

**MEASURES 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**

**David Kakishiba**, Chair  
kakishiba@gmail.com

**Marc Tafolla**, Vice Chair  
marctafolla@gmail.com

**Katy Nuñez-Adler**, Secretary  
katynunez.adler@gmail.com

**James. Harris**, Member  
james@510media.com

**Gary Yee**, Member  
Yeega125@gmail.com

Board Office Use: Legislative File Info.	
File ID Number	24-0728
Introduction Date	5/21/24
Enactment Number	
Enactment Date	

# Memo

**To** Measures N and H – College and Career Readiness Commission

**From** Vanessa Sifuentes, High School Network Superintendent

**Board Meeting Date**

**Subject** 2024-2025 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Skyline High School 306

**Action Requested and  
Recommendation**

Adoption by the Measures N and H – College and Career Readiness Commission of the 2024-2025 Measure N/Measure H Education Improvement Plan and Assessment for Skyline High School as “Approved,” with a base allocation of \$1,217,200.00 and a strategic carryover allocation of \$193,699.73 for a total allocation not to exceed \$1,410,899.73.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2024-2025 Measure N/Measure H Education Improvement Plan - Skyline
- 2024-2025 Measure N/Measure H Education Improvement Plan Assessment – Skyline

2024-2025 MEASURE H BUDGET			
Effective: July 1, 2024 - June 30, 2025			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$1,217,200.00	\$1,217,200.00	\$0.00

\*Funding Allocation is based on school's 2023-24 student enrollment count, Oakland Residents only (1432) 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	"Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE that teaches Graphic Design and Digital Photography. This CTE teacher will develop and provide access to relevant work-based learning experiences in these career fields. As part of Visual Arts Pathway teaching team, this teacher incorporates her background in design to embed elements of design and art into teachings across all courses in Visual & Performing Arts Pathway. PCN 2976 - Lisa Leal (Salary and Benefit costs included)"	\$97,395.71	1105	Teacher Salaries	Teacher	1.0 FTE	Visual & Perf Arts
306-2	"Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE that teaches CTE Illustration and AP Studio Art. This CTE teacher will develop and provide access to relevant work-based learning experiences in these career fields. As part of Visual Arts Pathway teaching team, this teacher incorporates her professional background in visual and commercial arts into teachings that impact the Visual & Performing Arts Pathway. PCN 2683 - Rachel Kantor (Salary and Benefit costs included)"	\$127,561.72	1105	Teacher Salaries	Teacher	1.0 FTE	Visual & Perf Arts
306-3	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)	\$110,647.34	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Tech
306-4	"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)"	\$80,401.73	1105	Teacher Salaries	Teacher	0.8 FTE	Visual & Perf Arts

306-5	<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	
306-6	<p>Pupil Support Salaries / Counselor: Hire a Counselor, at 1.0 FTE, for the Education &amp; 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 --&gt; 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
306-7	<p>Clerical Salaries: Hire a Pathway Case Manager, at 0.65 FTE. , for the Visual &amp; 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 --&gt; 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
306-8	<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 --&gt; one for each pathway and one for Atlas- 9th Grade). PCN 8801 - Felioe Bobino Jr (Salary and Benefit costs included)</p>	\$64,774.05	2405	Clerical Salaries	Case Manager 24	0.5 FTE	Green Energy
306-9	<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

306-10	Clerical Salaries: Hire a Work Based Learning Liason at 1.0 FTE. The WBL 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 - Day'Marr Johnson (Salary and Benefit costs included)	\$158,194.04	2405	Site Liason	WBL Liason	1.0 FTE	Whole School
306-11	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.	\$26,952.06	5826	Transportation Costs			Whole School
306-12	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
306-13	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
306-14	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
306-15	Extra Time/ over time for Case managers embeded 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
306-16	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
306-17							
306-18							

