

MEASURE N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607-



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H- College &
Career Readiness - Commission**

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| Enactment Number | |
| Enactment Date | |

Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes, Deputy Chief of Post-Secondary Readiness

Board Meeting Date

Subject Services For: Skyline High School

Action Requested and Recommendation

Adoption by the Measures N and H – College and Career Readiness Commission of the 2026-2027 Education Improvement Plan and Assessment for Skyline High School as “Approved,” with a base allocation of \$1,011,500.00, for a total amount not to exceed \$1,011,500.00.

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

Competitively Bid : Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact Funding resource(s): Measure H

Attachments

1. 26-27 Proposed EIP
2. 26-27 EIP Assessment, with Supplemental Materials (Program of study, Work-based learning plan and Master Schedule)

| 2026-2027 MEASURE H BUDGET | | | |
|---|----------------|----------------|-----------------|
| Effective: July 1, 2026 - June 30, 2027 | | | |
| Resource 9339 | Allocation* | Total Expended | Total Remaining |
| Measure H | \$1,011,500.00 | \$1,011,500.00 | \$0.00 |

**Funding Allocation is based on school's 2025-2026 student enrollment count, Oakland Residents only (1190) multiplied by the per pupil amount of \$850.*

School: Skyline High School

Site #: 306

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|---|--------------|-------------------------|-------------------------|----------------------------|---------|--------------------------------------|
| 306-1 | <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at 1.0 FTE for the Education & Community Health Academy. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Introductory and Capstone courses entitled Introduction to Education & Community Health and Principles of Teaching & Learning in the Education & Community Health Pathway Instrumental in Pathway leadership and developing a strong community of practice within the pathway. Support all enrolled students in achieving the ChEd Pathway's pathway standards. Develop and provide access to relevant work-based learning experiences in these career fields. Incorporate project-based learning methods into the curriculum. Guide students in exploring careers in education. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Education and Community Health teaching team, this teacher incorporates their professional background and teaching into the Pathway. ANTICIPATED OUTCOMES: Students are prepared to participate in the summer ECCCO program and are ready for the Capstone course in the Ed & Comm Health pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Education & Community Health pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. PCN 480 - Eric Espinosa (Salary and Benefit costs included)</p> | \$118,737.20 | 1105 - Teacher Salaries | Teacher Salaries | Teacher Structured English | 1.0 FTE | Education & Community Health Academy |

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| <p>306-2</p> | <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at .50 FTE for the Arts, Production & Design Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach Multimedia and Digital Film and ensure that every student in the Arts, Production & Design (APD) Pathway can access a core CTE sequence. Support all enrolled students in achieving the Arts, Production & Design Pathway standards. Develop and provide access to relevant work-based learning experiences. Teach the Concentrator course entitled Multimedia in the newly merged Arts Entertainment Design pathway (AME Industry sector) Support all enrolled students in achieving the pathway standards of the APD Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods in the curriculum ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and to be ready for the Capstone course in the APD pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Arts, Production & Design pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. PCN 876 - Joseph Ferrera (Salary and Benefit costs included)</p> | <p>\$52,579.33</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>.50 FTE</p> | <p>Arts, Production & Design Pathway</p> |
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| 306-3 | <p>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach at .50 FTE. DESCRIPTION OF RESPONSIBILITIES: The Pathway Coach will support the alignment of assistant principals with the pathways and build the instructional capacity of pathway teams to foster quality collaboration focused on the instructional core and Linked Learning. Work closely with pathway leads and teaching teams on each pathway, and with the continuous improvement of curriculum and pedagogy in conjunction with each pathway theme. Work closely with ILT to ensure a strong connection between pathway work and whole-site professional development, focusing on school goal #1, improving literacy and math with an emphasis on academic discussion and student-to-student talk in all classrooms. Ensure a robust work-based learning plan for each pathway that aligns with the school's vision and mission, with targeted attention to include leaders and facilitators of focal groups, such as students with IEPs, newcomer students, and African American and Latinx students. Work closely with the WBL Liaison and the College & Career Center to ensure that all pathways have strong support for college access, internship and mentorship opportunities, and access to college fairs for all grade levels. Work closely with pathway leads to ensure pathway compliance and reporting PCN 1672 - Shanti Elliott (Salary and Benefit costs included)</p> <p>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</p> | \$99,632.92 | 2305 - Supervisor & Admin Salaries | Supervisor & Admin Salaries | College and Career Pathway Coach | .50 FTE | Whole School |
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| 306-4 | <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at 1.0 FTE for the Arts, Production & Design Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach CTE Illustration and AP Studio Art and develop and provide access to relevant work-based learning experiences in these career fields. Incorporate project-based learning methods into the curriculum. Guide students in exploring careers in design, art, and digital media Instrumental in Pathway leadership and developing a strong community of practice in this newly merged pathway. Support all enrolled students in achieving the APD Pathway's standards. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Arts, Production & Design teaching team, this teacher incorporates her professional background in visual and commercial arts into her teaching that impacts the Pathway. Teach Capstone course AP Studio Art in the newly merged Arts, Production & Design pathway (AME Industry sector) ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and to be ready for the Capstone course in the APD pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Arts, Production & Design pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. PCN 2683 - Rachel Thomas (Salary and Benefit costs included)</p> | \$139,805.04 | 1105 - Teacher Salaries | Teacher Salaries | Teacher Structured English | 1.0 FTE | Arts, Production & Design Pathway |
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| <p>306-5</p> | <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at 1.0 FTE for the Arts, Production & Design Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach Graphic Design and Digital Photography and develop and provide access to relevant work-based learning experiences in these career fields. As part of the new Arts, Production & Design teaching team, this teacher incorporates her design background to embed design and art elements into teaching across all courses in the Pathway. Teach the Introductory course entitled Art Design Foundations in the newly merged Arts, Production & Design Pathway (AME Industry sector) Support all enrolled students in achieving the pathway standards of the APD Pathway Incorporate project-based learning methods in the curriculum Guide students in their exploration of careers in the fields of design, art, and digital media Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and to be ready for the Concentrator course in the APD pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Arts, Entertainment & Design pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. PCN 2976 - Lisa D. Leal (Salary and Benefit costs included)</p> | <p>\$102,800.84</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>1.0 FTE</p> | <p>Arts, Production & Design Pathway</p> |
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| <p>306-6</p> | <p>Teacher Salaries: Hire a Teacher Structured English to teach as the Pathway Director at .40 FTE for the Green Energy Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The Pathway Director supports and guides the pathway's mission and drives pathway improvement to ensure that all students graduate college, career, and community-ready. The many facets of the pathway program that the Pathway Director actively guides: instructional leadership, student support, teacher support, pathway event planning, pathway improvement, and stewardship and reporting on funding sources. Teach the Concentrator course entitled Physics of Energy Science in the Green Energy Pathway Oversees the community of practice with the pathway teaching team Support all enrolled students in achieving the pathway standards of the Green Energy Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods in the curriculum ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and are prepared for the Capstone course in the Green Energy Pathway Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on those at risk based on attendance, socioeconomic status, and/or low GPA. PCN 4181 - Ayo Akatugba (Salary and Benefit costs included)</p> | <p>\$65,082.14</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>.40 FTE</p> | <p>Green Energy Academy</p> |
| <p>306-7</p> | <p>Clerical Salaries: Hire an Administrative Assistant III Bilingual, at .40 FTE. DESCRIPTION OF RESPONSIBILITIES: The administrative assistant will provide support by tracking, supporting teachers in follow-through, and inputting necessary documents and information for Measure H-specific expenditures related to Measure H Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), and other Measure H expenditures (purchases/etc.) Anticipated outcomes: Improved capacity, work quality, and timeliness to ensure we comply with the vast amount of Measure H paperwork and compliance measures. PCN 6341 - Yesenia Alamillo (Salary and Benefit costs included)</p> | <p>\$69,505.24</p> | <p>2405 - Clerical Salaries</p> | <p>Clerical Salaries</p> | <p>Admin Assistant III Bilingual</p> | <p>.40 FTE</p> | <p>Whole School</p> |

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| 306-8 | <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at .50 FTE for the Green Energy Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach Sustainability Systems and ensure every student in the Green pathway has access to a core CTE sequence. The teacher will also support all enrolled students in achieving the green pathway standards and develop and provide access to relevant work-based learning experiences. Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods in the curriculum ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and are prepared for the Concentrator course in the Green Energy Pathway Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on those at risk based on attendance, socioeconomic status, and/or low GPA. PCN 8568 - Conor Carroll (Salary and Benefit costs included)</p> | \$70,704.54 | 1105 - Teacher Salaries | Teacher Salaries | Teacher Structured English | .50 FTE | Green Energy Academy |
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| 306-9 | <p>Classified Salaries: Hire a Pathway Case Manager at .60 FTE for the Green Energy Pathway. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The 1:1 Case Manager-to-Pathway ratio enables targeted and additional support in completing all pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. Specific duties include checking in with students and providing support or connections to enhance academic success with a focus on attendance and engagement. Provide social-emotional counseling through one-on-one conversations or by connecting students to resources that support mental health. Support in pathway climate and culture ANTICIPATED OUTCOMES: Students will have one adult they are connected to on campus. Students will graduate from high school in 4 years Students will graduate from college and be career-ready Students will have a decreased incidence of discipline. Support in student recruitment for ECCCO and other college and career-related opportunities FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA, not-on track to graduate New PCN 10566 - Felipe Bobino Jr. (Salary and Benefit costs included)</p> | \$73,044.61 | 2205 - Classified Support Salaries | Classified Support Salaries | Case Manager | .60 FTE | Green Energy Academy |
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| <p>306-10</p> | <p>Teacher on Special Assignment: Hire a Teacher on Special Assignment School (TSA) at .50 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Co-create a unit lesson with 10th grade CTE teacher in each of the three pathways that introduces 9th-grade houses to the pathway industry and the pathway experience (second-semester unit ahead of pathway selection) Work with 9th grade teaching team to ensure that 9th graders participate in at least one college and career exploration visit related to our pathway themes Lead Instructional Leadership, Team Instructional coach to newer teachers and/or experienced teachers, including pathway teachers who wish to better integrate core content with industry theme ANTICIPATED OUTCOMES: 9th graders experience meaningful, relevant, and exciting projects in the 9th grade that are co-created with pathway teachers, which allow 9th graders to make an informed decision for pathway selection Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the 9th grade, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. New PCN 11008 - Abrham Alem (Salary and Benefits included)</p> | <p>\$84,190.87</p> | <p>1119 - Teacher on Special Assignment School</p> | <p>Teacher on Special Assignment School</p> | <p>Teacher on Special Assignment School</p> | <p>.50 FTE</p> | <p>Whole School</p> |
| <p>306-11</p> | <p>Consultant Contracts: Consultant Contract with the Oakland Public Ed Fund (OPEF) to process and pay out the Student Internship Stipends for participating in the 2027 Summer Exploring College and Career Opportunities (ECCCO) Program through June 30, 2027. Professional Services agreement / Scope of Work: This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing real-world experience related to their pathway and increasing their access to industry partners. This expenditure aligns with our strategic action of increasing student participation in work-based learning experiences by 15%. With these funds, we aim to serve approximately 100 to 150 students. Budget Calculation: 120 students stipends at \$500-\$1,000 each = \$70,000.00 + \$700.00 for 10% admin fees = \$70,700.00 (Administrative Fees Included) OPEF can only invoice schools for student stipends of students who participate in and complete the internships, in addition to the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measure N or H funds for the schools.</p> | <p>\$70,700.00</p> | <p>5825 - Consultant Contract</p> | <p>Consultant Contract</p> | | | <p>Whole School</p> |

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| <p>306-12</p> | <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for 4 Teachers to support the 2027 Summer Exploring College, Career, & Community Opportunity Summer Program (ECCCO) through June 30, 2027. ECCCO teachers will support students in their summer internships by providing a work-based learning curriculum, assisting them in securing internships, and guiding them on work-site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Accomplishment Standards: Each of the summer teachers will serve 20-25 students, for a total of 40-50 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: $\\$47.50$ hourly rate + 25% benefit costs = $\\$59.38 \times 85$ hours x 4 teachers = $\\$20,187.50$ (Salary & Benefit Costs Included)</p> | <p>\$20,187.50</p> | <p>1120 - Teacher Salaries Stipends</p> | <p>Teacher Salaries Stipends</p> | | | <p>Whole School</p> |
| <p>306-13</p> | <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for the Green Energy Academy Teachers or Certificated Staff to attend Collaboration & Professional Development time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate the core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, and develop integrated pathway projects. Accomplishment Standards: This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared, and integrated into the pathway curriculum, thereby building their capacity to engage students more deeply and effectively. Through this work, we will support all students in the Green Energy Academy (approximately 300 students). Extra Duty pay will be for extra hours of service for pathway-specific projects and/or outreach to more deeply align or develop the pathway. Budget Calculation: $\\$47.50 + 25\%$ benefit costs = $\\$59.38 \times 230$ hours (total to be divided between pathway teachers) = $\\$13,656.25$ (Salary & Benefit Costs Included)</p> | <p>\$13,656.25</p> | <p>1120 - Teacher Salaries Stipends</p> | <p>Teacher Salaries Stipends</p> | | | <p>Green Energy Academy</p> |

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| 306-14 | <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for the Arts, Production & Design Pathway Teachers or Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate the core curriculum with the Arts, Production & Design Pathway CTE standards and theme, facilitate pathway communities of practice, and develop integrated pathway projects. Accomplishment Standards: This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared, and integrated into the pathway curriculum, thereby building their capacity to engage students more deeply and effectively. Through this work, we will support all students in the Green Energy Academy (approximately 300 students). Extra Duty pay will be for extra hours of service for pathway-specific projects and/or outreach to more deeply align or develop the pathway. Budget Calculation: $\\$47.50 + 25\% \text{ benefit costs} = \\$59.38 \times 230 \text{ hours (total to be divided between pathway teachers)} = \\$13,656.25$ (Salary & Benefit Costs Included)</p> | \$13,656.25 | 1120 - Teacher Salaries Stipends | Teacher Salaries Stipends | | | Arts, Production & Design Pathway |
| 306-15 | <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for the Education & Community Health Academy Teachers or Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate the core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, and develop integrated pathway projects. Accomplishment Standards: This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared, and integrated into the pathway curriculum, thereby building their capacity to engage students more deeply and effectively. Through this work, we will support all students in the Education & Community Health Academy (approximately 300 students). Extra Duty pay will be for extra hours of service for pathway-specific projects and/or outreach to more deeply align or develop the pathway. Budget Calculation: $\\$47.50 + 25\% \text{ benefit costs} = \\$59.38 \times 230 \text{ hours (total to be divided between pathway teachers)} = \\$13,656.25$ (Salary & Benefit Costs Included)</p> | \$13,656.25 | 1120 - Teacher Salaries Stipends | Teacher Salaries Stipends | | | Education & Community Health Academy |
| 306-16 | <p>Professional Contracted Bus Services: Charter Bus rentals to provide transportation for about 200 students in 11th and 12th grade who attend College and Career Exploration Field Trips. Transportation for field trips to do exploration visits to community colleges and trades programs. This will impact approximately 200 students, with a focus on 11th and 12th-graders who do not yet have a clear 4-year plan. These trips will be organized by the College and Career Center staff. Budget Calculation: Bus rentals are not to exceed the approved amount of \$3,561.02.</p> | \$3,561.02 | 5826 - Professional Contracted Bus Service | Professional Contracted Bus Service | | | Whole School |

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| School Name: | Skyline High School | Site #: | 306 |
| Pathway Name(s): | Green Energy, Arts Production and Design, Education & Community Health, 9th Grade Atlas | | |
| School Description | | | |
| <p>Skyline High School is a comprehensive four-year secondary school enrolling students in grades 9 through 12 and located on a beautiful 47-acre campus at the crest of the Oakland hills. Our student population closely mirrors the city of Oakland and represents a very diverse community with a wide range of social, economic, and ethnic backgrounds. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling.</p> <p>Here at Skyline we hold firmly our school vision: The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.</p> <p>To accomplish this vision, Skyline provides all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values. Students are able to deepen and personalize their learning through our four linked learning pathways: Green Energy, Education and Community Health, Computer Science and Technology, and Visual and Performing Arts. As a full-service community school, we also offer a wide range of services and classes designed to address the needs of the "whole" student.</p> | | | |
| School Mission and Vision | | | |
| <p>The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.</p> | | | |
| School Demographics | | | |
| 2023-2024 Total Enrollment Grades 9-12 | | 1461 | |
| Special Populations | % Male | % Female | % Oakland Residents |
| | 51.1% | 48.6% | 98.0% |
| | % LCFE | % English Learners | % LTEL |
| | 75.2% | 13.7% | 8.6% |
| | % Current Newcomers | % SPED | % SPED Severe |
| | 4.2% | 16.8% | 1.4% |
| Student Population by Race/Ethnicity | % African-American | % Native American | % Asian |
| | 20.8% | 0.3% | 10.6% |
| | % Hispanic/Latino | % Filipino | % Pacific Islander |
| | 40.2% | 1.2% | 1.4% |
| | % White | % Multiple Ethnicity | % Not Reported |
| | 13.3% | 10.3% | 1.8% |
| Focal Student Population | Which student population will you focus on in order to reduce disparities? | | African American - Male |

