work-Based Learning	Measure N	\$0.00	5826, 1150, 5300	N/A	N/A	
Extended contracts for teachers to form and maintain deeper relationships with our community partners by visiting their sites, cultivating our mentorships for students, and increase number of internship host sites (estimated Measure N: \$500)	Work-Based Learning	Measure N	\$0.00	1120	N/A	N/A	
Computers: Purchasing computers or tablets to provide creative-capable media workstations for students in pathway classes and visual and performing arts classrooms to explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out student media documentation of projects and portfolio in CTE classes. (estimated Measure N: \$5,000)	Work-Based Learning	Measure N	\$0.00	4420	N/A	N/A	

7. COMPREHENSIVE STUDENT SUPPORTS *Previously called *Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3+	3+	Our weekly student support meetings are very effective in lifting up the needs of individual students. We have a system for making sure we cover each grade level, and each student. We also block out time for teachers to make phone calls and plan conferences to support student needs.
College & Career Plan	2	2+	2+	Some students have long term plans, but not all. All students have collaborated on a plan to graduate high school with their assigned academic counselor. Regular follow up with students who are not following their plan is an area for growth.

7B. Comprehensive Student Supports Pathway Needs Assessment

What are the strategic actions have you taken to improve **differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning** this year?

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Every Friday SVPA teachers participated in weekly student support collaboration meetings and tracked interventions steps for all students discussed. SVPA hired a student support case manager who has formed trusting relationships with our students & teachers. We have implemented two types of "open studio" time: 1) for Special Education students to receive extra support on their art projects and 2) at lunch each day students can access open studio to receive extra support in the AP studio art course and Senior Capstone Project. We have increased our individualized college readiness support via push in from our College Readiness Specialist. We hired a designated guidance counselor who is an effective student resource for social-emotional support. In our 12th grade CTE visual art course we have two additional art teachers-in-training to provide daily one-on-one support to any students who need additional help.	Partially Implemented	Effective	Struggling students are being closely monitored and supported. Approximately 90% of seniors are on track with their Senior Capstone Project. Special needs students in the Moderate to Severe program have shown dramatic improvement in their focus and the quality of work by participating in a weekly drop-in open studio when they need small group support on their senior project and art assignments.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2017-18 Baseline	2019-20 Target			
College and Career Transition Supports	95% of students will have a post-secondary plan that aligns with their interests	All Students	N/A	90% of students will have a post-secondary plan that aligns with their interests			
Differentiated Interventions for Special Populations (English Learners, African-American Students, Students with Disabilities)	95% of our special populations will complete their A-G (or other appropriate requirements) with individualized academic and behavioral support via collaboration with the pathway SpEd case managers and guidance counselors and supplemental tutoring as needed. The Senior Capstone project will be modified to meet the individual students' needs.	All Students	N/A	85% of our special populations will complete their A-G (or other appropriate requirements)			
7D. Comprehensive Student Supports Theory of Change and Strategic Actions							
Theory of Change	If we focus on pathway specific intervention courses in English, Science and Math then we will improve student A-G completion.						
Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Object Code	Position Number	FTE	PERKINS, CTEIG & CPA ONLY: Which funding goal does this address?
Guidance counselors working closely to develop a tiered support system to hold support groups for special populations such as low-performing students, Latino males, etc. Stipends for support groups that occur outside the school day.	Comprehensive Student Supports	Other	\$0.00	N/A	N/A	N/A	
Truancy team (Case Manager, AP, Guid Counselor) work closely together to increase implementation of leveled truancy/SART interventions with focus on 9th and 10 grades. Stipends will support evening meetings as necessary.	Comprehensive Student Supports	Other	\$0.00	N/A	N/A	N/A	
Stipends for teachers to provide before or after-school tutoring and academic interventions for Special Populations (listed above) for the subjects of English, Science and Math	Comprehensive Student Supports	Measure N	\$0.00	1120	N/A	N/A	