306-19	Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits. Charter buses for Community Health-related College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.	\$10,000.00	5826	Professional Contracted Bus Services			Ed & Comm Health
306-20	Teacher Substitutes: Substitute coverage for the Education & Comm Health Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Ed & Comm Health-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)"	\$3,000.00	1150	Teachers Substitutes			Ed & Comm Health
306-13	Admission Fees: Admission for students to attend Career Exploration Visits and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, and meet and interact with professionals in different industries and organizations."	\$1,500.00	5829	Admission Fees			Ed & Comm Health
306-22	Materials and Supplies: materials & supplies for the Education & Comm Health Pathway teachers to support the design and implementation of student projects and project-based learning aligned with Education & Comm Health Pathway and introduce students to pathway-aligned careers and interests. Materials will include CTE-aligned supplies specifically required for pathway integration."	\$5,500.00	4310	Supplies & Materials			Ed & Comm Health
306-23	Classified Support Salaries: Hire 1 Newcomer Assistant, at 0.27 FTE. The Newcomer Assistant will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorted Ed & Community Health pathway classes supporting full engagement, language fluency development, strengthen integration with pathway activities, including internships, college and career field trips, academic interventions including after school tutoring. These actions align with our whole focus on literacy development across all pathways/houses. .27 FTE (Salary and Benefit costs included)	\$20,863.44	2105	Classified Support Salaries	Newcomer Assistant	0.27	Ed & Comm Health
306-24	Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits. Charter buses for College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.	\$10,000.00	5826	Professional Contracted Bus Services			VAPA

306-25	<p>Teacher Salaries Stipends: Extended Contracts for the VAPA Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</p> <p>Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the VAPA CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work we will support all students in the VAPA (approximately 350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway.</p> <p>Budget Calculation: \$38.50 per hour x 12 total hours + 25% benefit costs = \$924 x 8 Teachers = \$4620. (Salary &amp; Benefit Costs Included)</p>	\$4,620.00	1120	Teacher Salaries Stipends			VAPA
306-26	<p>Teacher Substitutes: Substitute coverage for the VAPA Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Energy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary &amp; Benefit Costs Included)"</p>	\$3,000.00	1150	Teachers Substitutes			VAPA
306-27	<p>Admission Fees: Admission for students to attend Career Exploration Visits and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, and meet and interact with professionals in different industries and organizations."</p>	\$1,500.00	5829	Admission Fees			VAPA
306-28	<p>Materials and Supplies: materials &amp; supplies for the cohorted academic classes to support the design and implementation of student projects and project-based learning aligned with VAPA</p>	\$5,500.00	4310	Supplies & Materials			VAPA

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: SKYLINE HIGH SCHOOL

Site #: 306

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$1,342,150.00	\$1,342,150.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (1,579) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
306-1	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)	\$98,707.41	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
306-2	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)	\$85,740.23	1205	Pupil Support Salaries / Counselor	Counselor	.70 FTE	Education & Community Health Academy
306-3	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)	\$121,860.58	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Green Energy Academy
306-4	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)	\$105,951.94	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Whole School
306-5	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)	\$151,494.71	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Science & Technology Academy

306-6	<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
306-7	<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
306-8	<p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Visual &amp; Performing Arts Academy Pathway. The CTE Teacher will ensure every student in the Visual &amp; 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
306-9	<p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy. The CTE Teacher will ensure every student in the Visual &amp; 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
306-10	<p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy. The CTE Teacher will ensure every student in the Visual &amp; 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
306-11	<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

306-12	<p>Teacher Salaries: Hire a CTE Teacher, at .26 FTE for the Computer Science &amp; Technology Academy. The CTE Teacher will ensure every student in the Computer Science &amp; Technology Academy have access to a core CTE sequence. His duties include: Continue to teach CTE courses aligned to the Computer Science &amp; Technology Academy; support all enrolled students in achieving the pathway standards of the Computer Science &amp; 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
306-13	<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
306-14	<p>Allocation of \$15,801.34 to the Computer Science &amp; Technology Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Science &amp; Technology Academy Tab for expenditures)</p>	\$0.00	4399	Surplus			Computer Science & Technology Academy
306-15	<p>Allocation of \$18,214.23 to the Education &amp; Community Health Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education &amp; Community Health Academy tab for expenditures)</p>	\$0.00	4399	Surplus			Education & Community Health Academy
306-16	<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
306-17	<p>Allocation Of \$18,214.25 to the Visual &amp; Performing Arts Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Visual &amp; Performing Arts Academy tab for expenditures)</p>	\$0.00	4399	Surplus			Visual & Performing Arts Academy
306-18	<p>Teacher Salaries Stipends: Extended Contracts for the Green Energy Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work we will support all students in the Green Energy Academy (approximately 350 students). 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 29 total hours + 25% benefit costs = \$1,395.63 x 8 Teachers = \$11,165.00. (Salary &amp; Benefit Costs Included)</p>	\$10,694.51	1120	Teacher Salaries Stipends			Green Energy Academy
306-19	<p>Conference Expenses: Travel Expenses for the Green Energy Academy Teachers/Staff. To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, etc). Funding will be used for travel expenses, registration fees, and applicable meals.</p>	\$4,719.98	5220	Conference Expenses			Green Energy Academy