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the indicators. * Denotes changes for 2024-25 for continuation schools

| Whole School Indicator | 2021-22 | 2022-23 | 2023-24 | 2023-24 | 2024-25 | 2024-25 | 2024-25 | 2025-26 | 2025-26 | 2025-26 | 2026-27 |
|---|---------------|-----------|-----------|---------------|--|-----------|---------------|--|--------------------|--------------------|--------------------|
| | Baseline Data | Data | Benchmark | Data | Mid-Year Data "as of 1/27/2025" (Optional) | Benchmark | Data | Mid-Year Data "as of 1/15/2026 (Optional)" | Goal (3-Year Goal) | Data | Goal (4-Year Goal) |
| Four-Year Cohort Graduation Rate | 90.2% | 85.1% | 95.0% | 91.0% | N/A | 97.0% | 86.6% | N/A | N/A | TBD | 99.0% |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Cohort Dropout Rate | 5.4% | 8.8% | 3.0% | 3.4% | N/A | 2.0% | 6.1% | N/A | 1.0% | TBD | 1.0% |
| A-G Completion Rate (12th Grade Graduates) | 65.4% | 63.5% | 80.0% | 70.7% | N/A | 85.0% | 70.8% | N/A | 90.0% | TBD | 90.0% |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| On Track to Graduate - 9th Graders | 65.0% | 54.6% | 73.0% | 68.7% | 70.9% | 75.0% | 69.2% | 74.5% | 85.0% | TBD | 85.0% |
| 9th Graders meeting A-G requirements | 56.7% | 49.1% | 73.0% | 63.0% | 68.5% | 75.0% | 62.3% | 69.1% | 85.0% | TBD | 85.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 19.7% | 18.7% | 95.0% | 25.0% | 27.2% | 97.0% | 28.2% | 19.9% | 100.0% | TBD | 100.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 26.2% | 21.1% | 90.0% | 30.7% | 29.9% | 90.0% | 34.1% | 31.5% | 90.0% | TBD | 90.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 99.9% | 100.0% | 99.9% | 99.4% | 100.0% | 99.3% | 75.7% | 100.0% | TBD | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 66.7% | 36.8% | 80.0% | 65.2% | 0.0% | 85.0% | 62.2% | 1.7% | 90.0% | TBD | 90.0% |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 31.3% | 25.5% | 30.0% | 28.9% | N/A | 32.0% | 21.5% | N/A | 35.0% | TBD | 35.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 36.4% | 42.0% | 40.0% | 48.4% | N/A | 45.0% | 43.0% | N/A | 50.0% | TBD | 50.0% |
| Focal Student Population Indicator | 2021-22 | 2022-23 | 2023-24 | 2023-24 | 2024-25 | 2024-25 | 2024-25 | 2025-26 | 2025-26 | 2025-26 | 2026-27 |
| Baseline Data | Data | Benchmark | Data | Mid-Year Data | Benchmark | Data | Mid-Year Data | Goal (3-Year Goal) | Data | Goal (4-Year Goal) | |
| Four-Year Cohort Graduation Rate | 76.5% | 83.9% | 95.0% | 82.9% | N/A | 97.0% | 76.0% | N/A | 99.0% | TBD | 99.0% |
| Graduation Rate: Non-Cohort (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Four-Year Cohort Dropout Rate | 13.7% | 3.2% | 3.0% | 9.8% | N/A | 2.0% | 8.0% | N/A | 1.0% | TBD | 1.0% |
| A-G Completion - 12th Grade (12th Grade Graduates) | 48.7% | 42.3% | 85.0% | 52.9% | N/A | 85.0% | 63.2% | N/A | 90.0% | TBD | 90.0% |
| Course Completion Rate (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| On Track to Graduate - 9th Graders | 44.7% | 37.8% | 75.0% | 50.0% | 78.1% | 75.0% | 59.4% | 68.0% | 85.0% | TBD | 85.0% |
| 9th Graders meeting A-G requirements | 36.8% | 33.3% | 75.0% | 45.0% | 71.0% | 75.0% | 50.0% | 54.2% | 85.0% | TBD | 85.0% |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | 20.0% | 2.6% | 95.0% | 19.1% | 20.0% | 97.0% | 19.2% | 7.1% | 100.0% | TBD | 100.0% |
| Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better | 8.3% | 17.9% | 95.0% | 19.1% | 19.2% | 90.0% | 23.1% | 17.9% | 90.0% | TBD | 90.0% |
| Percentage of 10th-12th grade students in Linked Learning pathways | 100.0% | 99.2% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 74.0% | 100.0% | TBD | 100.0% |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 56.0% | 27.3% | 75.0% | 60.5% | 0.0% | 85.0% | 52.2% | 0.0% | 90.0% | TBD | 90.0% |
| CTE Participation (Continuation)* | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| | | | | | | | | | | | |
|--|---|-------|-------|--|-----|-------|-------|-----|-------|-----|-------|
| College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation | 28.6% | 28.6% | 50.0% | 29.7% | N/A | 30.0% | 13.6% | N/A | 25.0% | TBD | 25.0% |
| College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation | 33.3% | 35.7% | 50.0% | 43.2% | N/A | 70.0% | 40.9% | N/A | 75.0% | TBD | 75.0% |
| ROOT CAUSE ANALYSIS | | | | | | | | | | | |
| Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators. | | | | | | | | | | | |
| Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i> | Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i> | | | Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i> | | | | | | | |
| Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate <i>(Analyze these two indicators together)</i> | Over the past 5 years, Skyline's graduation rate has steadily increased from year to year - from 84% to 90%, with a slight decrease during distance learning. Over the same 5 year period, our dropout rate decreased from 8% to 5%. We attribute this improvement to strong coordination between teachers and student support teams of counselors, APs, and Case Managers, unified by the linked learning model. | | | - Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning and require personalized supports, explicit SEL instruction, multiple opportunities for intervention/support, and trauma-informed responses. - Striking the appropriate balance of allowing space for each pathway academy to utilize collaboration time to address individual pathway goals and needs, while focusing on equity between/within pathways and maintaining whole-site alignment and consistency for school improvement through researched and shared PLC best-practices has also been a challenge. -Counselors' caseload doesn't enable them to meet with all students as frequently as is needed for ensuring that students get/stay on track. | | | | | | | |
| A-G Completion - 12th Grade | Skyline's overall A-G completion rate has continued to rise over the past 5 years, from 35% to 64%. Focal student group A-G completion rate rose from 25% to 47% over the same 5 year period. This improvement was due to interventions such as credit recovery, PLC work around assessments and standards, and other coordinated student intervention strategies. | | | Many students fell behind during pandemic with the loss of in-person instruction | | | | | | | |
| On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements <i>(Analyze these two indicators together)</i> | Site-based summer school programming for R10/R11 students (243 students in Summer 2022) improved our rate of students meeting A-G requirements from 36% last year to 38% this year. | | | Need a 9th grade supports system, including identifying incoming 9th graders who are struggling academically or personally, and creating a strong intervention plan to support these students from the beginning of their 9th grade year. | | | | | | | |
| College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation <i>(Analyze these two indicators together)</i> | Tier 1 interventions, CATS team's classroom presentations to all students especially important coming out of the pandemic. Embedding in classes not only ensures that college access is meeting students where they're at but also connecting classroom teachers in more individualized support capacities. Wraparound College Access/Financial workshops have also contributed to a rise in college-going rates. In 2021-22, the financial aid rate at Skyline was 79% (an 8% increase from '20-21). | | | -50% of our students aren't accessing 2-4 year colleges because they need to work. More access to well paying learn to earn programs would help our students progress toward living wage jobs. -College Access programs mostly focus on cohort support -- this reduces their support for the whole school. Expanding the cohort size partners serve would help. | | | | | | | |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | Our numbers are higher than OUSD data reflects, because WBL data has not been consistently entered. As CTE teachers, case managers, and other staff encourage students to participate in internship opportunities, our internship rates have increased dramatically. | | | Need a plan for inputting WBL data. Need a wider range of internship opportunities for our students. More integration of internship learning into classroom. Need to improve/build relationships between pathways teachers and industry partners so that all teachers in the pathway are very aware and recruitment is stronger. | | | | | | | |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | Students have positive experiences in dual enrollment classes and these experiences lead to a stronger college-going culture at the school. Communication to community about college courses has improved over the years and students/families seem to be informed. Our broadened model of Dual Enrollment (open to all grade levels, offerings both during school day and after school, hybrid offerings) have increased accessibility, participants, and success. | | | -Need to center dual enrollment opportunities more squarely within the pathway experience, including educating pathway teachers on DE opportunities, relationship building with Peralta partners and implementing a plan for pathway teachers to promote DE and support students in those classes. -Get student input on what classes they want to take. -In some courses, students lack the supplemental support it often requires to fully engage high school-aged students in college-level content, addressing both SEL needs and academic stamina (e.g. negative in-group stereotyping, providing safe conditions for taking academic risks, counseling for perseverance, etc.) | | | | | | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | Our wall-to-wall pathway and clarity of pathway selection process has improved. Most notably, Skyline pathway academy selection process was highlighted by WASC as being committed to equitable enrollment practices. | | | Special programs are designed to meet the needs of special populations. Need to improve communications, systems, and training around pathway integration. It can be a challenge for stakeholders to strategically integrate students into site pathway academies in ways that do not compromise special program integrity. For example, some newcomer students require significant supplemental supports and credit recovery opportunities. It can be a challenge to require CTE courses when they have competing coursework requirements (e.g. English Language Development classes, core classes, missing a-g required courses, etc.) | | | | | | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | CTE courses are usually especially hands-on and experiential, often incorporating workshops and other kinds of interaction with community partners. This contributes to student engagement and motivation. | | | Finding engaging career exploration visits with more personalized experiences, like job shadows or virtual guest speakers, based on pathway theme as well as student interest can be a challenge when partnering with industries that aren't used to supporting adolescent groups. In addition, reporting and documenting of work-based learning experiences has not been consistent, which makes it a challenge for teams to appropriately intervene on an individual basis. | | | | | | | |
| 2023-2024: YEAR ONE ANALYSIS | | | | | | | | | | | |
| Whole School Strategic Actions (to address enabling conditions for high quality pathway development) | | | | | | | | | | | |
| 2023-24 Strategic Actions | | | | | | | | | | | |
| <i>Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?</i> | | | | | | | | | | | |

Improve integration of comprehensive student supports and rigorous academics: Of the 4 Linked Learning Pillars, Skyline has prioritized CTE and WBL, leading to successes such as high rates of internships, guest speakers, and career exploration visits. Closer alignment of Tier 1, 2, and 3 MTSS supports will help to ensure that all students are known and supported.

Focal group integration: SPED, Newcomer, African-American males. Deepen collaboration with AAMA, One Goal, LMA, LMB contracted teachers so that their work is done in closer collaboration with our pathway and whole site work. Coordination with central Special Education staff for training for SPED teachers, as well as stronger communication and integration into pathways with SPED teachers, esp those in settings where students are with them most of the day. Meanwhile, develop 9th grade student cohort support structure: begin by identifying a cohort of ~20 incoming 9th graders who may be arriving needing extra supports, then organize wraparound supports for them and track them throughout the year.

Developing and refining opportunities for authentic student leadership, apprenticeships, and peer mentorship within and between pathways.

Strengthen academic rigor: ensure that all teachers are looking at and adjusting in response to student data, developing reading strategies, and improving college-going culture. We will continue to build out Skyline's focus on literacy, peer tutoring, and credit recovery while consistently emphasizing instructional improvement in PLC and whole site PD.

Create a whole-school approach to postsecondary planning for all students. Decide on signature WBL activities and experiences for each pathway and grade level, which class or teacher manages those. Create a shared Google Classroom for students to access materials and for teachers and support staff to track participation.

Budget Expenditures
2023-2024 Budget: Enabling Conditions Whole School

| <p>BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.</i></p> | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
|--|--------------|-------------|-------------------------------------|--------------------------------|---------|---------------------------------------|
| <p>Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. PCN 1672 - Shanti Elliott (Salary and Benefit costs included)</p> | \$98,707.41 | 2305 | Supervisor & Administrator Salaries | College & Career Pathway Coach | .50 FTE | Whole School |
| <p>Pupil Support Salaries / Counselor: Hire a Counselor, at .70 FTE, for the Education & Community Health Academy. The funding for this position is to bring our total allocation up to 5 counselors at Skyline so that we are able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio for counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas- 9th Grade). PCN 3857 - Michael Helms (Salary and Benefit costs included)</p> | \$85,740.23 | 1205 | Pupil Support Salaries / Counselor | Counselor | .70 FTE | Education & Community Health Academy |
| <p>Pupil Support Salaries / Counselor: Hire a Counselor at 1.0 FTE, for the Green Energy Academy. The funding for this position is to bring our total allocation up to 5 counselors at Skyline so that we are able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio of counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas- 9th Grade). PCN 8304 - Lauren Neubauer (Salary and Benefit costs included)</p> | \$121,860.58 | 1205 | Pupil Support Salaries / Counselor | Counselor | 1.0 FTE | Green Energy Academy |
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager's primary duty is to oversee college and career planning in all pathways: including college fairs and visits, college applications, scholarship applications, the transition process beyond graduation. Coordinates all college access partners such as DCAC, TRIO, uAspire, EAOP. Provides drop-in support, workshops for classes and families, targeted supports for underrepresented focal groups PCN 9302 - Jazmine Cisneros-Pena (Salary and Benefit costs included)</p> | \$105,951.94 | 2405 | Clerical Salaries | Case Manager 24 | 1.0 FTE | Whole School |
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. PCN 7019- Jordan Seiden (Salary and Benefit costs included)</p> | \$151,494.71 | 2405 | Clerical Salaries | Case Manager 24 | 1.0 FTE | Computer Science & Technology Academy |
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. PCN 9252 - Rayna Seuell (Salary and Benefit costs included)</p> | \$108,611.60 | 2405 | Clerical Salaries | Case Manager 24 | 1.0 FTE | Visual & Performing Arts Academy |

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|--|--------------|------|-------------------|---------------------------------------|---------|---------------------------------------|
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. PCN 7826- Rigoberto Mendoza (Salary and Benefit costs included)</p> | \$149,434.75 | 2405 | Clerical Salaries | Case Manager 24 | 1.0 FTE | Education & Community Health Academy |
| <p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Visual & Performing Arts Academy Pathway. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy Pathway has access to a core CTE sequence. Continue to teach 5 CTE Visual Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy; Develop and provide access to relevant work-based learning experiences. PCN 2683 - Rachel Kantor (Salary and Benefit costs included)</p> | \$118,208.49 | 1105 | Teacher Salaries | TCHR DEPT HD | 1.0 FTE | Visual & Performing Arts Academy |
| <p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence. Duties include: Continue to teach 5 CTE Digital Visual Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy; Develop and provide access to relevant work-based learning experiences PCN 2976 - Lisa Leal (Salary and Benefit costs included)</p> | \$95,577.39 | 1105 | Teacher Salaries | THCR STR ENG | 1.0 FTE | Visual & Performing Arts Academy |
| <p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence. His duties include: Continue to teach 5 CTE aligned Performing Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy. Develop and provide access to relevant work-based learning experiences PCN 6647 - Adam Green (Salary and Benefit costs included)</p> | \$96,825.34 | 1105 | Teacher Salaries | THCR STR ENG | 1.0 FTE | Visual & Performing Arts Academy |
| <p>Teacher Salaries: Hire an CTE Teacher, at .30 FTE for the Green Energy Academy. The CTE Teacher will perform as the Science to provide instructional support for our four new CTE Pathway/Science teachers in the areas of: integration of academic and CTE standards, Linked Learning Behaviors of learning and teaching, deeper learning competencies, and increased forms of authentic assessment. PCN 4276 - Julie Olszewski-Jubelirer (Salary and Benefit costs included)</p> | \$38,017.00 | 1105 | Teacher Salaries | THCR STR ENG | .30 FTE | Green Energy Academy |
| <p>Teacher Salaries: Hire a CTE Teacher, at .26 FTE for the Computer Science & Technology Academy. The CTE Teacher will ensure every student in the Computer Science & Technology Academy have access to a core CTE sequence. His duties include: Continue to teach CTE courses aligned to the Computer Science & Technology Academy; support all enrolled students in achieving the pathway standards of the Computer Science & Technology Academy. Develop and provide access to relevant work-based learning experiences PCN 2437 - Dennis Spencer (Salary and Benefit costs included)</p> | \$41,727.32 | 1105 | Teacher Salaries | THCR STR ENG | .26 FTE | Computer Science & Technology Academy |
| <p>Clerical Salaries: Hire Bilingual Administrative Assistant II Bilingual, at .40 FTE. The admin assistant will provide support by tracking, supporting teachers in follow-through, and inputting necessary documents and information for Measure N specific expenditures related to MN Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), other MN expenditures (purchases/etc.) PCN 7838 - Yesenia Alamillo (Salary and Benefit costs included)</p> | \$59,549.20 | 2405 | Clerical Salaries | Administrative Assistant II Bilingual | .40 FTE | Whole School |
| <p>Allocation of \$15,801.34 to the Computer Science & Technology Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Science & Technology Academy Tab for expenditures)</p> | \$0.00 | 4399 | Surplus | | | Computer Science & Technology Academy |
| <p>Allocation of \$18,214.23 to the Education & Community Health Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education & Community Health Academy tab for expenditures)</p> | \$0.00 | 4399 | Surplus | | | Education & Community Health Academy |
| <p>Allocation of \$18,214.22 to the Green Energy Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Green Energy Academy tab for expenditures)</p> | \$0.00 | 4399 | Surplus | | | Green Energy Academy |
| <p>Allocation Of \$18,214.25 to the Visual & Performing Arts Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Visual & Performing Arts Academy tab for expenditures)</p> | \$0.00 | 4399 | Surplus | | | Visual & Performing Arts Academy |

2024-2025: YEAR TWO

Strategic Actions

| 2023-2024 Strategic Actions | Reflection on 2023-2024 Strategic Actions For the Year 1 Strategic Actions, answer: -Are you on track for accomplishing the actions for the related goal this school year? -if so, what has been done or will be done by the end of the year to accomplish it? -if you are not on track for accomplishing the actions this school year, what might be the reason(s) why? |
|--|--|
| Improve integration of comprehensive student supports and rigorous academics: Of the 4 Linked Learning Pillars, Skyline has prioritized CTE and WBL, leading to successes such as high rates of internships, guest speakers, and career exploration visits. Closer alignment of Tier 1, 2, and 3 MTSS supports will help to ensure that all students are known and supported. | Hired WBL Coordinator in Dec 2023 and currently training him up to support WBL activities documentation for whole site and preparing for upcoming WBL activities such as internships, career fairs, interview practice, and more. Currently working on a detailed work plan to enable closer oversight among WBL Coordinator, Pathway Director, LLO WBL Coordinator, and Principal. We are on track for our first "during the school year pathway student internships" with around 10 pathway students per pathway participating in this program run through the pathway teaching teams. A challenge we've encountered is creating supports such as teacher supervision of internship experiences and systems for paying the student interns. When time permits for full reflection, we'd like to see if there are structures we can put in place to increase student participation and teacher involvement. Attendance Team work this year has Case Managers taking a primary role in combating truancy within their pathway cohorts, including incentives programs with rewards for attendance and tardy improvements as well as SART and SARB completion by pathway cohort. We are on track for Case Managers to complete 12 SART per pathway/house for a total of 40 SART, followed by 15 - 20 SARB by March 31. Second semester, we launched our incentives program which will continue through the remainder of the school year with 20 different students (5 from each House/Pathway) that have made significant improvement in attendance/tardy being celebrated per week. We are on track for our positive incentives program with students able to use "Titan Way" awards to purchase pre-bought incentives. Pathway Case Managers have also played a crucial role in our Marking Period evening meetings for students and families with attendance / truancy concerns. We have held two such meetings with approximately 60 families/students in attendance for each meeting. At these meetings we explain the importance and impact of classroom attendance and allow time for parents to address individual attendance concerns. We have seen 6% decrease in severe chronic absence since the beginning of the school year and 3% decrease in moderate absence. Tier I actions to address conduct, credit deficiency, and students who struggle academically -after school tutoring 4X per week in all subject areas -tardy sweeps whole school facilitated by Attendance Team, incl both announced and unannounced -grade level and pathway/house assemblies to communicate consequences for poor conduct -regular meetings with whole supervision team (Climate Keepers, Admin, Case Managers, Credible Messengers) to collaborate on George Floyd supervision plan and deeper collaboration/understanding between groups -careful transcript audits and counseling push in for all grade levels -grade level family meetings for better understanding of A-G requirements, grad requirements, college planning and application process and support -weekly robocalls, texts, emails to parents of those with 3+ period absences each week -positive incentives program that began in 2nd semester with students purchasing items using Titan Way awards Tier II actions to address conduct, credit deficiency, and students who struggle academically -Grade Boost program for credit recovery with around 8 teachers and 125 students recovering credit in math, social studies, English, Art, PE, physical science -Restorative Justice conversations, Harm circles, post-reunification meetings held after suspensions or harm between two or more individuals, facilitated by site RJ Coordinator and team of Case Managers + Admin -parent evening meetings inviting families of students with high absence/tardy rates -Tardy Sweep - family contact with robocall, tardy sweep self reflection -weekly pizza party as attendance /tardy improvement began 2nd semester -at least 200 students on academic contract as result of evening parent engagement for truancy -pathway/house/case managers facilitate SST with struggling students Tier III actions to address conduct, credit deficiency, and students who struggle academically -home visits -individual case management with case manager, school counselor, or Credible Messenger -therapy, counseling, group work with certified clinician |
| Focal group integration: SPED, Newcomer, African-American males. Deepen collaboration with AAMA, One Goal, LMA, LMB contracted teachers so that their work is done in closer collaboration with our pathway and whole site work. Coordination with central Special Education staff for training for SPED teachers, as well as stronger communication and integration into pathways with SPED teachers, esp those in settings where students are with them most of the day. Meanwhile, develop 9th grade student cohort support structure: begin by identifying a cohort of ~20 incoming 9th graders who may be arriving needing extra supports, then organize wraparound supports for them and track them throughout the year. | Last year, and continuing this year, we developed a career speaker series for Special Education classes with a focus in our Mod/Intensive programs. These are weekly career speaker series in such career fields such as: communications, construction, law/legal advocate, culinary arts, and more. SPED teachers increased involvement in capstone planning, alignment, collaboration, and planning appropriate accommodations for Sr Capstone presentations. This year we integrated more closely with Central Office of Special Education with biweekly meetings on site and visit 4-5 special education classrooms with each meeting, embedding an opportunity for teacher feedback and to address individual student or teacher issues related to special education. Admin working more closely with Central Office Sped in order to improve IEP compliance for all of our students with IEPs. Collaboration was deepened with LMB and LMA and AAFE, with these instructors regularly attending pathway collaborations. There was a plan for AAMA to join collab as well but staffing instability made that impossible this year. Teachers need to be aware of which of their students are in support programs and how to align with these specific supports. This year we implemented two Reading Interventions/Eng 1 sections taught by TSA Literacy specialist. These 9th graders benefit from extra reading and reading comprehension support. We also increased dedicated Newcomer supports: social worker, counselor, admin point person. Collaboration time built in for newcomer teaching team, school counselor, social worker, admin to collaborate regularly on scheduling and planning, social emotional supports and individual issues and concerns related to behavior and academics. Key items to address to further these actions: -AAMA |

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| <p>Developing and refining opportunities for authentic student leadership, apprenticeships, and peer mentorship within and between pathways.</p> | <p>Our 4 CTE pathways emphasize summer internships in all classes with the primary class through which internship planning and applying is completed is via the CTE courses. All students are encouraged to apply and understand these opportunities early on in the school year. While the opportunities have been open to all grade levels (this was really since the pandemic), the strongest emphasis is for Rising 12th graders, as summer internship is viewed as a culminating experience in our pathway program and highly beneficial with accompanying resume work and interview practice.</p> <p>Green pathway typically has 55-66 student participants. Some of their strongest partnerships are: Earth Team (since 2017), East Bay MUD, Engie, PG&E, OUSD Central Kitchen, OTX West, The Rose Foundation.</p> <p>Education & Community Health Pathway typically has around 25-30 students participate each summer. Some of their strongest internship partners are: Think College Now classroom mentor (since 2021), Garden Steward (new), Language Navigators (new), Teach the Tigers, OUSD Office of Retention & Recruitment, Highland Hospital, Kaiser Hospital, Asian Health Services</p> <p>Visual & Perf Arts Pathway typically has around 25-30 student participants. Some of their strongest partnership are: MOCHA, Civic Design Studio, Youth Beat, Beats, Rhymes & Life, The Crucible, Community Reading Buddies, Children's Fairyland, chef-in-training programs at Sprouts, Youth Radio, Computer Pathway typically has around 25-30 summer interns. Some of their strongest partners are: Gameheads, SMART Center.</p> <p>Currently we are in our first year of during-the-school year internship program. Developing a partnership with Youth Together as our fiscal agent for internships enables us to pay interns with Measure N funds. Each pathway has between 10 - 20 students that participate in during-the-school-year internships which are aligned with their respective pathway theme. Some examples are: after school tutors from the Education pathway, computer tech service interns from the Computer pathway, gardening care interns from the Green energy pathway, and stage and theater management interns from Visual & Perf Arts.</p> <p>Student leaders in all pathways have been instrumental in representing their pathways in pathway selection assemblies and other activities by presenting about their pathway experiences in front of younger classmates, Rising 9th graders, and parents. Green Energy Pathway has the most developed student leadership program. This student team continues to develop as a strong voice in pathway planning and in pathway community building. We hope to use Green Energy Pathway as a model for the other pathways so that each of the other three can take steps towards also incorporating more vigorous and authentic student leadership in each pathway program.</p> <p>We'd like to understand why we are seeing the higher numbers of summer internship participation in the Green Energy pathway to address ways that we might increase participation in other student cohorts and address any issues of accessibility that we are not aware of. Current analysis points simply to level of expertise and practice by the Pathway Director and a more aggressive push for participation than in other pathways, that each have newer Pathway Directors, and Pathway Directors are not the 11th grade CTE instructor (as is the case with Green Energy Pathway).</p> |
| <p>Strengthen academic rigor; ensure that all teachers are looking at and adjusting in response to student data, developing reading strategies, and improving college-going culture. We will continue to build out Skyline's focus on literacy, peer tutoring, and credit recovery while consistently emphasizing instructional improvement in PLC and whole site PD.</p> | <p>This year we completed two Learning Walks (Nov 2023 and Jan 2024) in which teacher leaders stepped into classrooms across the school to collect data for examination on whole school areas of improvement. Learning Walk data informed areas of need such as increased articulation of learning target and the "why" connected to each task we are asking students to do. We were then able to discuss and practice articulating Learning Targets in whole site PD. Likewise we found a need to energize teacher understanding around why reclassification matters and to focus efforts on our ELLs with the review of our reclassification rates, our SRI growth data from Fall to Mid-year. We reviewed the data (20% of our ELLs showed positive growth in reading) with whole staff and discussed potential for increase in SRI and SBAC scores, AP course enrollment, A-G completion, and lower D/F rates with reclassified students. We pushed for continued growth in reading with ELLMA resources / reading strategies to increase frequency of reading practice for all of our students. We reviewed with whole staff how general ed teachers can support the EPLAC process by increasing opportunities to practice fluency and structured academic writing. Our ELL teachers presented fluency workshops during whole site PD.</p> <p>For the first time we are engaging whole site in Capstone research paper scoring. All-school scoring provides an important opportunity for vertical alignment; it engages the entire staff in supporting Capstone and scaffolding toward it. Schoolwide scoring also distributes the burden of Capstone paper grading more evenly, and enables students to receive feedback from 2 or more teachers. This all-school engagement continues in teacher engagement with Seniors' Capstone presentations in April, when students will present to younger students and Skyline staff. Reflections on this work will help to shape our literacy, student talk, and collaboration planning for the upcoming school year.</p> <p>Another initiative connected with Capstone alignment is the data science work spearheaded by the math department, in which AP statistics students led workshops for fellow Seniors in how to effectively work with data. The math department has developed a new data science class to increase Senior math class enrollment and to provide additional support for Seniors' Capstone projects.</p> <p>Peer Tutoring program offers free, one-hour long tutoring in all subject matters 4 days per week after school. This program is staffed with teachers and student tutors. This semester they will add an SAT prep portion. This program is led by teachers.</p> <p>We have increased efforts in Credit Recovery during the school year. In addition to two APEX courses that are built into our MST, we have an additional CR "boost" program with a dedicated admin point person, school counselor, and group of teachers that opted into the program. All 12th and some 11th graders are recovering credit in English, life science, math, PE, Spanish, physical science, and social science. There are currently 109 students participating in the "boost" program which takes place alongside their regular course work asynchronously. All pathways have been prioritizing college visits, mock interviews, and Capstone expert interviews, to strengthen college-going culture and career preparation.</p> <p>With the support of our Dual Enrollment Coordinator and counselors, as well as district supports, we saw a 60% increase in our Dual Enrollment offerings and enrollment (based on spring 2024-Spring 2025 data). Our dual enrollment participation rates closely mirror our school's demographic makeup. The OUSD teacher pipeline pre-apprenticeship program in partnership with Berkeley City College and the Office of Recruitment and Retention has been an especially promising strategy. Student retention and pass rate is nearly 100% in that program. We'd like to deepen the connection of the pre-apprenticeship program with the CHD pathway next year.</p> <p>Key ways we intend to address school-wide academic rigor:</p> <ul style="list-style-type: none"> -continue with PD focus on clarity with learning targets, literacy, student-to-student talk, reading texts and reading comprehension -hiring TSA Literacy specialist with experience leading school-wide literacy professional development in all disciplines -continue uplifting and spotlighting teacher expertise with collegial workshops on topics that improve academic rigor such as socratic seminar and in-depth research and presentation -increase after school tutoring program -increase 1:1 teacher mentoring and coaching and developing an open and collegial practice of teacher learning from other teachers -utilize student graduate outcomes to design projects and assignments with appropriate scaffolds -use data to inform our professional learning for whole site, ILT, and small learning communities |

Create a whole-school approach to postsecondary planning for all students. Decide on signature WBL activities and experiences for each pathway and grade level, which class or teacher manages those. Create a shared Google Classroom for students to access materials and for teachers and support staff to track participation.

This is the first year that the College and Career Center hosted Tier 1 classroom presentations across 9th - 10th grade classes. College Access Team will collaborate with school counselors during course requests time to provide a college knowledge presentation, for the first time. There are more 9th - 11th grade students in a college access program during this time compared to last year. Our college access programs are actively recruiting students; we anticipate an increase in the 25% of students in a college access program. With community college applications opening in March, we anticipate an increase in applications submitted by the end of the year. This year, our College Center will host Higher Education Week which will provide all of the 11th grade students with an opportunity to be introduced to over 30 university and college representatives. This is the first time in about 5 years that Skyline hosts this event. We have increased whole School College/Financial Aid Knowledge Events (67 events), Classroom Presentations Across 9th - 12th (59 presentations), and Family Events (7 Family Workshops) so far. 60% of our Seniors participate in a College Access Program and 25% of 9th-11th Graders do.

Pathway teams have all done work based learning mapping and postsecondary planning mapping, and are following these plans, which includes at least one college visit and industry visit per grade level per year. Collaboratively managed with pathway teams typically with industry visits led by CTE teachers. Other groups on campus also have access to college and career visits through their programs such as: OneGoal, AAMA, LMB LMA, Newcomer, 9th Grade Houses, and BSU. Additional signature WBL experiences are detailed in the pathway tabs.

How we plan to continue this progress:
 -continue to develop WBL Liaison and the year-long site WBL plan, strengthening his relationships with the 4 pathway teams and their community partners
 -ensure that pathway teachers (CTE teachers + core teachers) are deeply connected with the WBL work, that teachers are trained and prepared for internship planning, college planning, PBL and integrated projects.
 -ensure that WBL liaison works in strong collaboration with College Access Team and Counseling team (monthly meeting to ensure alignment)
 -reassess/revise methods of communication to students + families with opportunities (for example, grade level Google Classrooms) for scholarships, internships, other opportunities
 -understand which pathway or pathway teacher needs more support with regards to the signature WBL activities (how to plan, lesson plans, industry field trip)
 -develop at least one "deep partnership" for each pathway with a community partner (good model is Y-Plan with Green Energy). Understand what it takes to develop this partnership long-term. Pathway Coach works on this with each pathway team.

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

2024-2025 Strategic Actions
 In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development. Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 62-68), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?

- Revisit pathway student learning outcomes. Ensure that these student learning outcomes align with our whole school vision and that there is also alignment among each of the four pathways' vision and mission. Utilize the student learning outcomes to guide our collaborative work in Small Learning Communities. An example is Senior Graduate Capstone experience. Revisit the four pathway capstone projects. Beginning with what we expect from students, ensure that the preparation and final culminating experience (research project, written piece, oral presentation, action) are in alignment with academic content standards that students have been learning and that students have scaffolded experiences, practices, and assignments that lead up to that final experience.
- Align instructional goals of whole staff PD, ILT, department, and pathways making regular use of student outcome data, classroom observation data, and student feedback data
- Continue training (new) WBL Liaison. Develop 12-mo work plan that quantifies and assesses quality of current WBL engagement. Seek to increase WBL engagement across the 4 pathways: ensure resume and interview practice, increase student internship participation, increase mentorship, develop at least one "deep community partnership" per pathway (currently Green Energy has good example of this with Y-Plan partnership) per grade level. Ensure that WBL experiences are scaffolded and that students give feedback on their WBL experiences. Develop during-the-school year internship experiences (currently each pathway has around 10-15 participants). Develop Student Pathway Leadership plans for Computer, EdComm Health, and VAPA pathways (use Green as model).
- Increase integration between AAMA /LMA/LMB and whole school with better coordination of these facilitators and our school Case Management team. Share Case Manager practices and incorporate AAMA, LMA, LMB into pathway collaboration and case management meetings, COST meetings where possible. Develop stronger relationships with our AAMA, LMB, LMA facilitators and site admin and staff with designated admin and bi-weekly check ins.
- Create Student Leadership Plan to increase promotion of equitable and authentic student leadership roles and responsibilities such as: student voice with representation in PBIS committee, Safety & Culture committee, pathway student recruitment, 9th grade student recruitment, community & family engagement, and essential stakeholder feedback for school improvement with representation from each pathway.
- Increase coordination of Attendance Team and pathway teams utilizing pathway collaboration time to increase understanding between the two groups' work and to intervene early on purposefully with 9th and 10 grade students with high rates of absences and tardies

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

2024-2025 Budget: Enabling Conditions Whole School

| BUDGET JUSTIFICATION | | | | | | | |
|--|-------------|-------------------------|----------------|---------|------------------------------|--|---|
| For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . | | | | | | | |
| - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. | | | | | | | |
| - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) | | | | | | | |
| We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> | | | | | | | |
| <i>***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a justification form.</i> | | | | | | | |
| COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Fully Approved (no additional Justification Form required) <i>(protected cells below to be completed by MNH staff only)</i> | Conditionally Approved (Justification Form is required) <i>(protected cells below to be completed by MNH staff only)</i> |
| \$97,395.71 | 1105 | Teacher Salaries | Teacher | 1.0 FTE | Visual & Perf Arts | Conditionally Approved | |
| \$127,561.72 | 1105 | Teacher Salaries | Teacher | 1.0 FTE | Visual & Perf Arts | | Approved |

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|--|--------------|------|------------------------------------|---------------------------------------|----------|--------------------|------------------------|----------|
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. , for the Computer Technology Academy. The funding for this position is to bring our total allocation up to 4 Case Managers at Skyline so that we are able to provide 1 Case Manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Case Managers --> one for each pathway and one for Atlas- 9th Grade). PCN 6329 - Dana Lalaw (Salary and Benefit costs included)</p> | \$110,647.34 | 2405 | Clerical Salaries | Case Manager 24 | 1.0 FTE | Computer Tech | | Approved |
| <p>*Teacher Salaries: Hire a CTE Teacher, at 0.8 FTE that teaches Music Performing Arts and directs our music program. This teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence. His duties include: Continue to teach 4 CTE aligned Performing Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy. Develop and provide access to relevant work-based learning experiences. PCN 6647 - Adam Green (Salary and Benefit costs included)*</p> | \$80,401.73 | 1105 | Teacher Salaries | Teacher | 0.8 FTE | Visual & Perf Arts | Conditionally Approved | |
| <p>Clerical Salaries: Hire Bilingual Administrative Assistant II Bilingual, at .40 FTE. The admin assistant provides integral support to our Dual Enrollment program by overseeing enrollment, recruitment, info sessions for families, registration, withdrawals, drops, Canvas and other tech support. PCN 7838 - Dawa Mohssen (Salary and Benefit costs included)</p> | \$54,280.08 | 2405 | Clerical Salaries | Administrative Assistant II Bilingual | 0.4 FTE | | | Approved |
| <p>Pupil Support Salaries / Counselor: Hire a Counselor, at 1.0 FTE, for the Education & Community Health Academy. The funding for this position is to bring our total allocation up to 5 counselors at Skyline so that we are able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio for counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas- 9th Grade). PCN 8304 - Adriana Tinajero (Salary and Benefit costs included)</p> | \$96,864.96 | 1205 | Pupil Support Salaries / Counselor | Counselor | 1.0 FTE | Ed & Comm Health | | Approved |
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 0.65 FTE. , for the Visual & Perf Arts Pathway. The funding for this position is to bring our total allocation up to 4 Case Managers at Skyline so that we are able to provide 1 Case Manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. To ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Case Managers --> one for each pathway and one for Atlas- 9th Grade). PCN 8335 - Keiana (Sunnie) Smith (Salary and Benefit costs included)</p> | \$69,515.57 | 2405 | Clerical Salaries | Case Manager 24 | 0.65 FTE | Visual & Perf Arts | | Approved |
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 0.5 FTE., for the Green Energy Pathway. The funding for this position is to bring our total allocation up to 4 Case Managers at Skyline so that we are able to provide 1 Case Manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. To ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Case Managers --> one for each pathway and one for Atlas- 9th Grade). PCN 8801 - Felipe Bobino Jr (Salary and Benefit costs included)</p> | \$64,774.05 | 2405 | Clerical Salaries | Case Manager 24 | 0.5 FTE | Green Energy | | Approved |
| <p>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager's primary duty is to oversee college and career planning in all pathways: including college fairs and visits, college applications, scholarship applications, the transition process beyond graduation. Coordinates all college access partners such as DCAC, TRIO, uAspire, EAOP. Provides drop-in support, workshops for classes and families, targeted supports for underrepresented focal groups PCN 9302 - Jazmine Cisneros-Pena (Salary and Benefit costs included)</p> | \$126,052.20 | 2405 | Clerical Salaries | Case Manager 24 | 1.0 FTE | Whole School | | Approved |
| <p>Clerical Salaries: Hire a Work Based Learning Liaison at 1.0 FTE. The WBLL primary duty is to oversee work based learning experiences in all pathways by coordinating career fairs, industry visits and guest speakers, ECCCO internships, resume and interview workshops. This role supports alignment of WBL among our 4 pathways to promote deeper WBL experiences with targeted supports for underrepresented focal groups. PCN 9928 - DayMarr Johnson (Salary and Benefit costs included)</p> | \$158,194.04 | 2405 | Site Liaison | WBL Liaison | 1.0 FTE | Whole School | | Approved |
| <p>Transportation Costs: Charter Bus rentals College and Career Exploration Field Trips for whole school, particularly focal groups: at risk students, disengaged, focal groups, ELLs, Newcomer. 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, meet and interact with professionals in different organizations.</p> | \$26,952.06 | 5826 | Transportation Costs | | | Whole School | | Approved |