306-20	Teachers Substitutes: Substitute coverage for the Green Energy Academy Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Energy Academy pathway 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)	\$2,799.73	1150	Teachers Substitutes			Green Energy Academy
306-21	Teacher Salaries Stipends: Extended Contracts for the Computer Science & Technology Academy Teachers/Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with Computer Science & Technology Academy CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Computer Science & Technology Academy (approximately 350 students). 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 26 total hours + 25% benefit costs = \$1,2521.25 x 9 Teachers = \$11,261.25. (Salary & Benefit Costs)	\$10,790.72	1120	Teacher Salaries Stipends			Computer Science & Technology Academy
306-22	Conference Expenses: Travel expenses for Computer Science & Technology Academy Teacher/Staff. To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, Linked Learning Conferences, or other PBL conferences). Funding will be used for travel expenses, registration fees, and applicable meals.	\$4,623.78	5220	Conference Expenses			Computer Science & Technology Academy
306-23	Teachers Substitutes: Substitute coverage for the Computer Science & Technology Academy Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs)	\$386.84	1150	Teachers Substitutes			Computer Science & Technology Academy
306-24	Teacher Salaries Stipends: Extended Contracts for Education & Community Health Academy Teachers/Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with Education & Community Health Academy Career and Technical Education standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Education & Community Health Academy (approximately 350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway and not to exceed the approved amount. Budget Calculation: \$38.50 per hour x 31 total hours + 25% benefit costs = \$1,491.88 x 7 Teachers = \$10,443.16. (Salary & Benefit Costs)	\$9,972.63	1120	Teacher Salaries Stipends			Education & Community Health Academy

306-25	Conference Expenses: Travel Expenses for the Education & Community Health Academy Teacher/Staff. Funding for staff to attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers/Linked Learning etc). Funding will be used for travel expenses, registration fees, and applicable meals.	\$3,308.54	5220	Conference Expenses		Education & Community Health Academy
306-26	Teachers Substitutes: Substitute Coverage for Education & Community Health Academy Teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Education & Community Health Academy activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	\$1,377.52	1150	Teachers Substitutes		Education & Community Health Academy
306-27	Transportation Costs: Charter Bus rentals for the Education & Community Health Academy students to attend College and Career Exploration Field Trips. College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Education & Community Health Academy theme.	\$2,844.44	5826	Transportation Costs		Education & Community Health Academy
306-28	Bus Passes: To purchase AC Transit and/or BART Tickets for the Education & Community Health Academy students. To provide students with equitable transportation options for school year and summer internships, college and career field trips, and work based learning opportunities.	\$711.10	5820	Bus Passes		Education & Community Health Academy
306-29	Teacher Salaries Stipends: Extended Contracts for the Visual & Performing Arts Academy Teachers/Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the Visual & Performing Arts Academy CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Visual & Performing Arts Academy (approximately 350 students). 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 16 total hours + 25% benefit costs = \$770 x 14 Teachers = \$10,780. (Salary & Benefit Costs)	\$10,309.47	1120	Teacher Salaries Stipends		Visual & Performing Arts Academy
306-30	Conference Expenses: Travel Expenses for the Visual & Performing Arts Academy Teacher/Staff to attend conferences. To learn about best practices in order to integrate them into their pathway (Educating for Careers, etc.). Funding will be used for travel expenses, registration fees, and applicable meals.	\$5,105.03	5220	Conference Expenses		Visual & Performing Arts Academy
306-31	Teacher Substitutes: Substitute coverage for the Visual & Performing Arts Academy Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Visual & Performing Arts Academy 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)	\$2,799.75	1150	Teachers Substitutes		Visual & Performing Arts Academy

<b>School Name:</b>	<b>Skyline High School</b>	<b>Site #:</b>	<b>306</b>
---------------------	----------------------------	----------------	------------

<b>Pathway Name(s):</b>	<b>Green Energy, Computer Science &amp; Technology, Education &amp; Community Health, Visual &amp; Performing Arts (VAPA), 9th Grade Atlas</b>
-------------------------	--

**School Description**

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.