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|--|-------------|------|---|--------------------------------|---------|--------------|------------------------|----------|
| Teacher Salaries Stipends: Extended Contracts for the focal group Teachers/staff (newcomer, affinity groups, special education, 9th grade, disengaged students) to attend Collaboration & Professional Development Time to work on pathway alignment. Funding for staff to attend retreats to collaborate with pathway colleagues to more deeply integrate curriculum and focal group programming with pathways. Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. Budget Calculation: \$38.50 per hour x 25 total hours + 25% benefit costs = \$924 x 8 Teachers = \$9,625. (Salary & Benefit Costs Included) | \$9,625.00 | 1120 | Extended Contract | | | Whole School | | Approved |
| Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. PCN 1672 - Shanti Elliott (Salary and Benefit costs included) | \$98,484.74 | 2305 | Supervisor, Coaches, Administrator Salaries | College & Career Pathway Coach | 0.5 FTE | Whole School | | Approved |
| Teacher Substitutes: Substitute coverage for focal group teachers (9th grade, newcomer, affinity groups, special ed) to strengthen and align with pathway work to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs Included) | \$13,000.00 | 1150 | Teacher Substitutes | | | Whole School | Enabling Conditions | Approved |
| Extra Time/ over time for Case managers embedded in Pathways to attend Pathway retreats. Funding for staff to attend retreats to collaborate with pathway colleagues to more deeply integrate curriculum and focal group programming with pathways. Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. | \$4,500.00 | 1120 | ET/OT Classified | | | Whole School | | Approved |
| Refreshments: Whole School Events for Academies that involve students and families (e.g., Academy Information Night, Academy Recognition events, etc.) | \$13,467.36 | 4311 | Meeting Refreshments | | | Whole School | Conditionally Approved | |

2025-2026: YEAR THREE

| Whole School Strategic Actions Reflection | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| 2024-2025 Strategic Actions | Reflection on 2024-2025 Strategic Actions | | | | | | | |
| | <p><i>For the Year 2 Strategic Actions, answer:</i> - Are you on track for accomplishing the actions for the related goal this school year? - If so, what has been done or will be done by the end of the year to accomplish it? - If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p> | | | | | | | |
| Revisit pathway student learning outcomes. Ensure that these student learning outcomes align with our whole school vision and that there is also alignment among each of the four pathways' vision and mission. Utilize the student learning outcomes to guide our collaborative work in Small Learning Communities. An example is Senior Graduate Capstone experience. Revisit the four pathway capstone projects. Beginning with what we expect from students, ensure that the preparation and final culminating experience (research project, written piece, oral presentation, action) are in alignment with academic content standards that students have been learning and that students have scaffolded experiences, practices, and assignments that lead up to that final experience. | <ul style="list-style-type: none"> - Improved Senior Capstone alignment across all pathways including project timeline, due dates, written paper, and process. Capstone teachers meet monthly to align across pathways. This work involved pathway alignment around scaffolds provided, dates, expectations for capstone projects, presentation preparation and grading distribution and calibration among all teachers. While they met around the same amount last year, the meetings were less fully attended. Whole staff supported with grading Capstone papers. We are on track for a second year of all Capstone presentations to take place with lower grade level students actively participating in the presentations as audience, asking questions and giving feedback to presenters. ILT and PLC spaces have also supported Capstone alignment with content standards, grounded in the whole school Capstone paper scoring process. - Merged VAPA and Computer Tech pathways to create one single-stranded pathway (industry sector AME); this work was held by teacher leaders from both merging pathways in collaboration with community partners from each pathway, site admin, central office supports, and CA Dept of Ed. New pathway (Arts Production and Design) ensures that the student learning outcomes are aligned with student interest, industry guidance and recommendations, authentic and relevant course curriculum and content, as well as whole school vision and mission. - Aligning pathway student learning outcomes with whole school mission and vision will be most timely next year, as we work on strengthening cohesiveness as a school with 3 pathways and surround our new AME pathway with supports. - We are on track for all 10-12th grade students to be enrolled in one of 3 pathways with a process for "right-sizing" cohorts in addition to a process for compliance with CPA rules (no additional 12th graders in a pathway). We have communicated this major change with our school community and have given space for feedback, discussion, and student and parent leadership with this transition. | | | | | | | |
| Align instructional goals of whole staff PD, ILT, department, and pathways making regular use of student outcome data, classroom observation data, and student feedback data | <ul style="list-style-type: none"> - Instructional goals have focused on literacy improvement and math improvement, based upon data from iReady and math interim assessments. The English department analyzed iReady data to monitor student outcomes. ELA department also looks at student work in the form of Socratic Seminar video review. 2X per year ELA department calibrates and scores district-wide curriculum embedded assessment for the adopted district-wide Fishtank curriculum for 9th and 10th grades. While the ELA team has benefited from calibrating and scoring the essays together, the greatest benefit was in the process and understanding. We still seek improvement in student scores, which will be positively impacted by much larger student analysis in 2025-26. In addition, not having all teachers engaged in the Fishtank rollout allowed for some teachers to disengage, which was negatively impactful. In 2025-26, all grade levels in the district will use Fishtank curriculum and this will allow us to be more intentional and forward regarding how our site uses the essay data. The implementation of two new (or relatively new) programs (iReady and Fish Tank) presented somewhat of a division, with majority attention on Fish Tank. We aim to go into 2025-26 with greater teacher engagement, utilizing improved collaboration and alignment so that we can focus on directly improving student learning and outcomes. - Math department analyzed math interim assessments by course team (Algebra, Geometry, etc.). Each team monitors student outcomes with multiple sources (both qualitative and quantitative) with math interim assessment data as well as classroom engagement, participation, discussion. - ELA and Math departments have supported both ILT and whole site engagement around their data analysis. Other data PLCs have examined include student surveys on their learning, Capstone scores, and the relevance of CHKS data to classroom learning. In general, department chairs lead Cycles of Inquiry with work time and support built into ILT bi-weekly meeting. COIs have all been focused around L CAP and School wide goal. Mid-way through this year, departments shared out their COI learnings with whole staff during a whole site PD in which we did a "Round Robin" share out, discussion, and celebration. It was clear from feedback that staff find meaning in hearing directly from each other about their learnings and student outcomes. We are on track to progress towards more COI in departments this school year. - We have held 3 Learning Walks with lead teachers/teachers participating in observing, discussing what students are demonstrating and doing in class, with a particular focus on student-to-student talk and academic discussion, utilizing the IPG. The Learning Walks have taken place within our own site, in conjunction with the HS Network, and most recently a LW was dedicated to Assistant Principals from other OUSD sites as a learning process. - Recent whole site PD focused on attendance work, looking at student attendance/truancy data over the past two years and strategies that the Attendance Team is implementing. This whole site PD focused on learnings from student empathy interviews around students missing class. Teachers engaged with the data and considered action steps that they can incorporate into their classrooms and their teacher interactions. We are on track for another session for whole site PD, focusing on the connection between attendance and curriculum and pedagogy. We are on track to support pathway teams to review and analyze specific pathway, course, teacher, and student name attendance data in their pathway collaborations. | | | | | | | |
| Continue training (new) WBL Liaison. Develop 12-mo work plan that quantifies and assesses quality of current WBL engagement. Seek to increase WBL engagement across the 4 pathways: ensure resume and interview practice, increase student internship participation, increase mentorship, develop at least one "deep community partnership" per pathway (currently Green Energy has good example of this with Y-Plan partnership) per grade level. Ensure that WBL experiences are scaffolded and that students give feedback on their WBL experiences. Develop during-the-school-year internship experiences (currently each pathway has around 10-15 participants). Develop Student Pathway Leadership plans for Computer, EdComm Health, and VAPA pathways (use Green as model). | <ul style="list-style-type: none"> - Implemented "during-the-school-year" internships with 5-10 students from each pathway - On track for ECCCO internship recruitment of 125 students across school for this summer - All pathways increased WBL engagement. WBLL has partnered with CTE teachers to ensure that all 10th-12th gr students have a resume and are working toward a postsecondary plan. We also have been strengthening our Work Based Learning and postsecondary planning programming for 9th grade students, through curriculum associated with the 9th grade Career Fair and pathway selection. We still need to work on documenting all of the WBL work for more accurate school data. - Integrated WBL activities in Moderate/Intensive Special Education with guest speakers and full participation in other career exploration activities such as Opportunities Fair and Mock Interview Fair. - Made progress with student leadership in pathways with Education & Comm Health Pathway planning work in developing a Peer Mentoring program and VAPA starting one. - 170 number of students were trained to be Mental Health First Aid certified, following all staff Mental Health First Aid certification training. - Deepening partnerships this year have included: OUSD Office of Recruitment and Retention pre-apprenticeship program (CHED); Gameheads (Computer); Civic Design Studio & Brower Center (VAPA), Ignite (Green). The Green Energy pathway has initiated our CTSO membership in Skillsusa. - This spring we'll develop a plan for the Green Student Leadership group to advise student leaders and teacher supports in other pathways on creating a sustainable student pathway leadership group. | | | | | | | |

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| <p>Increase integration between AAMA /LMA/LMB and whole school with better coordination of these facilitators and our school Case Management team. Share Case Manager practices and incorporate AAMA, LMA, LMB into pathway collaboration and case management meetings. COST meetings where possible. Develop stronger relationships with our AAMA, LMB, LMA facilitators and site admin and staff with designated admin and bi-weekly check ins.</p> | <p>- AAMA instructor (in his first full year at Skyline) has connected well with other teams on campus such as site admin, Black Student Union club, RJ, and College and Career Center. He organized an HBCU trip and has developed positive relationships with his students. His students have embraced a weekly "dress for business" as they discuss future goals and aspirations. They are also implementing a financial literacy curriculum with community-based guest speakers. We would like connect more regularly around combating truancy and tardiness.</p> <p>- Case management of students includes working 1:1 to develop a Work Plan, documented on a tracker. Meet and communicate regularly with teachers and parents, occasionally supporting the student to advocate for extra time on assignments or other helpful accommodations. In addition, work with students on college application, scholarship, financial aid application, summer opportunities such as ECCCO. All of this work includes weekly check-ins and may include classroom drop ins</p> <p>-our site was assigned AAFE instructor mid-way through the year. This teacher does not have a class currently and has been working closely with AAMA instructor and building relationships with the African-American male and female students, and beginning to "case manage" the African-American girls.</p> <p>-LMA and LMB facilitators continue to run their programming and have strong sense of community with their cohorts. LMA instructor does participate in weekly collaboration with teaching team (CHED). The extent to which authentic case management of students on their roster is unclear. Communication with the LMA/LMB instructors is inconsistent. Office of Equity is on track to moving towards putting credentialed teachers in these roles and site admin welcomes this change.</p> | | | | | | |
| <p>Create Student Leadership Plan to increase promotion of equitable and authentic student leadership roles and responsibilities such as: student voice with representation in PBIS committee, Safety & Culture committee, pathway student recruitment, 9th grade student recruitment, community & family engagement, and essential stakeholder feedback for school improvement with representation from each pathway.</p> | <p>- Student voice and leadership has increased with two student groups coming forward with presentations on research they conducted related to their passion projects of student bathrooms and lunch food (low quality, low access). Both times students were able to present to site admin and HS Network, and their perspectives brought to attention of district Food Services and Facilities departments, with some progress already made (cafeteria student workers are hired and working to increase food access and Cafeteria Manager is increasing fresh food production for school lunches. There are 4 students now working part-time in cafeteria.</p> <p>- A "pilot" for remodeled bathroom is planned for this summer in one student building - we have selected Bldg 20.</p> <p>-Student leaders from Leadership class lead prospective family tours, Shadow Days, come to evening recruitment events, and well-represent our school.</p> <p>- We utilize Leadership students (mixed grade level) and occasional pushing into other non-leadership classrooms across grade levels for input on overall school improvement such as WASC mid-cycle visit with pathway student and 9th grade representation</p> <p>- This year 8 students participated in Empathy conversations around attendance and student perspective on truancy, period absences. We used the findings during whole site</p> <p>- This year 10 students participated in Listening Session on student perspective around grading with central office staff. There is interest among some staff members to challenge the way that grading is traditionally done and we acknowledge that we are at beginning stages of exploring ideas around mastery-based grading and grading with equity.</p> <p>- Each pathway has student leaders that support student recruitment. Our pathways continue to work on student leadership for pathway improvement.</p> <p>-We need to build in practical ways to increase student leadership in safety and culture and PBIS work, as well as student leadership in improving family and student engagement. We struggle in this area without dedicated time, space, and staff for this work. Although there are various committees that students can sit on (Safety & Culture which meets monthly, Joyful Schools), participation among students has dropped off as students are meeting after school or evenings. We have created a plan to utilize the three Leadership sections which are mixed grade level and have begun holding student engagement sessions to get student perspective and feedback around safety and culture issues. Our plan for 2025-26 is to add monthly opportunities for non-leadership students to engage in these sessions. For the remainder of this school year and for 2025-26, we will utilize the R.E.S.T. Committee (formerly known as Safety & Climate Committee) to engage our community in conversations related to safety and climate. Topics of discussion that are important to students and parents in particular are the fencing project, student parking, bathrooms, sports. This group meets monthly. In addition, we would like to increase participation and diversity among all school groups that make up this committee. We will use this committee and leadership to inform decision making for our Community Schools Grant.</p> | | | | | | |
| <p>Increase coordination of Attendance Team and pathway teams utilizing pathway collaboration time to increase understanding between the two groups' work and to intervene early on purposefully with 9th and 10 grade students with high rates of absences and tardies</p> | <p>- Case Managers that are dedicated to pathway cohorts meet bi-weekly with site admin and CSM as part of Attendance team; supporting "Mass SART Parent Meetings" where we invited chronic absence (both severe and moderate), then initiated 1:1 case management of individual students. Approximately 80 students school-wide receive attendance-focused case management which includes family communication, student check in re: attendance, student attendance weekly contract, conducting empathy interviews, SART if no improvement is made after 4 weeks, SARB if no improvement is made after 4 weeks of SART. We are on track to increase these attendance efforts by 1.5X from last year.</p> <p>- We held one whole site PD around our Attendance team work with a focus on data from Case Managers' empathy data. Teachers discussed and shared action items that they will try as classroom teachers to combat truancy from their particular classes, such as selecting a few students to intentionally build a personal connection with for a brief time each day, or to increase phone calls to parents of students that do not attend class.</p> <p>- We are on track to hold our next session focusing on Attendance in PLCs, with a focus on connecting attendance to curriculum and pedagogy in each classroom. In this session, PLC will look at data related to their specific PLC across focal groups and other disaggregated data. Teaching teams will consider 1-2 strategies that they can commit to as a group and as an individual teacher. Individual teachers will have an opportunity to drill down more deeply into the attendance data to view and analyze their own instructor attendance data (student name, across periods of the day, etc.). Individual teachers will consider 1-2 same strategies that they can employ to increase attendance in their individual classes.</p> <p>- Case Managers attend pathway collaboration to work closely with teaching team on action steps for specific students re: motivation, attendance, truancy, engagement, SEL, and other student needs. Case Managers also attend weekly COST meetings</p> | | | | | | |
| <p>Whole School Strategic Actions (to address enabling conditions for high quality pathway development)</p> | | | | | | | |
| <p>2025-2026 Strategic Actions In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development. Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?</p> | | | | | | | |
| <p>Develop a realistic Student Leadership Plan utilizing the three sections of Leadership classes. Promote diversity of enrollment in these classes for 2025-26. Collaborate with leadership teacher to embed student leadership work in perspective 9th grade student recruitment (this is already strong), school safety and climate, Community Schools (PBIS, Joyous Schools), Family Engagement. Increase opportunities for non-leadership students to also participate by building in monthly lunchtime meetings to support this work. Site admin will collaborate with CSM, Leadership teacher, a small group of student leaders, and classified and certificated staff who want to work on this Student Leadership Plan. Ensure that each pathway is represented in each facet of work.</p> | | | | | | | |
| <p>Using iReady data, math interim assessment data, and student work, departments (led by ILT) will focus efforts on improving literacy and math. Continuing a positive community of practice around teachers observing and learning from each other and openly discussing patterns we see across the school, small learning communities and overall site professional development will collaborate on strategies to increase student-to-student talk, academic discussion, and raising rigor.</p> | | | | | | | |
| <p>Using chronic absence data and period absence data, Attendance Team in closer collaboration with teachers (via pathways and/or departments as well as whole staff PD) will increase collective responsibility in improving student attendance by regularly reviewing Attendance Team work, analyzing data specific to pathway, course, teacher, and student, and connecting attendance work to classroom pedagogy and curriculum.</p> | | | | | | | |
| <p>Revisit pathway student learning outcomes as we transition to 3 pathways from 4 (merged VAPA and Computer pathways to a single-stranded AME pathway called Arts, Production and Design). Ensure that these student learning outcomes align with our whole school vision and that there is also alignment among each of the three pathways' vision and mission. Utilize the student learning outcomes to guide our collaborative work in Small Learning Communities. Beginning with what we expect from students, embed student, family, and industry partner voice and leadership into the new AME pathway. Ensure that student experiences such as Senior Capstone and WBL are aligned with the overall school vision and mission, and well as with the other two pathways.</p> | | | | | | | |
| <p>Budget Expenditures</p> | | | | | | | |
| <p>Effective July 1, 2025-June 20, 2026</p> | | | | | | | |
| <p>2025-2026 Budget: Enabling Conditions Whole School</p> | | | | | | | |
| <p>BUDGET JUSTIFICATION</p> | | | | | | | |
| <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification.</p> | | | | | | | |
| <p>For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> | | | | | | | |
| <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> | | | | | | | |
| <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> | | | | | | | |
| <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</p> | | | | | | | |
| <p>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</p> | | | | | | | |
| <p>COST</p> | <p>OBJECT CODE</p> | <p>OBJECT CODE DESCRIPTION</p> | <p>POSITION TITLE</p> | <p>FTE</p> | <p>PATHWAY NAME (if applicable)</p> | <p>Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) (protected cells below are to be completed by MNH staff only)</p> | <p>Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) (protected cells below are to be completed by MNH staff only)</p> |

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| <p>Supervisor, Administrator, Instructional Coaches Salaries: We will hire an additional Assistant Principal (AP) at 1.0 FTE to increase our total allocation to 4 Assistant Principals, allowing us to provide 1 AP per pathway. The AP will Support students and staff within the (newly merged) Design, Arts, and Production Pathway. Assist students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include: Connect with pathway case managers, counselors, and students and provide support or connections to enhance academic success. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. Pull and provide data for pathway staff to help students. Meet with families to create support plans for students The funding for this position will bring our total allocation up to 4 Assistant Principals at Skyline so that we can provide 1 AP per Pathway. The 1:1 AP to Pathway ratio of admin services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Assistant Principals --> one for each pathway (3) and one for Atlas--9th Grade = 4 APs total). PCN 2815 - James Ortega (Salary and Benefit costs included)</p> | <p>\$183,606.62</p> <p>1305</p> | <p>Supervisor, Administrator, Instructional Coaches Salaries</p> | <p>Assistant Principal, High School</p> | <p>1.0 FTE</p> | <p>Arts, Production & Design</p> | <p>Approved</p> |
| <p>Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. Work closely with pathway leads and teaching teams on each pathway continuous pathway improvement of curriculum and pedagogy in conjunction with each pathway theme. Work closely with ILT to ensure a strong connection between pathway work and whole-site professional development, focusing on school goal #1, improving literacy and math with an emphasis on academic discussion and student-to-student talk in all classrooms. Ensure a robust work-based learning plan for each pathway that aligns with the whole school vision and mission, with targeted attention to include leaders and facilitators of focal groups such as students with IEPs, newcomer students, and African American and Latinx students. Work closely with WBL Liaison and College & Career Center to ensure that all pathways have strong support regarding college access, internship and mentorship opportunities, and access to college fairs for all grade levels. Work closely with pathway leads to ensure pathway compliance and reporting PCN 1672 - Shanti Elliott (Salary and Benefit costs included)</p> | <p>\$105,983.51</p> <p>2305</p> | <p>Supervisor & Administrator Salaries</p> | <p>College & Career Pathway Coach</p> | <p>.50 FTE</p> | <p>Whole School</p> | <p>Approved</p> |
| <p>Teacher Salaries: Hire a Teacher at .71 FTE. This teacher will teach Graphic Design and Digital Photography and develop and provide access to relevant work-based learning experiences in these career fields. As part of the new Arts, Production & Design teaching team, this teacher incorporates her background in design to embed elements of design and art into teachings across all courses in the Pathway. PCN 2976 - Lisa Leal (Salary and Benefit costs included)</p> | <p>\$71,060.55</p> <p>1105</p> | <p>Teacher Salaries</p> | <p>TCHR STR ENG</p> | <p>.71 FTE</p> | <p>Arts, Production & Design</p> | <p>Approved</p> |
| <p>Clerical Salaries: Hire a Pathway Case Manager at .70 FTE for the Arts, Production & Design Pathway. Provide case management to the Arts & Design Production pathway students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include Checking in with students and providing support or connections to enhance academic success, with a focus on attendance and engagement. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. New PCN 10565 - Dana Lalaw (Salary and Benefit costs included)</p> | <p>\$87,441.69</p> <p>2405</p> | <p>Clerical Salaries</p> | <p>Case Manager 20</p> | <p>.70 FTE</p> | <p>Arts, Production & Design</p> | <p>Approved</p> |