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.

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.

**School Mission and 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.

**School Demographics**

2023-24 Total Enrollment Grades 9-12									1461	% Current Newcomers
										4.2%
Special Populations	% Male	% Female	% Oakland Residents	% LCFE	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe	
	51.1%	48.6%	98.0%	75.2%	13.7%	8.6%	8.8%	2.6%	1.4%	
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported	
	20.8%	0.3%	10.6%	40.2%	1.2%	1.4%	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.

<i>Whole School Indicator</i>	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
<a href="#">Four-Year Cohort Graduation Rate</a>	90.2%	85.1%	95.0%	TBD	97.0%		99.0%
<a href="#">Four-Year Cohort Dropout Rate</a>	5.4%	8.8%	3.0%	TBD	2.0%		1.0%
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	64.4%	63.8%	80.0%	TBD	85.0%		90.0%
<a href="#">On Track to Graduate - 9th Graders</a>	65.0%	54.6%	73.0%	69.6%	75.0%		85.0%
9th Graders meeting A-G requirements	56.7%	49.1%	73.0%	68.5%	75.0%		85.0%
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	4.3%	1.1%	95.0%	TBD	97.0%		100.0%
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	26.0%	20.9%	90.0%	26.3%	90.0%		90.0%
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	100.0%	99.9%	100.0%	99.9%	100.0%		100.0%
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	62.3%	36.6%	80.0%	TBD	85.0%		90.0%
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	25.5%	TBD	30.0%	TBD	32.0%		35.0%
<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	35.7%	TBD	40.0%	TBD	45.0%		50.0%
<i>Focal Student Population Indicator</i>	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	
Four-Year Cohort Graduation Rate	76.5%	83.9%	95.0%	TBD	97.0%		99.0%
Four-Year Cohort Dropout Rate	13.7%	3.2%	3.0%	TBD	2.0%		1.0%
A-G Completion - 12th Grade (12th Grade Graduates)	47.5%	42.3%	85.0%	TBD	85.0%		90.0%
On Track to Graduate - 9th Graders	44.7%	37.8%	75.0%	59.1%	75.0%		85.0%
9th Graders meeting A-G requirements	36.8%	33.3%	75.0%	47.6%	75.0%		85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	1.7%	0.0%	95.0%	TBD	97.0%		100.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.3%	15.4%	95.0%	12.5%	90.0%		90.0%

Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	99.2%	100.0%	100.0%	100.0%		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	50.9%	27.3%	75.0%	TBD	85.0%		90.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	TBD	50.0%	TBD	30.0%		25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	30.0%	TBD	50.0%	TBD	70.0%		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.

<b>Indicator</b>	<b>Strengths</b>	<b>Challenges</b>
<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>	<i>What is our site doing well that's leading to improvements in this indicator?</i>	<i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>

<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (Analyze these two indicators together)	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.
---	---	--

<b>A-G Completion - 12th Grade</b>	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
------------------------------------	--	--

<b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> (Analyze these two indicators together)	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.
--	---	---

<b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> (Analyze these two indicators together)	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**  
*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?*

- 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**

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>
<b>Supervisor &amp; Administrator Salaries: Hire a Pathway Coach, at .50 FTE.</b> 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)	\$98,707.41	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School