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| <p>Clerical Salaries: Hire a Pathway Case Manager at .20 FTE, for the Green Energy Pathway. Provide case management to the Green Energy pathway students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include Checking in with students and providing support or connections to enhance academic success, with a focus on attendance and engagement. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. New PCN 10566 - Felipe Bobino Jr (Salary and Benefit costs included)</p> | \$24,983.34 | 2405 | Clerical Salaries | Case Manager 20 | .20 FTE | Green Energy | Approved | |
| <p>Classified Support Salaries: Hire a College and Career Readiness Specialist at .25 FTE. The College and Career Specialist oversees college and career planning in all pathways, including college fairs and visits, college applications, scholarship applications, and the transition process beyond graduation. The specialist coordinates all college access partners, such as DCAC, TRIO, uAspire, and EAOP. The specialist also provides drop-in support, workshops for classes and families, and targeted support for underrepresented focal groups. Guide students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include creating a weekly newsletter of events and opportunities the college and career center hosts. Provide support and resources for all avenues of higher education for our pathway students. Support pathway students in understanding A-G eligibility requirements, different avenues of education after graduation, and other funding options. New PCN 10563 - Jazmine Cisneros-Pena (Salary and Benefit costs included)</p> | \$32,124.07 | 2205 | Classified Support Salaries | College & Career Readiness Specialist | .25 FTE | Whole School | Approved | |
| <p>Teacher Salaries: Hire a Teacher Department Head at .80 FTE. This teacher will teach CTE Illustration and AP Studio Art and develop and provide access to relevant work-based learning experiences in these career fields. Description of responsibilities: Instrumental in Pathway leadership and developing a strong community of practice in this newly merged pathway. Teach Capstone course AP Studio Art in the newly merged Arts & Design Production pathway (AME Industry sector) for 2025-26. Support all enrolled students in achieving the pathway standards of the AME Pathway. Develop and provide access to relevant work-based learning experiences. Incorporate project-based learning methods into the curriculum. Guide students in their exploration of careers in the fields of design, art, and digital media and art. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Arts, Production & Design teaching team, this teacher incorporates her professional background in visual and commercial arts into teachings that impact the Pathway. PCN 2683 - Rachel Thomas (Salary and Benefit costs included)</p> | \$108,953.74 | 1105 | Teacher Salaries | Teacher Department Head | .80 FTE | Arts, Production & Design | Approved | |
| <p>Teacher Salaries: Hire a Teacher at .80 FTE. This teacher will teach Music and Performing Arts and direct our music program. The teacher will ensure every student in the Arts, Production & Design pathway has access to a core CTE sequence. Duties include continuing to teach 5 CTE-aligned Performing Arts courses in the Senior Capstone class in the Arts, Production & Design pathway and supporting all enrolled students in achieving the pathway standards of the Arts Production & Design. Develop and provide access to relevant work-based learning experiences, incorporate project-based learning methods into the curriculum, and guide students in exploring careers in design, art, and digital media and art. PCN 6647 - Adam Green (Salary and Benefit costs included)</p> | \$83,739.87 | 1105 | Teacher Salaries | TCHR STR ENG | .80 FTE | Arts, Production & Design | Approved | |
| <p>Classified Support Salaries: Hire 1 Newcomer Assistant at .50 FTE. The Newcomer Assistant will support instruction and learning for all students in the Education & Community Health Pathway, with a focus on including students with interrupted and formal education, supporting full engagement and language fluency development, and strengthening integration with pathway activities, including internships, college and career field trips, and academic interventions, including after-school tutoring. Intentional time will be directed towards Newcomer English Language reading, speaking, listening, and writing that occurs in all CTE pathway classes. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Provide support with understanding, translation when needed, and exploration of content and material related to pathway course content and curriculum. Check in with students and provide support or connections to enhance academic success. These actions align with our focus on literacy development across all pathways/houses. PCN 10449 - Maria Rangel (Salary and Benefit costs included)</p> | \$36,502.08 | 2205 | Classified Support Salaries | Newcomer Assistant Learning Lab | | Education & Community Health Academy | Approved | |

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| <p>Teacher Salaries: Hire a Teacher at .29 FTE. This teacher will teach Multimedia and Digital Film and ensure that every student in the Arts, Production, & Design pathway can access a core CTE sequence. Support all enrolled students in achieving the Arts, Production & Design Pathway pathway standards. Develop and provide access to relevant work-based learning experiences. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Concentrator course entitled Multimedia in the newly merged Arts & Design Production pathway (AME Industry sector) Support all enrolled students in achieving the pathway standards of the AME Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods into the curriculum Guide students in their exploration of careers in the fields of design, art, and digital media and art Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities Hours, periods, or days: This teacher will teach 3 sections of CTE class. We are still building our master schedule, so I do not have precise days. 3 sections will equate to approximately 740 hours per week; these classes will meet 4X per week. FOCAL STUDENT POPULATION: All students enrolled in the Arts & Design Production pathway, emphasizing at-risk students due to attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely represent the population of the school. Marking Period Grades - decrease of Ds/Fs in all Pathway classes. Attendance - decrease in the percentage of students who are moderately chronically absent and severely chronically absent. On-Track - 75% or more of students are on track to graduate per A-G requirements. PCN 876 - Joseph Ferrera (Salary and Benefit costs included)</p> | <p>\$32,598.89</p> | <p>1105</p> | <p>Teacher Salaries</p> | <p>TCHR STR ENG</p> | <p>.29 FTE</p> | <p>Arts, Production & Design</p> | <p>Approved</p> | |
| <p>Clerical Salaries: Hire an Administrative Assistant III Bilingual, at .40 FTE. The administrative assistant will provide support by tracking, supporting teachers in follow-through, and inputting necessary documents and information for Measure H-specific expenditures related to Measure H Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), other Measure H expenditures (purchases/etc.) Anticipated outcomes: Improved capacity, work quality, and timeliness to ensure we comply with the vast amount of Measure H paperwork and compliance measures. PCN 6341 - Yesenia Alamillo (Salary and Benefit costs included)</p> | <p>\$67,051.10</p> | <p>2405</p> | <p>Clerical Salaries</p> | <p>Administrative Assistant III Bilingual</p> | <p>.40 FTE</p> | <p>Whole School</p> | <p>Approved</p> | |
| <p>Teacher Salaries: Hire a CTE Teacher at 1.0 FTE. This teacher will teach Sustainability Systems and ensure every student in the Green pathway has access to a core CTE sequence. The teacher will also support all enrolled students in achieving the green pathway standards and develop and provide access to relevant work-based learning experiences. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Capstone course entitled Sustainable Systems in the Green Energy Pathway Support all enrolled students in achieving the pathway standards of the Green Energy Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods into the curriculum Guide students in their exploration of careers in the fields of green energy, environmental science, sustainability, natural resources, and other related fields Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on students who are at risk due to attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely represent the population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent On-Track - 75% or more of students are on track to graduate per A-G requirements PCN 8568 - Natalie Musick (Salary and Benefit costs included)</p> | <p>\$94,919.00</p> | <p>1105</p> | <p>Teacher Salaries</p> | <p>TCHR STR ENG</p> | <p>1.0 FTE</p> | <p>Green Energy</p> | <p>Approved</p> | |

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| <p>Teacher on Special Assignment: Hire 1 Teacher on Special Assignment (TSA) at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Work closely with pathway teams and 9th-grade teachers to develop one cross-disciplinary project that connects the industry theme of each pathway to one 9th-grade house. Work with the 9th-grade teaching team to ensure that 9th graders participate in at least one college and career exploration visit related to our pathway themes FOCAL STUDENT POPULATION: All students enrolled in the 9th grade with an emphasis on students who are at-risk based on attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: 9th graders are knowledgeable of our three pathways and explore projects in the 9th grade related to our pathway themes Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent On-Track - 75% or more of students are on track to graduate per A-G requirements New PCN 11008 - Abraham Alem (Salary and Benefits included)</p> | \$15,552.52 | 1119 | Teacher on Special Assignment School | Teacher on Special Assignment | .10 FTE | Whole School | Approved |
| <p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to process and pay the Student Internship Stipends for participating in the 2025 Summer Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026. This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing them with real-world experience directly related to their pathway and increasing their access to industry partners. With these funds, we hope to serve approximately 100-150 students. Budget Calculation: 120 students paid \$500-1000 each = \$90,000.00 + \$900.00 for 10% admin fees = \$90,900.00 <i>The difference (\$45,237.65) will be paid using the 2025-26 Measure H Strategic Plan funds.</i> (Administrative Fees Included)</p> | \$45,662.35 | 5825 | Consultant Contracts | | | | Conditionally Approved |
| <p>Teacher Salaries Stipends: Extended Contracts for 4 Teachers to support the 2026 Summer Exploring College, Career, & Community Opportunity Summer Program (ECCCO) through June 30, 2026. ECCCO teachers will support students in summer internships by providing a work-based learning curriculum, assisting them in finding internships and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 40-50 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: 150 hours total at a \$47.50 hourly rate + 25% Benefit Costs = \$8,906.25 x 4 Teachers = \$35,625.00 (Salary & Benefit Costs Included)</p> | \$35,625.00 | 1150 | Teacher Salaries Stipends | | | Whole School | Approved |
| <p>Teacher Substitutes: Hire teacher substitutes to cover the class so that Pathway Teachers can visit other teachers' classrooms or attend pathway field trips, communities of practice events, conferences, and other specific pathway activities. In these visits, teachers will learn about the best pathway practices to strengthen, align, and integrate them back into their classrooms and pathways. Substitute costs are about \$430/day per class, including benefits. (Salary & Benefit Costs Included)</p> | \$19,695.67 | 1150 | Teacher Substitute | | | WholeSchool | Conditionally Approved |

2026-2027: YEAR FOUR

Budget Expenditures
Effective July 1, 2026 - June 30, 2027

2026-27 Pathway Budget

| BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) | Approval |
|---|------|-------------|-------------------------|----------------|-----|------------------------------|---|
| <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>We encourage you to refer to this list of Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p> | | | | | | | <p>Approval Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. Conditionally approved means that a Measure H Justification Form is required.</p> <p><i>(protected cells below are to be completed by MNH staff only)</i></p> |

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| <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at 1.0 FTE for the Education & Community Health Academy. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Introductory and Capstone courses entitled Introduction to Education & Community Health and Principles of Teaching & Learning in the Education & Community Health Pathway Instrumental in Pathway leadership and developing a strong community of practice within the pathway. Support all enrolled students in achieving the ChEd Pathway's pathway standards. Develop and provide access to relevant work-based learning experiences in these career fields. Incorporate project-based learning methods into the curriculum. Guide students in exploring careers in education. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Education and Community Health teaching team, this teacher incorporates their professional background and teaching into the Pathway. ANTICIPATED OUTCOMES: Students are prepared to participate in the summer ECCCO program and are ready for the Capstone course in the Ed & Comm Health pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Education & Community Health pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. PCN 480 - Eric Espinosa (Salary and Benefit costs included)</p> | <p>\$118,737.20</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>1.0 FTE</p> | <p>Education & Community Health Academy</p> | <p>Approved</p> |
| <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at .50 FTE for the Arts, Production & Design Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach Multimedia and Digital Film and ensure that every student in the Arts, Production & Design (APD) Pathway can access a core CTE sequence. Support all enrolled students in achieving the Arts, Production & Design Pathway standards. Develop and provide access to relevant work-based learning experiences. Teach the Concentrator course entitled Multimedia in the newly merged Arts Entertainment Design pathway (AME industry sector) Support all enrolled students in achieving the pathway standards of the APD Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods in the curriculum ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and to be ready for the Capstone course in the APD pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Arts, Production & Design pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. PCN 876 - Joseph Ferrera (Salary and Benefit costs included)</p> | <p>\$52,579.33</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>.50 FTE</p> | <p>Arts, Production & Design Pathway</p> | <p>Approved</p> |
| <p>Supervisor & Administrator Salaries: Hire a College and Career Pathway Coach at .50 FTE. DESCRIPTION OF RESPONSIBILITIES: The Pathway Coach will support the alignment of assistant principals with the pathways and build the instructional capacity of pathway teams to foster quality collaboration focused on the instructional core and Linked Learning. Work closely with pathway leads and teaching teams on each pathway, and with the continuous improvement of curriculum and pedagogy in conjunction with each pathway theme. Work closely with ILT to ensure a strong connection between pathway work and whole-site professional development, focusing on school goal #1, improving literacy and math with an emphasis on academic discussion and student-to-student talk in all classrooms. Ensure a robust work-based learning plan for each pathway that aligns with the school's vision and mission, with targeted attention to include leaders and facilitators of focal groups, such as students with IEPs, newcomer students, and African American and Latinx students. Work closely with the WBL Liaison and the College & Career Center to ensure that all pathways have strong support for college access, internship and mentorship opportunities, and access to college fairs for all grade levels. Work closely with pathway leads to ensure pathway compliance and reporting PCN 1672 - Shanti Elliott (Salary and Benefit costs included) <i>(This is a full-time position split-funded with other departments, resources, including .50 FTE site's MH, .25 FTE from MH Admin 10% Budget, and .25 FTE from Central Grant funding, for a total of 1.0 FTE per Pathway Coach)</i></p> | <p>\$99,632.92</p> | <p>2305 - Supervisor & Admin Salaries</p> | <p>Supervisor & Admin Salaries</p> | <p>College and Career Pathway Coach</p> | <p>.50 FTE</p> | <p>Whole School</p> | <p>Approved</p> |

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| <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at 1.0 FTE for the Arts, Production & Design Pathway.</p> <p>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach CTE Illustration and AP Studio Art and develop and provide access to relevant work-based learning experiences in these career fields. Incorporate project-based learning methods into the curriculum. Guide students in exploring careers in design, art, and digital media. Instrumental in Pathway leadership and developing a strong community of practice in this newly merged pathway. Support all enrolled students in achieving the APD Pathway's standards. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Arts, Production & Design teaching team, this teacher incorporates her professional background in visual and commercial arts into her teaching that impacts the Pathway. Teach Capstone course AP Studio Art in the newly merged Arts, Production & Design pathway (AME industry sector)</p> <p>ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and to be ready for the Capstone course in the APD pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements</p> <p>FOCAL STUDENT POPULATION: All students enrolled in the Arts, Production & Design pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA.</p> <p>PCN 2683 - Rachel Thomas (Salary and Benefit costs included)</p> | <p>\$139,805.04</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>1.0 FTE</p> | <p>Arts, Production & Design Pathway</p> | <p>Approved</p> |
| <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at 1.0 FTE for the Arts, Production & Design Pathway.</p> <p>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach Graphic Design and Digital Photography and develop and provide access to relevant work-based learning experiences in these career fields. As part of the new Arts, Production & Design teaching team, this teacher incorporates her design background to embed design and art elements into teaching across all courses in the Pathway. Teach the Introductory course entitled Art Design Foundations in the newly merged Arts, Production & Design Pathway (AME Industry sector) Support all enrolled students in achieving the pathway standards of the APD Pathway. Incorporate project-based learning methods in the curriculum. Guide students in their exploration of careers in the fields of design, art, and digital media. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities.</p> <p>ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and to be ready for the Concentrator course in the APD pathway. Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements</p> <p>FOCAL STUDENT POPULATION: All students enrolled in the Arts, Entertainment & Design pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA.</p> <p>PCN 2976 - Lisa D. Leal (Salary and Benefit costs included)</p> | <p>\$102,800.84</p> | <p>1105 - Teacher Salaries</p> | <p>Teacher Salaries</p> | <p>Teacher Structured English</p> | <p>1.0 FTE</p> | <p>Arts, Production & Design Pathway</p> | <p>Approved</p> |

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| <p>Teacher Salaries: Hire a Teacher Structured English to teach as the Pathway Director at .40 FTE for the Green Energy Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The Pathway Director supports and guides the pathway's mission and drives pathway improvement to ensure that all students graduate college, career, and community-ready. The many facets of the pathway program that the Pathway Director actively guides: instructional leadership, student support, teacher support, pathway event planning, pathway improvement, and stewardship and reporting on funding sources. Teach the Concentrator course entitled Physics of Energy Science in the Green Energy Pathway Oversees the community of practice with the pathway teaching team Support all enrolled students in achieving the pathway standards of the Green Energy Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods in the curriculum ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and are prepared for the Capstone course in the Green Energy Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on those at risk based on attendance, socioeconomic status, and/or low GPA. PCN 4181 - Ayo Akatugba (Salary and Benefit costs included)</p> | \$65,082.14 | 1105 - Teacher Salaries | Teacher Salaries | Teacher Structured English | .40 FTE | Green Energy Academy | Approved |
| <p>Clerical Salaries: Hire an Administrative Assistant III Bilingual, at .40 FTE. DESCRIPTION OF RESPONSIBILITIES: The administrative assistant will provide support by tracking, supporting teachers in follow-through, and inputting necessary documents and information for Measure H-specific expenditures related to Measure H Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), and other Measure H expenditures (purchases/etc.) Anticipated outcomes: Improved capacity, work quality, and timeliness to ensure we comply with the vast amount of Measure H paperwork and compliance measures. PCN 6341 - Yesenia Alamillo (Salary and Benefit costs included)</p> | \$69,505.24 | 2405 - Clerical Salaries | Clerical Salaries | Admin Assistant III Bilingual | .40 FTE | Whole School | Approved |
| <p>Teacher Salaries: Hire a Teacher Structured English to teach as the CTE Teacher at .50 FTE for the Green Energy Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): This teacher will teach Sustainability Systems and ensure every student in the Green pathway has access to a core CTE sequence. The teacher will also support all enrolled students in achieving the green pathway standards and develop and provide access to relevant work-based learning experiences. Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods in the curriculum ANTICIPATED OUTCOMES: Students are prepared and encouraged to participate in the summer ECCCO program and are prepared for the Concentrator course in the Green Energy Pathway Pathway enrollment - all pathways closely representing population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on those at risk based on attendance, socioeconomic status, and/or low GPA. PCN 8568 - Conor Carroll (Salary and Benefit costs included)</p> | \$70,704.54 | 1105 - Teacher Salaries | Teacher Salaries | Teacher Structured English | .50 FTE | Green Energy Academy | Approved |