<p><b>Pupil Support Salaries / Counselor: Hire a Counselor, at .70 FTE, for the Education &amp; Community Health Academy.</b>  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 --&gt; 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><b>Pupil Support Salaries / Counselor: Hire a Counselor at 1.0 FTE, for the Green Energy Academy.</b>  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 --&gt; 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><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b>  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><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b>  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><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b>  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
<p><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b>  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><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Visual &amp; Performing Arts Academy Pathway.</b>  The CTE Teacher will ensure every student in the Visual &amp; 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><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy.</b>  The CTE Teacher will ensure every student in the Visual &amp; 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><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy.</b>  The CTE Teacher will ensure every student in the Visual &amp; 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><b>Teacher Salaries: Hire an CTE Teacher, at .30 FTE for the Green Energy Academy.</b>  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><b>Teacher Salaries: Hire a CTE Teacher, at .26 FTE for the Computer Science &amp; Technology Academy.</b>  The CTE Teacher will ensure every student in the Computer Science &amp; Technology Academy have access to a core CTE sequence. His duties include: Continue to teach CTE courses aligned to the Computer Science &amp; Technology Academy; support all enrolled students in achieving the pathway standards of the Computer Science &amp; 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><b>Clerical Salaries: Hire Bilingual Administrative Assistant II Bilingual, at .40 FTE.</b>  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><b>Allocation of \$15,801.34 to the Computer Science &amp; Technology Academy:</b>  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Science &amp; Technology Academy Tab for expenditures)</p>	\$0.00	4399	Surplus			Computer Science & Technology Academy
<p><b>Allocation of \$18,214.23 to the Education &amp; Community Health Academy:</b>  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education &amp; Community Health Academy tab for expenditures)</p>	\$0.00	4399	Surplus			Education & Community Health Academy
<p><b>Allocation of \$18,214.22 to the Green Energy Academy:</b>  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><b>Allocation Of \$18,214.25 to the Visual &amp; Performing Arts Academy:</b>  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Visual &amp; 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	<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Year 1 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>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.</p>	<p>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 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.</p> <p>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 this school year and 3% decrease in moderate absence.</p> <p>Tier I actions to address conduct, credit deficiency, and students who struggle academically</p> <ul style="list-style-type: none"> <li>-after school tutoring 4X per week in all subject areas</li> <li>-tardy sweeps whole school facilitated by Attendance Team, incl both announced and unannounced</li> <li>-grade level and pathway/house assemblies to communicate consequences for poor conduct</li> <li>-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</li> <li>-careful transcript audits and counseling push in for all grade levels</li> <li>-grade level family meetings for better understanding of A-G requirements, grad requirements, college planning and application process and support</li> <li>-weekly robocalls, texts, emails to parents of those with 3+ period absences each week</li> <li>-positive incentives program that began in 2nd semester with students purchasing items using Titan Way awards</li> </ul> <p>Tier II actions to address conduct, credit deficiency, and students who struggle academically</p> <ul style="list-style-type: none"> <li>-Grade Boost program for credit recovery with around 8 teachers and 125 students recovering credit in math, social studies, English, Art, PE, physical science</li> <li>-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</li> <li>-parent evening meetings inviting families of students with high absence/tardy rates</li> <li>-Tardy Sweep - family contact with robocall, tardy sweep self reflection</li> <li>-weekly pizza party as attendance /tardy improvement began 2nd semester</li> <li>-at least 200 students on academic contract as result of evening parent engagement for truancy</li> <li>-pathway/house/case managers facilitate SST with struggling students</li> </ul> <p>Tier III actions to address conduct, credit deficiency, and students who struggle academically</p> <ul style="list-style-type: none"> <li>-home visits</li> <li>-individual case management with case manager, school counselor, or Credible Messenger</li> <li>-therapy, counseling, group work with certified clinician</li> </ul>
<p>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.</p>	<p>This year we implemented 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.</p> <p>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.</p> <p>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.</p>

<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 resumer 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&amp;E, OUSD Central Kitchen, OTX West, The Rose Foundation.</p> <p>Education &amp; 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 &amp; Recruitment, Highland Hospital, Kaiser Hospital, Asian Health Services</p> <p>Visual &amp; Perf Arts Pathway typically has around 25-30 student participants. Some of their strongest partnership are: MOCHA, Civic Design Studio, Youth Beat, Beats, Rhymes &amp; Life, The Crucible, Community Reading Buddies, Children's Fairyland, chef-in-training programs at Sprouts, YouthRadio,</p> <p>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 &amp; 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.</p> <p>All pathways have been prioritizing college visits, mock interviews, and Capstone expert interviews, to strengthen college-going culture and career preparation.</p> <p>Key ways we intend to address school-wide academic rigor:</p> <ul style="list-style-type: none"> <li>-continue with PD focus on clarity with learning targets, literacy, student-to-student talk, reading texts and reading comprehension</li> <li>-hiring TSA Literacy specialist with experience leading school-wide literacy professional development in all disciplines</li> <li>-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</li> <li>-increase after school tutoring program</li> <li>-increase 1:1 teacher mentoring and coaching and developing an open and collegial practice of teacher learning from other teachers</li> <li>-utilize student graduate outcomes to design projects and assignments with appropriate scaffolds</li> <li>-use data to inform our professional learning for whole site, ILT, and small learning communities</li> </ul>

<p>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.</p>	<p>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.</p> <p>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.</p> <p>How we plan to continue this progress:</p> <ul style="list-style-type: none"> <li>-continue to develop WBL Liason and the year-long site WBL plan, strengthening his relationships with the 4 pathway teams and their community partners</li> <li>-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</li> <li>-ensure that WBL liason works in strong collaboration with College Access Team and Counseling team (monthly meeting to ensure alignment</li> <li>-reassess methods of communication to students + families with opportunities (for example: grade level Google Classrooms) for scholarships, internships, other opportunities</li> <li>-understand which pathway or pathway teacher needs more support with regards to the signature WBL activities (how to plan, lesson plans, industry field trip)</li> <li>-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.</li> </ul>
---	---

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

<p><b>2024-2025 Strategic Actions</b>          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.  <i>Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 new or revised, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?</i></p>
<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.</p>
<p>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</p>
<p>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, Ed&amp;Comm Health, and VAPA pathways (use Green as model).</p>
<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>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 &amp; Culture committee, pathway student recruitment, 9th grade student recruitment, community &amp; family engagement, and essential stakeholder feedback for school improvement with representation from each pathway.</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>

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

<b>2024-2025 Budget: Enabling Conditions Whole School</b>								
<b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME (if applicable)</b>	<b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
Empty cell for budget justification								

<p>"Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE that teaches Graphic Design and Digital Photography. This CTE teacher will develop and provide access to relevant work-based learning experiences in these career fields. As part of Visual Arts Pathway teaching team, this teacher incorporates her background in design to embed elements of design and art into teachings across all courses in Visual &amp; Performing Arts Pathway. PCN 2976 - Lisa Leal (Salary and Benefit costs included)"</p>	\$97,395.71	1105	Teacher Salaries	Teacher	1.0 FTE	Visual & Perf Arts	Conditionally Approved	
<p>"Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE that teaches CTE Illustration and AP Studio Art. This CTE teacher will develop and provide access to relevant work-based learning experiences in these career fields. As part of Visual Arts Pathway teaching team, this teacher incorporates her professional background in visual and commercial arts into teachings that impact the Visual &amp; Performing Arts Pathway. PCN 2683 - Rachel Kantor (Salary and Benefit costs included)"</p>	\$127,561.72	1105	Teacher Salaries	Teacher	1.0 FTE	Visual & Perf Arts	Approved	
<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 --&gt; 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 &amp; 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 &amp; 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 --&gt; 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 &amp; 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 --&gt; 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 --&gt; one for each pathway and one for Atlas- 9th Grade). PCN 8801 - Felioe 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 Liason 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 Liason	WBL Liason	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
<p>Teacher Salaries Stipends: Extended Contracts for the focal group Teachers/staff (newcomer, affinity groups, special education, 9th grade, disengaged students) to attend Collaboration &amp; 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 &amp; Benefit Costs Included)</p>	\$9,625.00	1120	Extended Contract			Whole School		Approved
<p>Supervisor &amp; 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>	\$98,484.74	2305	Supervisor, Coaches, Administrator Salaries	College & Career Pathway Coach	0.5 FTE	Whole School		Approved
<p>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 &amp; Benefit Costs Included)"</p>	\$13,000.00	1150	Teacher Substitutes			Whole School	Enabling Conditions	Approved
<p>Extra Time/ over time for Case managers embeded 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.</p>	\$4,500.00	1120	ET/OT Classified			Whole School		Approved
<p>Refreshments: Whole School Events for Academies that involve students and families (e.g., Academy Information Night, Academy Recognition events, etc.)</p>	\$13,467.36	4311	Meeting Refreshments			Whole School	Conditionally Approved	