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| <p>Classified Salaries: Hire a Pathway Case Manager at .60 FTE for the Green Energy Pathway. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): The 1:1 Case Manager-to-Pathway ratio enables targeted and additional support in completing all pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. Specific duties include checking in with students and providing support or connections to enhance academic success with a focus on attendance and engagement. Provide social-emotional counseling through one-on-one conversations or by connecting students to resources that support mental health. Support in pathway climate and culture ANTICIPATED OUTCOMES: Students will have one adult they are connected to on campus. Students will graduate from high school in 4 years Students will graduate from college and be career-ready Students will have a decreased incidence of discipline. Support in student recruitment for ECCCO and other college and career-related opportunities FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA, not-on track to graduate New PCN 10566 - Felipe Bobino Jr. (Salary and Benefit costs included)</p> | <p>\$73,044.61</p> | <p>2205 - Classified Support Salaries</p> | <p>Classified Support Salaries</p> | <p>Case Manager</p> | <p>.60 FTE</p> | <p>Green Energy Academy</p> | <p>Approved</p> |
| <p>Teacher on Special Assignment: Hire a Teacher on Special Assignment School (TSA) at .50 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Co-create a unit lesson with 10th grade CTE teacher in each of the three pathways that introduces 9th-grade houses to the pathway industry and the pathway experience (second-semester unit ahead of pathway selection) Work with 9th grade teaching team to ensure that 9th graders participate in at least one college and career exploration visit related to our pathway themes Lead Instructional Leadership, Team Instructional coach to newer teachers and/or experienced teachers, including pathway teachers who wish to better integrate core content with industry theme ANTICIPATED OUTCOMES: 9th graders experience meaningful, relevant, and exciting projects in the 9th grade that are co-created with pathway teachers, which allow 9th graders to make an informed decision for pathway selection Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent, and severely chronic absent On-Track - 75% or more of students are on-track to graduate per A-G requirements FOCAL STUDENT POPULATION: All students enrolled in the 9th grade, with an emphasis on students who are at-risk on the basis of attendance, socioeconomic status, and/or low GPA. New PCN 11008 - Abriham Alem (Salary and Benefits included)</p> | <p>\$84,190.87</p> | <p>1119 - Teacher on Special Assignment School</p> | <p>Teacher on Special Assignment School</p> | <p>Teacher on Special Assignment School</p> | <p>.50 FTE</p> | <p>Whole School</p> | <p>Approved</p> |
| <p>Consultant Contracts: Consultant Contract with the Oakland Public Ed Fund (OPEF) to process and pay out the Student Internship Stipends for participating in the 2027 Summer Exploring College and Career Opportunities (ECCCO) Program through June 30, 2027. Professional Services agreement / Scope of Work: This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing real-world experience related to their pathway and increasing their access to industry partners. This expenditure aligns with our strategic action of increasing student participation in work-based learning experiences by 15%. With these funds, we aim to serve approximately 100 to 150 students. Budget Calculation: 120 students stipends at \$500-\$1,000 each = \$70,000.00 + \$700.00 for 10% admin fees = \$70,700.00 (Administrative Fees Included) <i>OPEF can only invoice schools for student stipends of students who participate in and complete the internships, in addition to the admin fees for those funds. OPEF can not invoice for the full contract amount prior to the program ending. Under no circumstances can OPEF hold unspent Measure N or H funds for the schools.</i></p> | <p>\$70,700.00</p> | <p>5825 - Consultant Contract</p> | <p>Consultant Contract</p> | | | <p>Whole School</p> | <p>Approved</p> |

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| <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for 4 Teachers to support the 2027 Summer Exploring College, Career, & Community Opportunity Summer Program (ECCCO) through June 30, 2027. ECCCO teachers will support students in their summer internships by providing a work-based learning curriculum, assisting them in securing internships, and guiding them on work-site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Accomplishment Standards: Each of the summer teachers will serve 20-25 students, for a total of 40-50 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: \$47.50 hourly rate + 25% benefit costs = \$59.38 x 85 hours x 4 teachers = \$20,187.50 (Salary & Benefit Costs Included)</p> | <p>\$20,187.50</p> | <p>1120 - Teacher Salaries Stipends</p> | <p>Teacher Salaries Stipends</p> | | | <p>Whole School</p> | <p>Approved</p> |
| <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for the Green Energy Academy Teachers or Certificated Staff to attend Collaboration & Professional Development time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate the core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, and develop integrated pathway projects. Accomplishment Standards: This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared, and integrated into the pathway curriculum, thereby building their capacity to engage students more deeply and effectively. Through this work, we will support all students in the Green Energy Academy (approximately 300 students). Extra Duty pay will be for extra hours of service for pathway-specific projects and/or outreach to more deeply align or develop the pathway. Budget Calculation: \$47.50 + 25% benefit costs = \$59.38 x 230 hours (total to be divided between pathway teachers) = \$13,656.25 (Salary & Benefit Costs Included)</p> | <p>\$13,656.25</p> | <p>1120 - Teacher Salaries Stipends</p> | <p>Teacher Salaries Stipends</p> | | | <p>Green Energy Academy</p> | <p>Approved</p> |
| <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for the Arts, Production & Design Pathway Teachers or Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate the core curriculum with the Arts, Production & Design Pathway CTE standards and theme, facilitate pathway communities of practice, and develop integrated pathway projects. Accomplishment Standards: This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared, and integrated into the pathway curriculum, thereby building their capacity to engage students more deeply and effectively. Through this work, we will support all students in the Green Energy Academy (approximately 300 students). Extra Duty pay will be for extra hours of service for pathway-specific projects and/or outreach to more deeply align or develop the pathway. Budget Calculation: \$47.50 + 25% benefit costs = \$59.38 x 230 hours (total to be divided between pathway teachers) = \$13,656.25 (Salary & Benefit Costs Included)</p> | <p>\$13,656.25</p> | <p>1120 - Teacher Salaries Stipends</p> | <p>Teacher Salaries Stipends</p> | | | <p>Arts, Production & Design Pathway</p> | <p>Approved</p> |
| <p>Teacher Salaries Stipends: Justification & Services to be provided: Extended Contracts for the Education & Community Health Academy Teachers or Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate the core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, and develop integrated pathway projects. Accomplishment Standards: This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared, and integrated into the pathway curriculum, thereby building their capacity to engage students more deeply and effectively. Through this work, we will support all students in the Education & Community Health Academy (approximately 300 students). Extra Duty pay will be for extra hours of service for pathway-specific projects and/or outreach to more deeply align or develop the pathway. Budget Calculation: \$47.50 + 25% benefit costs = \$59.38 x 230 hours (total to be divided between pathway teachers) = \$13,656.25 (Salary & Benefit Costs Included)</p> | <p>\$13,656.25</p> | <p>1120 - Teacher Salaries Stipends</p> | <p>Teacher Salaries Stipends</p> | | | <p>Education & Community Health Academy</p> | <p>Approved</p> |

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| <p>Professional Contracted Bus Services: Charter Bus rentals to provide transportation for about 200 students in 11th and 12th grade who attend College and Career Exploration Field Trips. Transportation for field trips to do exploration visits to community colleges and trades programs. This will impact approximately 200 students, with a focus on 11th and 12th-graders who do not yet have a clear 4-year plan. These trips will be organized by the College and Career Center staff. Budget Calculation: Bus rentals are not to exceed the approved amount of \$3,561.02.</p> | <p>\$3,561.02</p> | <p>5826 - Professional Contracted Bus Service</p> | <p>Professional Contracted Bus Service</p> | | | <p>Whole School</p> | <p>Conditionally Approved</p> |
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Skyline Arts Entertainment & Design Program of Study

Industry Sector/Career Cluster: [Arts, Entertainment, and Design](#)

Pathways: *Design Visual Media and Media Production*

Industry Partners: Berkeley City College, Adobe Systems, KDOL TV, Unreal, BRIC Fdn, BAVC



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| Pathway Vision | <p>The Arts, Entertainment & Design Pathway exposes students to a wide range of artistic fields and projects that center youth voice and experience. An emphasis on media and studio arts prepares students to be creators, innovators, and collaborators in the dynamic world of arts production. By learning critical inquiry, technical skills, and storytelling, pathway students are poised to explore both art making and careers such as graphic design, Animation, and film production. This Pathway seeks to position all students as active agents of change in an interconnected community and world. The AED Pathway includes industry-aligned experiences with guidance from community partners in design, film, animation, and visual arts.</p> | | | |
| Pathway COP Meeting Time: MTF 3rd period | 10th Grade Program Grade level meeting time: Alternating Tues. | 11th Grade Program Grade level meeting time: Alternating Tues. | 12th Grade Program Grade level meeting time: Alternating Tues. | Graduate Pathway Outcomes (Student Learning Outcomes) |
| Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions) | English 2 English 2H World History | English 3 (Dolan) US History Physics | English 4 Economics/American Government (Brooks) | Computer Student Learning Outcomes VAPA Student Learning Outcomes will create AED Student Learning Outcomes Spring 2026 |
| Technical Core | Art & Design Foundations | Multimedia Arts | Course Description Advanced Multimedia Production | |
| Articulated and Dual Enrollment | | | | |
| Integrated Projects/ Common Performance Assessments | <ul style="list-style-type: none"> - working with 12th grade for Capstone posters - promotional materials for Musical | 11th Grade Project Historical interviews in CTE/US History | 12th Grade Project (Graduate Capstone) | |
| Student Course Overview | 10th Grade PSA Project | 11th Grade Multimedia Arts Project | | |
| Senior Capstones | Senior Seminar [Graduate Capstone] | | | |
| Other Courses / Electives | Study Skills SDC Study Skills RSP | Study Skills SDC Study Skills RSP | Study Skills SDC | |

Skyline Arts Entertainment & Design Program of Study

Industry Sector/Career Cluster: [Arts, Entertainment, and Design](#)

Pathways: *Design Visual Media and Media Production*

Industry Partners: Berkeley City College, Adobe Systems, KDOL TV, Unreal, BRIC Fdn, BAVC



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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| Other Student Experiences (post-session, intersession, rituals, class trips, assemblies) | | | | |
| Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator] | AED WBL Plan | | | Certifications working on approving digital badges with BRIC foundation: -Writing & Storytelling -Scheduling for Live Action |
| Student Leadership | Skills USA Creative Careers Leadership | Skills USA Creative Careers Leadership | Skills USA Creative Careers Leadership | |
| Summer Learning (Summer Bridge, summer learning, credit recovery) | Summer Bridge, Summer School, ECCCO | Summer School, ECCCO | Summer School, ECCCO | |
| College Awareness & Exploration College and Career Readiness Classroom Framework | Berkeley City College Partnership | | | |
| Study Tour Destinations | Berkeley City College UC Davis | SF State SJ State | Laney, Berkeley City College Crucible San Francisco Film Society | |
| Advisory Structure | iCouldBe PowerPoint | | | |
| Personalized Supports | Skyline Pathway Student Concern Protocol Analysis of each student's marking period grades, behavioral and academic interventions, parent phone calls, mediations between students - students, students - teachers, and students - teachers admin, academic guidance, college and scholarships applications | Skyline Pathway Student Concern Protocol Analysis of each student's marking period grades, behavioral and academic interventions, parent phone calls, mediations between students - students, students - teachers, and students - teachers admin, academic guidance, college and scholarships applications | Skyline Pathway Student Concern Protocol Analysis of each student's marking period grades, behavioral and academic interventions, parent phone calls, mediations between students - students, students - teachers, and students - teachers - admin, academic guidance, college and scholarships applications | |
| Use of expanded learning time (before or after school) | | | | |

Skyline HS-Education & Community Health Program of Study

Industry Sector: [Education, Child Development, and Family Services](#) - 130 Child Development
[Health Science and Medical Technology](#) - 199 - Community and Public Health



Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland's Children's Hospital, Asian Health Services, Native American Health Center, UC Berkeley

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| Pathway Vision | <p>What is the instructional vision and desired experience for students that will drive the pathway?</p> <p>Vision 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 opportunities that provide a foundation for them to explore their own path to ultimately transform their schools and community.</p> <p>Mission 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. Our students explore careers dedicated to transforming the lives of young people: teachers, school psychologists, educational researchers & activists, administrators, coaches, social workers, and health care professionals.</p> | | | |
| Pathway COP Meeting Time: | 10th Grade Program Grade level meeting time:5th per Collaboration | 11th Grade Program Grade level meeting time:5th per Collaboration | 12th Grade Program Grade level meeting time:5th per Collaboration | Graduate Pathway Outcomes (Student Learning Outcomes) |
| Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions) | Chemistry | Physiology Physiology 2024-25 | English 4 | Education & Health Pathway Outcomes |
| Technical Core/Theme (CTE Sequence) CTE Course Resources | Intro to Education & Community Health (current, Espinosa) Intro to Education & Community Health (Current Hill) | Ed Psych Syllabus Life Development Slide Show (GO) Life Development Assignment | Principles of Teaching & Learning (current, Espinosa) | |

Skyline HS-Education & Community Health Program of Study

Industry Sector: [Education, Child Development, and Family Services](#) - 130 Child Development
[Health Science and Medical Technology](#) - 199 - Community and Public Health



Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland's Children's Hospital, Asian Health Services, Native American Health Center, UC Berkeley

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| <p>Dual Enrollment [Link to Dual Enrollment]</p> | | <p>Four Dual Enrollment Courses offered to Pathway students: Psychology of Childhood (see Psych 7A Course Agreement and Psych 7A Syllabus) and Adolescent Psychology (Psych 7B Course Syllabus), Intro to Psychology (Psych 1A), Abnormal Psychology (Psych 24)</p> | <p>Four Dual Enrollment Courses offered to Pathway students: (see 11th Grade Program)</p> <p>If students take all 4 offerings they will be 2/3 way done with an AA in Psychology from Peralta.</p> | |
| <p>Integrated Projects/ Common Performance Assessments</p> | <p>[Link to Integrated Project Folders] I Know My Community Port Chicago Project</p> | <p>[Link to Integrated Project Folders]</p> <p>Mental Health & Wellness Project (see Mental Health Project Overview). Collaboration between Ed Psych, US Hist, and Eng3. Sts explore psych disorders and aspects of mental health such as health care, police violence, homelessness, drug use & abuse, recovery, coping, dealing with stress.</p> <p>Mental Health Integrated Research Paper</p> <p>Life Development project in Educational Psychology explores 4 aspects of human growth and development: physical, cognitive, social-emotional and moral. This project integrates well with Physiology and US History, as students analyze how theorists explain human development and connect their analysis with their own life experiences. The US History component focuses on moral</p> | <p>[Link to Integrated Project Folders]</p> <p>12th Grade Capstone Action Project in which seniors work with different community partners, teachers, and other students of various classes and pathways</p> | |

Skyline HS-Education & Community Health Program of Study

Industry Sector: [Education, Child Development, and Family Services - 130 Child Development](#)
[Health Science and Medical Technology - 199 - Community and Public Health](#)



Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland's Children's Hospital, Asian Health Services, Native American Health Center, UC Berkeley

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| | | decisions made that impact society and the analysis of those decisions. See Life Devt Book Project | | |
| Defenses or Capstones | Students research a global health or education issue and compare this issue between two countries. After writing a policy brief, they will create a slideshow for their oral defense. Students present to their peers in CTE classes as their final during the last two weeks of class in May. | | | |
| Other Student Experiences (post-session, intersession, rituals, class trips, assemblies) | -Annual Ropes Course team-building across 10th grade cohort -annual celebration & team building across grade levels | --KQED Youth Takeover Program Team building Workshop w/ 11th grade cohort (DRUMMM, Salsa, other non-comfort zone experience) --annual celebration & team building across grade levels | -KQED Youth Takeover Program Industry Certification in Tier I Restorative Justice: Community Building -Senior Celebration Night in May (award stoles, celebrate each student, invite families, eat dinner with food trucks, student gives appreciations) at Skyline. | |
| Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator] | CHED WBL Plan Guest Speakers in areas such as:, OUSD Retention and Training, Presentations on HEAL and Alta Bates Internship Opportunities, Eric Enghdahl Department Chair of Education at CSU East Bay, Ruddy Herrera of Cal Trio | CHED WBL Plan Guest Speakers in such fields as: psychology, physical therapy, social work, medicine, nursing, firefighting, educational activism. In collaboration with OUSD Family Community Services and TUPE Project, students design and facilitate workshops for Skyline peers on effects of various drugs on | CHED WBL Plan Restorative Justice Practitioner Guest Speaker Series. Guest Speakers:, Rudy Herrera from TRIO, One Love Foundation Teen Dating Violence Escalation Workshop, Presentations on HEAL and Alta Bates Internship Opportunities, Jordan Seiden former Youth Justice worker | Certifications CPR First Aid Mental Health First Aid Industry Certification in Tier I Restorative Justice: Community Building through OUSD Restorative Justice Office. |

Skyline HS-Education & Community Health Program of Study

Industry Sector: [Education, Child Development, and Family Services](#) - 130 Child Development
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Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland's Children's Hospital, Asian Health Services, Native American Health Center, UC Berkeley

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| | Resumes, Cover Letters, Reference Sheets -Community Health students designed and taught lessons based on USDA Nutrition curriculum in Elementary School in San Leandro | mind and body with focus on adolescent brain. Resume updated with recent WBL experiences, Reference page Informational Interviews with outside professionals done both and off campus | Resume update, cover letter, and reference sheet. Guidance on sending emails to prospective employers and how to complete online applications. Mock interviews and interview skills activities all using ECCO workbooks. | |
| Student Leadership | | Juniors present to pathway during Pathway assembly in the fall | Seniors present to pathway during Pathway assembly in the fall Seniors present during Prospective Families Nights | |
| Summer Learning (Summer Bridge, summer learning, credit recovery) | Summer ECCCO , Summer school | Summer ECCCO , Summer school | Summer ECCCO , Summer school | |
| e College Awareness & Exploration College and Career Readiness Classroom Framework | Rotating CSU East Bay College Visit: Campus Tour, Nursing and Education Department, Housing Tour SFSU College Visit: Campus Tour, UC Berkeley tour C & C Team visit from Trio, Upward Bound | California State University, San Jose tour and panel presentation from the Health Sciences department and currently enrolled students. UC Davis School of Health Tour | College & Career Upward Bound+ TRIO Support on college applications, FAFSA, and application due dates and support reminders. Samuel Merritt University Merritt College: health science career focus including visit to cadaver lab | |
| Personalized Supports | Offer after school and lunch time, support with our teachers and we have a care manager. On Fridays we conduct student interventions in | Offer after school and lunch time, support with our teachers and we have a care manager On Fridays we conduct student interventions in our | Offer after school and lunch time, support with our teachers and we have a care manager. On Fridays we conduct student interventions in our | |

Skyline HS-Education & Community Health Program of Study

Industry Sector: [Education, Child Development, and Family Services](#) - 130 Child Development
[Health Science and Medical Technology](#) - 199 - Community and Public Health



Industry Partners: *One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland's Children's Hospital, Asian Health Services, Native American Health Center, UC Berkeley*

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| | <p>our collaboration groups in grade level teams and have a dedicated pathway counselor in.</p> <p>Push-in/Pull-Out support for students with IEP accommodations. All accommodations offered are listed in IEP. Some accommodations include - Extended time to complete work per each student. Providing assistive technology to students who require it.</p> <p>Push-in-Pull-out support and study skills offered provide continuing program support including Career readiness and college preparedness.</p> | <p>collaboration groups in grade level teams and have a dedicated pathway counselor in.</p> | <p>collaboration groups in grade level teams and have a dedicated pathway counselor in .</p> | |
| Use of expanded learning time (before or after school) | (see above: Personalized Supports) | (see above: Personalized Supports) | (see above: Personalized Supports) | |

Skyline Green Program of Study

Industry Sector:

- [Energy, Environment, and Utilities](#)

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, Ignite, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

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| <p>Pathway Vision</p> <p>Here is a link to our Linked Learning Certification Final Report</p> | <p>What is the instructional vision that will drive the pathway?</p> <p>Through the use of Science, Technology, Engineering & Math (STEM), cross-curricular and project-based learning programs throughout a student’s four years in the Green Energy Academy at Skyline High School, students will reach competency levels in: <i>communication, critical thinking, creativity and collaboration</i>. At the completion of high school, <u>every</u> academy student will be prepared to complete a senior defense. The senior defense communicates what they have learned/achieved in the 4 competence levels.</p> <p>The mission of the Green Energy Academy is to provide students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental technology. The Green Academy provides students with a comprehensive educational experience consisting of engaging and rigorous academics and hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry-level technical training position with career potential.</p> | | | |
| <p>Meeting Time: [Insert Meeting Time]</p> | <p>10th Grade Program</p> | <p>11th Grade Program</p> | <p>12th Grade Program</p> | <p>Graduate Pathway Outcomes</p> |
| <p>Academic Core</p> <p><i>English</i></p> <p><i>Social Studies</i></p> <p><i>Science</i></p> <p>(Cohort Integrity for these courses)</p> | <p>English 2</p> <p>UCCI English 1</p> <p>World History 10</p> <p>Environmental Chemistry 10</p> <p>Here is the actual syllabus for Envi Chem</p> | <p>English 3</p> <p>AP Language and Composition</p> <p>UCCI English 2</p> <p>U.S. History 11</p> <p>APUSH Johnson</p> <p>Physics of Energy Science (serves as core and CTE course)</p> | <p>English 4</p> <p>AP English Literature and Composition</p> <p>UCCI English 2</p> <p>Johnson Green Gov/Econ</p> <p>Johnson AP Government</p> | <p>Link to Pathway Outcomes</p> <p>Certifications:</p> |
| <p>Math (possible additions to the Program of Study) Awaiting approval</p> | <p>UCCI Math 1</p> <p>Engineering Geometry with Physics - Math</p> | <p>UCCI Math 2</p> <p>Functional Design Through Algebra</p> | <p>UCCI Math 2</p> <p>Functional Design Through Algebra</p> | |

Skyline Green Program of Study

Industry Sector:

- [Energy, Environment, and Utilities](#)

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, Ignite, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

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| Technical Core/Theme (CTE Sequence) | Sustainability 2025-26 | Physics of Energy Science (serves as core and CTE course) Here is the course Description | Sustainable Systems Here is the course description for Sustainable Systems. | <p>Seeking new dual enrollment opportunities with Peralta and CSUEB since Merritt staff has turned over. Asking for Marine Biology</p> <p>Exploring Laney Options:</p> <ul style="list-style-type: none"> ● California Green & Sustainable Building Standards ● Maybe something here with battery tech ● Dept chair Mallory Barkdull ● Open House is on 4/25 |
| Dual Enrollment & Concurrent Enrollment | | | | |
| Integrated Projects Here is a summary of our integrated major projects and their ties to WBL. | Y-Plan - Community based project working with New Voices Rising and the Port of Oakland on how the port can become more engaged with Oakland youth. Slides with more information. Earth's Resources Project | Energy Efficient Building Design and Construction Project Rubric and Overview "Green Town" Project Project Pitch ArcGIS Maps & Story Maps Roller Coaster Project | Senior Capstone Project Overview and Deadlines Oral Rubric , Written Rubric GIS Map Analytics Project Overview and Rubric | |
| Other Electives | Study Hall/Study Skills | Apprenticeship Multicraft course Here is the course description for Apprenticeship Multicraft course AP Physics C Mechanics AP Physics 1 AP Chemistry AP Biology 2024-25 | AP Environmental Science AP Physics C Mechanics AP Physics 1 AP Chemistry AP Biology Apprenticeship Multicraft course | |

Skyline Green Program of Study

Industry Sector:

- [Energy, Environment, and Utilities](#)

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, Ignite, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

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| Other | | | | |
| Work Based Learning <u>[WBL Continuum]</u> | <u>Green WBL Plan</u> Career Exploration Visits Y-Plan Project Earth Team Internship ECCO Workshops LiMPET (Mole Crab Research) Industry Partners ECCO Workshops Guest Speakers | <u>Green WBL Plan</u> Annual Career EXPO Manufacturing Day Career Exploration Visits ECCO Summer Internship (for rising 12th graders) Earth Team Internship Rose Foundation Grid Alternatives Industry Partners ECCO Workshops Guest Speakers STEM Panel Event | <u>Green WBL Plan</u> GIS Map Analytics Project Career Exploration Visits Solar Suitcase Project Earth Team Internship ECCO Workshops Yosemite Senior Retreat Industry Partners Guest Speakers | |
| Student Leadership | Student-led Pathway Climate & Culture Assembly Students' Y-Plan Urban Planning Presentations to Client Green Student Leadership program | Student-led Pathway Climate & Culture Assembly Green Student Leadership program | Student-led Pathway Climate & Culture Assembly Green Student Leadership program | |
| Summer Bridge | <u>Summer Solar Academy</u> (for rising 11th graders) Summer School, <u>ECCCO</u> | Summer School, <u>ECCCO</u> | Summer School, <u>ECCCO</u> | |
| College Awareness & Exploration <u>College and Career Readiness Classroom Framework</u> | San Francisco State University Tour | UC, Davis Tour <u>College Access Presentation</u> College Readiness Workshops College Research Brag Sheet | <u>Post-Secondary Presentations</u> and College Application Workshops (UC PIQ and College Research) Laney College Visit Dominican University Visit | |

Skyline Green Program of Study

Industry Sector:

- Energy, Environment, and Utilities

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, Ignite, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

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|-----------------------|---|--|---|--|
| Study Tours | <p>Career Exploration Visits</p> <ul style="list-style-type: none"> - Friends of Sausal Creek (habitat restoration and watersheds) - EBMUD Waste Treatment Plant - OUSD Central Kitchen & Garden (Example of sustainable construction, land use and bioswales) - LiMPETS program with Greater Farallones Association (Plankton and/or Mole Crab Research) <p>Y-PLAN Site Exploration Field Trip (changes based on client each year) - Port of Oakland this year</p> | <p>Career Exploration Visits to Waste Management, ETIC Engineering, Tesla and BAAQMD (CTE) Refrigeration and HVAC</p> <p>Study Tour to Laney College (CTE)</p> <p>Study Tour to the Tech Museum (Physics)</p> <p>Great America's Physics Day (Physics)</p> <p>Study Tour to the Exploratorium (Physics)</p> <p>Study Tour to Monterey Bay Aquarium (Physics/CTE)</p> | <p>Career Exploration Visits to EBMUD PG&E</p> <p>Study Tour to LiMPETS Save the Bay!</p> <p>Black Diamond Mines</p> | |
| Advisory Structure | | | | |
| Personalized Supports | <p>Skyline Pathways Student Support Protocol</p> <p>Student Support & Intervention</p> <p>Student Credit Recovery</p> | <p>Skyline Pathways Student Support Protocol</p> <p>Student Support & Intervention</p> <p>Student Credit Recovery</p> <p>Capstone Project Retreat</p> | <p>Skyline Pathways Student Support Protocol</p> <p>Student Support & Intervention</p> <p>Student Credit Recovery</p> <p>One-On-One Support for Senior Capstone Project</p> | |

Possible additions to the program of study for 2026-27:

Skyline Green Program of Study

Industry Sector:

- [Energy, Environment, and Utilities](#)

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, Ignite, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

**Engineering Geometry with
Physics - Math**

10

Engineering and Design / Engineering and Design

**Functional Design Through
Algebra**

10, 11, 12

Engineering and Architecture / Engineering Design

Additions to the program of study for ECCCO Summer Peralta CTE Classes:

ENVMT 3 Social Issues in Agriculture 9, 10, & 11 (Summer)

LANHT 28A Permaculture Design I 9, 10, & 11 (Summer)

Pathway Name: Education & Community Health

Collaborators: *Shanti E, [Edward Hill](#), [Eric Espinosa](#), Patrick Calvin, ChEd Pathway Team*

Central Resources

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N/H EIPs](#)

[2026-27 OUSD Calendar](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. A-G Completion rates, especially for focal students
2. Improve attendance
3. Postsecondary plan for all students

Calendaring WBL (in [Program of Study](#)):

- *For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

| Grade | Cohort | Aug/Sept | Oct/Nov | Dec/Jan | Feb/Mar | Apr/May | All students at some point in four years |
|-------|----------------|-----------------------------------|---|---|---|--|---|
| 9 | All-Students | | | <ul style="list-style-type: none"> • Career Day (Jan 23) | <ul style="list-style-type: none"> • Opportunities Fair (March 24) | | <ul style="list-style-type: none"> • Opportunities Fair (March 24) |
| | Focal students | | | | | | |
| | All-Students | Resume Building (Heal Internship) | - STB Certification - MiMs First Aid & | Up-Date Resume (Public-Facing) | <ul style="list-style-type: none"> • The Center field | <ul style="list-style-type: none"> • MiMs First Aid & CPR | |

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| 10 | | | <p>CPR certification - The Center (1 of 3 field trips) -- Classroom Visit to Hintil Ka Cu CDC</p> <ul style="list-style-type: none"> • Activity (Drum making) • Musical performance • Mainstream/SDC | <p>Professional)</p> <p>- AYHS (healthy/Unhealthy workshops)</p> <ul style="list-style-type: none"> • | <p>trip (two days)</p> <ul style="list-style-type: none"> • Hintil Ka Cuu visit 2 • Opportunities Fair (March 24) • Internship Applications • How to answer interview questions workshop • AHYS (Toxic Masculinity Workshop) | <p>certification</p> <ul style="list-style-type: none"> • Middle Harbor Shoreline Park- • Native American Health Center Presentation (STI's) • SFSU School tour • Summer ECCCO | |
| | Focal students | | | | | | |
| 11 | All-Students | <p>Resume Building/Updating (Heal Internship)</p> | <p>KQED youth take over (Experience) TBD</p> <ul style="list-style-type: none"> - Skill Trades Fair - Dr. Travis Bristol (UC Berkeley) - Micro-internship (AHYS) | <p>Update Resume (Public-Facing Professional) (Opportunities Fair)</p> <ul style="list-style-type: none"> - MHFA training Cert for 11th - CSUEB (Visit) - Industry Visit (SMU Occupational Therapist) | <ul style="list-style-type: none"> • Mock Interview Fair (March 19) • RJ Circle Building (working with District partners to film them.) • Clay Sculpting • Opportunities Fair (March 24) • AHYS (Toxic Masculinity Workshop) | <ul style="list-style-type: none"> • Family Unit guest speaker/ Workshop • Doctors from Children's Hospital workshop • tMHfA training and certification • Summer ECCCO | |
| | Focal students | | | | | | |
| 12 | All-Students | <ul style="list-style-type: none"> • HEPPAC workshop on using Narcan | <ul style="list-style-type: none"> • Capstone Expert Interview Fair (Oct 23) • Native Health visit on sex ed resources | <ul style="list-style-type: none"> • Internship applications workshop • • Workshop on College & career | <ul style="list-style-type: none"> • Community College Fair (March 16) • Native Health visits again for charrette with students doing public health | - | |

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|--|----------------|--|--|-------------------------------|--|--|--|
| | | | | | <ul style="list-style-type: none"> action projects Senior camping trip in Muir Woods Opportunities Fair (March 24) Before Enlisting career opportunities guest speaker | | |
| | Focal students | | | Highway to work opportunities | | | |
| Partner-Staff Engagements Advisory board meetings, externships, etc. | | | | | | | |

| Grade | Career Awareness: Learning ABOUT work | Career Exploration: Learning ABOUT work | Career Preparation: Learning THROUGH work | Career Training: Learning FOR work |
|-------|---|--|---|--|
| | Groups of students | Small group or individual | Individual or small group (projects only) | Individual, over time |
| | <ul style="list-style-type: none"> Workplace tour Guest speaker / teacher Career fair Visit a workplace | <ul style="list-style-type: none"> Informational interview Job shadow Virtual exchange with a partner | <ul style="list-style-type: none"> Student-run enterprise with partner involvement Virtual enterprise Integrated projects with partners Service projects Internships | <ul style="list-style-type: none"> Internship required for a credential or entry to occupation Apprenticeship Clinical experience On-the-job training Work experience |
| 9th | | | | |
| 10th | | | | |
| 11th | | | | |
| 12th | | | | |

General Roles/Responsibilities:

Work-Based Learning Lead: Patrick Calvin
Collaborators: *Shanti E. Dennis Spencer*

Pathway Name: Arts Entertainment & Design

Central Resources

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N/H EIPs](#)

[INCORPORATE VAPA PLAN](#)
[2026-27 OUSD Calendar](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Creating more postsecondary options for students, especially students who are not 4-year college- bound (apprenticeship)
2. Increase A-G completion rates
3. Improve attendance

Calendaring WBL (in [Program of Study](#)):

- *For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead
add AED Field trips + SF Film screenings for 10th – DocLands film festival (Brown) Nov 3-10*

| Grade | Cohort | Aug/Sept | Oct/Nov | Dec/Jan | Feb/Mar | Apr/May | All students at some point in four years |
|-------|--------------|----------|---------|---|---|---------|---|
| 9 | All-Students | | | <ul style="list-style-type: none"> • Career Day (Jan 21) | <ul style="list-style-type: none"> • Opportunities Fair (March 23) | | <ul style="list-style-type: none"> • Opportunities Fair (March 11) |

| | | | | | | | |
|----|----------------|---|---|---|---|--|---|
| | Focal students | | | | | | <ul style="list-style-type: none"> End of the year event (May) |
| 10 | All-Students | <ul style="list-style-type: none"> Resume Building (ELA 2) | Gameheads presentation (Multimedia, 11/29) | <ul style="list-style-type: none"> The Walt Disney Family Museum Creative Classrooms 12/11 - | <ul style="list-style-type: none"> Mock Interview Fair (March 19) Opportunities Fair (March 24) | Ssummer ECCCCO | |
| | Focal students | | | | | | |
| 11 | All-Students | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Mock Interview Fair (March 19) Opportunities Fair (March 24) | <ul style="list-style-type: none"> CA Great America | |
| | Focal students | | <ul style="list-style-type: none"> Smith Rafael Film Center MVFF Education film program Q&A with director Amber Sealy 10/6, 10/10 | | | Summer ECCCCO | |
| 12 | All-Students | <ul style="list-style-type: none"> SJSU Campus Tour | <ul style="list-style-type: none"> Capstone Expert Interview Fair (Oct 23) | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Community College Fair (March 26) | <ul style="list-style-type: none"> CA Great America | |
| | Focal students | | <ul style="list-style-type: none"> Smith Rafael Film Center CAFILM Education Summerfilm Youth curators and directors (Oct 4) Essanay Film Studio talk on early filmmaking history (Nov 1) Museum of Art and Digital EntertainmentGame Design workshop (Nov 22) UC DAVIS | | <ul style="list-style-type: none"> Creative Careers GRID | | |

| | | | | | | | |
|--|--|--|---|--|--|--|---------------------------------------|
| | | | - Creative Careers GRID Summit 2/19 | | | | |
| Partner-Staff Engagements Advisory board meetings, externships, etc. | | | | | | | Advisory Board meeting 11/26 and 4/27 |

| Grade | Career Awareness: Learning ABOUT work | Career Exploration: Learning ABOUT work | Career Preparation: Learning THROUGH work | Career Training: Learning FOR work |
|-------|---|--|---|--|
| | Groups of students | Small group or individual | Individual or small group (projects only) | Individual, over time |
| | <ul style="list-style-type: none"> Workplace tour Guest speaker / teacher Career fair Visit a workplace | <ul style="list-style-type: none"> Informational interview Job shadow Virtual exchange with a partner | <ul style="list-style-type: none"> Student-run enterprise with partner involvement Virtual enterprise Integrated projects with partners Service projects Internships | <ul style="list-style-type: none"> Internship required for a credential or entry to occupation Apprenticeship Clinical experience On-the-job training Work experience |
| 9th | | | | |
| 10th | | | | |
| 11th | | | | |
| 12th | | | | |

General Roles/Responsibilities:

| Person or Position | Responsibilities |
|--------------------|------------------|
| | |

Next Steps in Plan Development / Implementation:

-

Next Steps in Plan Development / Implementation:

- Develop EPIC games partnership

Pathway Coach: *Shanti Elliott* Pathway Name: GREEN

Collaborators: *Shanti Elliott, [Ayo Akatugba](#), [Terri Van Hare](#), Conor Carroll*

Central Resources

- [WBL Continuum](#)
- [WBL Benchmarks](#)
- [Non-OUSD Sample WBL Plans](#)
- [OUSD WBL Plans](#)
- [Sample Goals](#)
- [Linked Learning Alliance Work Based Learning Silver and Gold Certification](#)
- [Measure N/H EIPs](#)

[2026-27 OUSD Calendar](#)

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Improve outcomes for focal groups (African American Males, Latino Males, Pacific Islander students)
2. Improve A-G rates
3. Improve attendance

Calendaring WBL (in [Program of Study](#)):