<b>Pathway Name:</b>	<b>Green Energy Academy</b>		<b>Program #:</b>	<b>3830</b>
<b>Mission and Vision</b>	<p><b>Mission:</b> Green Academy provides students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental control technology. The Green Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry level technical training position with career potential.</p> <p><b>Vision:</b> Green Academy prepares students to meet the criteria of the Oakland graduate profile and our pathway student outcomes of competency in the Career Technical Education aspect of our Green Energy Pathway. In providing this preparation students will gain skills in Communication, Critical Thinking, Creativity and Collaboration as well as industry specific knowledge related to the field of Green Energy. Green Academy students will graduate from Skyline with a clear plan for further pursuits in the college or career path of their informed choice. In 17-18 we started offering a pre-apprenticeship program open to all students in construction. The program is designed to target students with low engagement in academic courses and prepare them for a pathway through Peralta CTE programs into a local trade apprenticeship.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	

<p><b>Integrated Program of Study</b>  Equitable Admissions  Cohort Structure  Curriculum and Instructional Design and Delivery  Assessment of Learning  Early College Credit Opportunities  Partner Input and Validation</p>	<p><b>Curriculum + Instructional Design</b>  STEM pathway- CTE &amp; NGSS standards aligned. UCCI approved.</p> <p>10th grade -  1st semester - CTE focuses on nonrenewable and renewable energy and the electrical grid. Students write a regulation to make a positive change in one of these areas.</p> <p>YPLAN Client- city of Oakland. Students work on a project to propose how green infrastructure aligned with the Oakland ECAP</p> <p>Integrated project – life cycle model</p> <p>11th grade - GreenTown project – looking at skills and jobs that will be needed in the future. Importance not only of college preparation but also skilled trades. Working on developing internships with PG&amp;E.</p> <p>11th Grade ELA  ELA sometimes does unit-end feedback. An example is provided here–Unit Feedback Forms–example from On Earth We're Briefly Gorgeous unit  Opportunities for multiple opportunities to show mastery through rubric-based grading and revision process as shown in gradebook guide</p> <p>12th Grade - Action projects that are part of the Capstone are being done in groups. Creating more direct engagement with the community partners.  Students are developing longer term relationships with community organizations  <b>Assessment of Learning</b>  Standardized rubrics, based on and scaffolded out from Capstone skills. Evident in projects designed to align with Pathway Graduate Profile.</p> <p>Capstone Project Presentations for all 12th grade students.</p> <p>10th grade chemistry classes and 12th grade capstone classes have been presenting to each other to develop relationships and help the 10th grade students understand future capstone expectations</p>	<p>-9th grade integrated projects  - can increase distributed leadership, build capacity of teaching team</p> <p>-Building student vocab around science and standards needed for students to be successful in their research and their capstone, increase use of reading strategies and use of text across all content areas</p>	<p>Address equity gap in the Green pathway -- 12th gr. A-G Completion rate 62% African American/ 63% Latino/ 73% all students. Pathway can address this gap through looking at student work in relation to this equity gap, seeing/analyzing examples of various pieces of work from different group, identifying learning gaps, re-teaching, and use of mastery-based grading. Some work with alternate forms of assessment as well.</p> <p>Identify specific vocab building strategies, reading strategies to try. Share best practices in collaboration, pathway teachers commit to trying certain number of these strategies. Team builds in time for looking at student work afterwards. Build these strategies into major projects.</p>
<p><b>Work Based Learning</b>  Work Based Learning Plans  Student Work Based Learning Experiences and Self Assessments  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>-Strong industry partnerships: Industry partners come to class as mentors, evaluators, presenters.  -Many students participate in internships (summer and school year) as well as job shadows.</p>	<p>Reestablish 10th grade CEVs. The companies that we were visiting have changed their program since the pandemic and can no longer host students.</p> <p>Need to find ways to enable CEVs when many sites are not offering them any more.</p> <p>Need to ensure that all students are reflecting on their WBL activities and integrating their learning into classroom learning.</p>	