- **For All-Student Experiences:** note *WBL experience, teacher, class, and industry partner* for each item
- **For Targeted Student Experiences:** note *subgroup, WBL experience, and staff lead*

| Grade | Cohort | Aug/Sept | Oct/Nov | Dec/Jan | Feb/Mar | Apr/May | All students at some point in four years |
|-------|----------------|----------|--|---|-------------------------------|-----------------------------|---|
| 9 | All-Students | | | <ul style="list-style-type: none"> • Career Day (Jan 21) | | | <ul style="list-style-type: none"> • Opportunities Fair (March 23) |
| | Focal students | | | | | | |
| | All-Students | | Ocean Acidification & Crissy Field Marsh | San Francisco State - visit the School of the | Mock Interview Day (March 18) | Civil Engineering CEV (TBD) | |

| | | | | | | |
|----|--|--|--|--|---|--|
| 10 | | | with Greater Farallones Visitor Center | Environment Build & Test Wind Turbines - week of 11/30/26 | Oakland Watersheds in Dimond Park w/FOSC CEV - EBMUD Waste Treatment Plant Speakers from - Trees for Oakland TDB - ENGEO Engineering TDB | Working on YPLAN idea with Port of Oakland - not finalized yet. Summer ECCCO |
| | Focal students (Urban Ecology & Land Stewardship) | | The Center Brownfield Restoration Field Trip #1 - | Let's Green Our School / Walking Softer Project Proposals due | The Center Brownfield Restoration Field Trip #2 - | The Center Brownfield Restoration Field Trip |
| 11 | All-Students | <ul style="list-style-type: none"> Guest Speaker: Emiliano Sanchez ACE mentorship - | <ul style="list-style-type: none"> Monterey Bay - Guest Speaker: Michael Wong Green Buildings - Skilled Trades Day | <ul style="list-style-type: none"> The Tech Interactive World iMuseum - | <ul style="list-style-type: none"> Waste Management CEV Dolby, SF CEV Mock Interview Fair (March 18) UC Davis Visit to the School School of Environmental Studies - | <ul style="list-style-type: none"> Women (& men) in Construction event - Summer ECCCO |
| | Focal students | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Ignite In- Person Pane @ Skyline Library (All Girls & Non Binary Students) - | <ul style="list-style-type: none"> Ignite In- Person Pane @ Skyline Library (All Girls & Non Binary Students) - | <ul style="list-style-type: none"> Virtual Reality Workshop ADEE Technologies, Skyline Library @ Lunch - 4th Period - |
| 12 | All-Students | | <ul style="list-style-type: none"> Capstone Expert Interview Fair (Oct 21) Campus Tour (UCB) - Emiliano Sanchez ACE | <ul style="list-style-type: none"> Hannah Wohl-Sanchez from Sequoia Foundation coming in to support air quality Capstones | <ul style="list-style-type: none"> Community College Fair (March 16) Camping in Alice Eastwood Ava Community Energy Presentation | <ul style="list-style-type: none"> Laney Field trip for manufacturing in April Energy Startup field trip |

| | | | | | | | |
|--|----------------|--|---|--|---|--|---|
| | | | <ul style="list-style-type: none"> Mentorship Andrea Pineda New Voices Rising | (multiple times, Nov - Dec) <ul style="list-style-type: none"> Financial Aid Planning January | 3/17 <ul style="list-style-type: none"> California Conservation Corps 3/17 | | |
| | Focal students | | | | | | |
| Partner-Staff Engagements Advisory board meetings, externships, etc. | | | | | | | Advisory Board Meeting will be scheduled for May 2027 |

| Grade | Career Awareness: Learning ABOUT work | Career Exploration: Learning ABOUT work | Career Preparation: Learning THROUGH work | Career Training: Learning FOR work |
|-------|---|--|---|--|
| | Groups of students | Small group or individual | Individual or small group (projects only) | Individual, over time |
| | <ul style="list-style-type: none"> Workplace tour Guest speaker / teacher Career fair Visit a workplace | <ul style="list-style-type: none"> Informational interview Job shadow Virtual exchange with a partner | <ul style="list-style-type: none"> I | <ul style="list-style-type: none"> Internship required for a credential or entry to occupation Apprenticeship Clinical experience On-the-job training Work experience |
| 9th | | | | |
| 10th | | | | |
| 11th | | | | |
| 12th | | | | |

General Roles/Responsibilities:

| Person or Position | Responsibilities |
|--------------------|------------------|
| | |

Next Steps in Plan Development / Implementation:

-

| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
|------|-----------------|-----------------------|---------------------|-----------------|-----------------|--------------------|-----------------|--------------------|--------------------|--|
| 90 | Ponce | Atlas Prometheus | English 1 | English 1 | English 1 | Collaboration | English 1 | English 1 | Prep | |
| 85 | Silberhorn | Atlas Prometheus | AP US History | AP US History | Ethnic Studies | Collaboration | Ethnic Studies | Prep | Ethnic Studies | |
| 70 | McGhee-Esquivel | Atlas Prometheus | Biology | Biology | AP Biology | Collaboration | AP Biology | Prep | AP Biology | |
| 64 | Ray | Atlas Prometheus/AP D | Chemistry | Chemistry | Biology | Collaboration | Prep | Biology | Chemistry | |
| 131 | Tucher | Atlas Prometheus | 0.8 | Algebra 1 | Algebra 1 | Collaboration | Algebra 1 | Algebra 1 | Prep | |
| 94 | Sinclair | Atlas Gaia | English 1 | English 1 | English 1 | Collaboration | Prep | English 1 | English 2H | |
| 91 | Reed | Atlas Gaia | AP Human Geography | Ethnic Studies | Ethnic Studies | Collaboration | Ethnic Studies | Prep | AP Human Geography | |
| 66 | Wilburn | Atlas Gaia | Biology | Biology | Biology | Collaboration | Biology | Biology | Prep | |
| 112 | Litster | Atlas Gaia | AP Computer Science | Algebra 1 | Algebra 1 | Collaboration | Algebra 1 | Prep | AP Calculus AB | |
| 133 | Lo | Atlas Gaia | Geometry | Geometry | Geometry | Collaboration | Prep | Algebra 1 | Algebra 1 | |
| 84 | Alem | Instructional Coach | Coaching | Coaching | Coaching | Collaboration | Prep | Coaching | PD Planning | |
| 84 | Waller | Literacy Specialist | Coaching | Coaching | Coaching | Collaboration | Prep | Coaching | PD Planning | |
| 55 | Araiza | Newcomer/ELD | English 1/2 ELD | HS ELD 1/2 | Prep | HS ELD 4 | Collaboration | English 3/ELD | HS ELD 3 | |
| 52 | Shafer (.8) | ELD | Prep | Acad. ELD 2/3/4 | Acad. ELD 2/3/4 | Journalism | Collaboration | Journalism Release | 0.8 | |
| 56 | Barbuto | Newcomer/ELD/CHED | Econ/Gov (12) | SEI US History | Prep | Acad. ELD 1/2/3/4 | Collaboration | SEI Wrlld History | HS ELD 5 | |
| GYM | Adams | PE | Prep | PE 9/PE 10-12 | PE 9/PE 10-12 | AD Release | PE 9/PE 10-12 | PE 9/PE 10-12 | Prep | |
| GYM | Debellotte | PE | PE 9/PE 10-12 | Prep | PE 9/PE 10-12 | PE 9/PE 10-12 | Prep | PE 9/PE 10-12 | PE 9/PE 10-12 | |
| GYM | Salazar | PE | PE 9/PE 10-12 | PE 9/PE 10-12 | Prep | PE 9/PE 10-12 | PE 9/PE 10-12 | Prep | PE 9/PE 10-12 | |
| 74 | Akatugba | Green | Physics (11) | Collaboration | Physics ES (11) | Director's Release | Physics ES (11) | Physics ES (11) | Prep | |

| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
|----------|-----------------|--------------------|---------------------------------|--------------------------------|----------------------|--------------------------|-----------------------|---------------------------------|---------------------------------|--|
| 68 | Van Hare | Green | Sustainability (10) | Collaboration | Sustainability (10) | Sustainability (10) | Urban Ecology | Prep | Urban Ecology | |
| 20 | Carroll | Green | Sustainable Syst. (1) | Collaboration | AP Physics 1 | Physics | Sustainable Syst. (1) | Sustainable Syst. (1) | Prep | |
| 51 | B. Johnson | Green | US History (11) | Collaboration | Gov/Econ (12) | Gov/Econ (12) | Prep | AP US History | US History (11) | |
| 42 | Rahmaan | Green | World History (10) | Collaboration | World History (10) | AP US History | US History (11) | US History (11) | Prep | |
| 76 | Clayton | Green | APEX Science | Collaboration | Chemistry (10) | Chemistry (10) | Prep | Chemistry (10) | Physics | |
| 113 | Stewart | Green | English 2H | Collaboration | English 3 (11) | English 3 (11) | Prep | English 2 (10) | English 2 (10) | |
| 77 | Lopez | Green | AP English Language | Collaboration | AP English Language | AP English Language | English 4 (12) | English 4 (12) | Prep | |
| 43 | Ferrera | Arts Ent. & Design | Multimedia Arts (1) | Multimedia Arts (1) | Collaboration | Graphic Design | Multimedia Arts (1) | Prep | Multimedia Arts (11) | |
| 46 | Brown | Arts Ent. & Design | English 2 (10) | English 4 (12) | Collaboration | English 4 (12) | English 2 (10) | English 4 (12) | Prep | |
| 49 | Xia | Arts Ent. & Design | AP World History | US History (11) | Collaboration | AP World History | US History (11) | Prep | US History (11) | |
| 72 | Yeh | Arts Ent. & Design | Physics (11) | Physics (11) | Collaboration | AP Environmental Science | Physics SEI | AP Environmental Science | Prep | |
| 41 | Spencer | Arts Ent. & Design | Adv. Multimedia Production (12) | Director's Release | Collaboration | Study Skills | Prep | Adv. Multimedia Production (12) | Adv. Multimedia Production (12) | |
| 23 | Leal | Arts Ent. & Design | Design Foundations | Design Foundations | Collaboration | Digital Photography | Digital Photography | Prep | Art Design Foundations (10) | |
| 21 | Thomas (.8) | Arts Ent. & Design | AP Studio Art (12) | Illustration | Collaboration | Illustration | AP Studio Art | Prep | .8 Release | |
| 95 | Dolan | Arts Ent. & Design | English 3 (11) | English 2H (10) | Collaboration | English 3 (11) | Prep | English 3 (11) | English 2H (10) | |
| 10B | Brooks | Arts Ent. & Design | AP Government | AP Government | Collaboration | Econ/Gov (12) | Econ/Gov (12) | AP Government | Prep | |
| 47 | Iglesias Elenes | Arts Ent. & Design | APEX History | AP World History | Collaboration | World History (10) | World History (10) | Prep | AP World History | |
| 12B | Espinosa | Education | Intro to Educ. (10) | Prncpl. Teach. & Learning (12) | Prep | Intro to Educ.(10) | Collaboration | Prncpl. Teach. & Learning (12) | Prncpl. Teach. & Learning (12) | |
| 12C | Hill | Education | Prep | Educ. Psych (11) | Educ. Psych *NC (11) | Educ. Psych (11) | Collaboration | Intro to Educ.(10) | Directors Release | |
| Port. 15 | Roe | Education | AP Literature | Prep | AP Literature | English 4 (12) | Collaboration | AP Literature | English 4 (12) | |
| 71 | Braggs | Education | Chemistry (10) | Chemistry (10) | Chemistry (10) | Prep | Collaboration | Chemistry (10) | AP Chemistry | |
| 73 | Kasai | Education | Physiology (11) | Prep | Physiology (11) | Physiology *NC (11) | Collaboration | Physiology (11) | Physiology (11) | |

| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
|---------------|------------------|----------------|--------------------------|-----------------------------|----------------|------------------|------------------------|--------------------|------------------------|----------------|
| 104 | Ropp | Education | Econ/Gov [APD] (12) | Econ/Gov (12) | AP Human Geo | Prep | Collaboration | World History (10) | World History (10) | |
| 69 | Nelson | Education | Prep | English 2 (10) | English 2 (10) | English 2 (10) | Collaboration | English 3 (11) | English 3 (11) | |
| 111 | Morales | Math | Prep | Geometry | Geometry SEI | Geometry | Geometry | Collaboration | Geometry | |
| 61 | Paauwe | Math | Data Science | Prep | Data Science | AP Calculus BC | Compression | Compression | Collaboration | |
| 110 | Jayakumar | Math | AP Statistics | Algebra 2 | Prep | Algebra 2 | AP Statistics | Algebra 2 | Collaboration | |
| 130 | Regan | Math | Algebra 2 | AP Calculus AB | Algebra 2 | Prep | Algebra 2 | Algebra 2 | Collaboration | |
| 132 | Mendez | Math | Algebra 2 SEI | Geometry | Prep | Geometry | Geometry | Collaboration | Math Analysis HP | |
| 37 | Ozdemir | World Language | French 3/H/AP | Prep | French 1 | French 1 | French 2 | French 2 | Collaboration | |
| 35 | Zapeta | World Language | Spanish 2 | Spanish 2 | Collaboration | Spanish 2 | Spanish 2 | Prep | EPH 3 | |
| 39 | Valdez | World Language | Collaboration | EPH 2 | Spanish 1 | Spanish 1 | Prep | EPH 2 | Spanish 1 | |
| 32 | Elias | World Language | Collaboration/Prep | Spanish 3/H | Spanish 3/H | Spanish 3/H | Spanish 3/H | AP Spanish | Collaboration/Prep | |
| 38 | Rose | World Language | Spanish 4/H | Spanish 4/H | Collaboration | Spanish 2 | Construction | Prep | Construction | |
| Theater | Soi | VAPA/Electives | Theater Director Release | Prep | Stagecraft | Stagecraft | Collaboration | Stagecraft | Stagecraft | |
| M1 | Harris | VAPA/Electives | Music Production | Music Production | Collaboration | Music Production | Music Production | Prep | Music Production | |
| 25 | Haubrich | VAPA/Electives | Ceramics | Ceramics | Collaboration | Ceramics | Ceramics Adv. Ceramics | Ceramics | Prep | |
| Dance Studio | James | VAPA/Electives | Prep | Int. Dance | Beg. Dance | Beg. Dance | Collaboration | Beg. Dance | Dance Production | DE Dance Comp. |
| M3/Choir (M4) | Green | VAPA/Electives | Choir | Jazz Band | Orchestra | Moden Band | Collaboration | 0.8 | 0.8 | |
| M2 | Makeba | VAPA/Electives | Drama CTE | rofessional Dram Honors CTE | Drama CTE | Prep | Collaboration | 0.5 | 0.5 | |
| 38 | Rose | World Language | Spanish 4/H | Spanish 4/H | Collaboration | Spanish 2 | Construction | Prep | Construction | |
| 93 | A. Lopez [Vacan | Electives | Case Managemen | Case Managemen | Case Managemen | Collaboration | | Case Managemen | Chicano Studies [Boys] | |
| 100 | E. Diaz [Vacaney | Electives | Case Managemen | Chicano Studies [Girls] | Raza Studies | Collaboration | Prep | Case Managemen | Case Management | |

| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
|--|--------------|--------------------|-----------------|--|------------------------------|--|--|---------------------------------------|-----------------|--|
| 101 | Vacancy M | Electives | Case Management | Social Psych Dual Enrollment | AAMA | Collaboration | AAMA | Prep | Case Management | |
| 102 | Nia | Electives | Prep | Case Management | AAFE | Collaboration | AAFE | DE | Case Management | |
| 10C | Phan-Kohles | Electives | Prep | Leadership | Leadership | Leadership | Leadership | Intro to Forensic Investigation DE | Collaboration | |
| 62 | Nuno | Credit Recovery | Release | Release | Release | Release | Release | Prep | APEX History | |
| 62 | Huang | Math Support | Algebra Success | Algebra Success | Prep | Algebra Success | Algebra Success | Algebra Success | Prep | |
| RSP Team: Resource Teacher + ISS | | | | | | | | | | |
| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
| 48 | Clark | AED 11-12 | SETSS* | Stdy Skl 11 | Collaboration | SETSS* | Stdy Skl 12 | SETSS* | Prep | |
| 14 | Murray | CHED 10-12 | SETSS* | Stdy Skl 12 | Prep | SETSS* | Collaboration | Stdy Skl 10-11 | SETSS* | |
| 92 | Akuluze | AED 10-11 | SETSS* | Study Skills 10-11 | Collaboration | SETSS* | Prep | Study Skills 10-11 | SETSS* | |
| 82 | Oparaocha | Green 10-12 | SETSS* | Collaboration | Stdy Skl 12 | SETSS* | Stdy Skl 10/11 | SETSS* | Prep | |
| 63 | Normant | Atlas | Stdy Skl 9 | SETSS* | SETSS* | Collaboration | Prep | SETSS* | Stdy Skl 9 | |
| 13B | S. Hopkins | All Pathways | SETSS* | SETSS* | SETSS* | Collaboration | SETSS* | SETSS* | Prep | |
| Mild/Mod SDC: Mild/Mod Teacher + ISS | | | | | | | | | | |
| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
| 80 | E. Smith | Atlas 9 | SETSS* | L1 Math Algebra1 Geometry Algebra 2 | Study Skills 9 | Collaboration | L1 Math Algebra1 Geometry Algebra 2 | Prep | SETSS* | |
| 103 | Sjobring | AED 11 | SETSS* | Stdy Skl 11 | Collaboration | L1 Math Algebra1 Geometry Algebra 2 | L1 Math Algebra1 Geometry Algebra 2 | Prep | SETSS* | |
| 11A | Simon-Bryant | AED 12 | SETSS* | Stdy Skl 12 | Collaboration | L1 English 1 L1 Enlgish 2 | L1 English 1 L1 Enlgish 2 | SETSS* | Prep | |
| 67 | Banga | Green 10 | SETSS* | Collaboration | L1 English 3 L1 Enlgish 4 | Stdy Skl 10 | Prep | L1 English 3 L1 Enlgish 4 | SETSS* | |
| Mild/Mod CE + ICE SDC: Teacher + Para +Therapist | | | | | | | | | | |
| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
| 36 | Huerta | All House/PW | ELA L1 (1-4) | SETSS* | Study Skills 9-12 | Prep | SETSS* | ELA L1 (1-4) | Collaboration | |
| 12A | Donahue | All House/PW | SETSS* | Mth L1 A/G/A2 | Prep | Mth L1 A/G/A2 | Study Skills 9-12 | SETSS* | Collaboration | |

| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
|--|----------|--------------|-------------------------------|------------------------------|------------------------------|--------------------------|-------------------------------|-------------------------------|-------------------------------|--|
| MOD/EXT SDC: Teacher + Paras | | | | | | | | | | |
| 24 | Eagleton | Green | L2 English 1/2/3/4 | L2 Math 9/10/11/12 | P.E. ADPT 9/10/11/12 | L2 Science 9/10/11/12 | L2 History 9/10/11/12 | L2 Life Skills 9/10/11/12 | L2 Study Skills 9/10/11/12 | |
| 30 | Naughton | Education | L2 English 1/2/3/4 | L2 Math 9/10/11/12 | L2 Life Skills 9/10/11/12 | L2 Science 9/10/11/12 | L2 History 9/10/11/12 | P.E. ADPT 9/10/11/12 | L2 Study Skills 9/10/11/12 | |
| 33 | Maniwa | APD | L2 Study Skills 9/10/11/12 | L2 Life Skills 9/10/11/12 | L2 Eng 9/10/11/12 | Collab/Prep | Collab/Prep | L2 Math 9/10/11/12 | L2 Science 1/2/3/4 | |
| 60 | Clay | APD | L2 English 1/2/3/4 | Collab/Prep | L2 Soc Stud 9/10/11/12 | L2 Science 9/10/11/12 | L2 Study Skills 9/10/11/12 | Collab/Prep | L2 Math 9/10/11/12 | |
| DHH +Visually Impaired: Teacher + Para | | | | | | | | | | |
| Room | Teacher | Program | 1st Period | 2nd Period | 3rd Period | 4th Period | 5th period | 6th Period | 7th Period | |
| 83 | Levy | All Pathways | SETSS* | Study Skills 9-12 | SETSS* | Collaboration | Study Skills 9-12 | SETSS* | Prep | |
| 41 | Spencer | All Pathways | Adv. Multimedia Production | Director's Release | Collaboration | Study Skills 9-12 | Prep | Adv. Multimedia Production | Adv. Multimedia Production | |