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>-Deep focus on student supports and SEL integration week to week as well as intensively in biannual pathway retreats -Continuing to grow robust Green student leadership program</p>	<p>Case manager participation in collab and communicating about our students</p> <p>Talking Points was good for allowing us to communicate in more than 1 language but without it we don't have the resources to reach all of our families</p> <p>Identifying students who are "vanishing" from class early and trying to either re-engage them</p> <p>Trying to get admin to pick up on more student outreach</p> <p>Build socioemotional support groups on campus. Get students to know each other, exchange numbers, stay in contact. &lt;- senior/sophomore mentoring meetings monthly</p> <p>We need support for struggling students, BUT ALSO we need to help students who are looking to get into higher education to prepare them for the stress and time management</p> <p>Teaching students how to be in space with their peers and make relationships that help them feel more connected to their classes, peers, etc..</p> <p>Students feel like they have fewer close friends than before. Can lead to feelings of isolation and lack of motivation</p>	<p>Seniors could get LEED certified during Capstone class next year (Musick registering for summer course to learn how to do this)</p> <p>Guest speakers come in at least twice during school year for follow-up</p> <p>Teach students about their workplace safety rights through Youth@work</p> <p>More family outreach or hosting events on campus to build community and spread information about the options available on campus (multilingual)</p> <p>Try to get college prof or educators to actually talk about the skills needed for their classes</p> <p>Financial aid and issues around financial literacy for college. How do we let students know about the cost of college and tell them about options to make this more affordable</p>
--	---	--	---

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<b>Goal #1:</b> By 2026	By 2026, 100% of pathway students will be making academic progress, working on a WBL map from year to year, and actively engaged in pathway classrooms during instruction, labs and projects, evidenced in learning walk data. Correspondingly, 100% of students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data
<b>Goal #2:</b> By 2026	By 2026, the pathway will significantly decrease the achievement gap for SPED, EL, African American and Latino students from 21-22 A-G completion rate data: 62% African American/ 63% Latino/ 29%SPED/ 73% all students, to 73% for all students.
<b>Goal #3:</b> By 2026	By 2026, Green Pathway Student Leadership group will develop into a leadership body that continuously improves through expanding students' leadership opportunities, collaborating with other student leadership groups in California and throughout the country, and nurturing youth leadership throughout Skyline.

**Pathway Strategic Actions**

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

<b>Strategic Actions for Goal #1</b>	Ongoing analysis of student attendance record, discipline record, and academic performance data (SRI, CAST, OUSD Dashboard data, etc.), along with other anecdotal data, in Collab
	Pathway collaboration regularly features analysis of student work and adjustment of instruction based on student outcomes
	Use our student support protocol to better supporting our students with attendance, behavior and academic needs. Create action plan for pathway tardies and absences.
	Ensure that all teachers are trained and practiced at using Relationship Mapping and in doing intentional relationship work; build this work among pathway team.
	All students will create a google folder to hold their final products and WBL map, for a student portfolio/postsecondary plan
	Provide professional development for all pathway staff on closing the achievement gap. PD on the following: Social emotional learning strategies, differentiated instruction, supporting SPED and EL students in pathway classes, and supporting African American, Latino, EL students and reclassified students who are below grade level in SRI specifically.

<b>Strategic Actions for Goal #2</b>	Implement a pathway family engagement plan and improve communication systems (talking points/other on time messages in home languages, student support meetings with families)
	Reduce the achievement gap for SPED, EL, African American and Latino students by providing Math and English Intervention classes and targeted student support.
	Deepen pathway discussion in alignment with whole school engagement with Mastery Based grading
<b>Strategic Actions for Goal #3</b>	Survey all pathway students and regularly review feedback and adjust pathway instruction, structures, activities and events in accordance with student needs.
	Assess and measure the progress of the student leadership program activities
	Foster networks and build relationships with other student leadership group to learn about strengthening student leadership at Skyline. Begin by identifying schools to visit.

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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>							<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>
<b>Teacher Salaries Stipends: Extended Contracts for the Green Energy Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b> Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work we will support all students in the Green Energy Academy (approximately 350 students). 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 29 total hours + 25% benefit costs = \$1,395.63 x 8 Teachers = \$11,165.00. (Salary & Benefit Costs Included)	\$10,694.51	1120	Teacher Salaries Stipends			Green Energy Academy						
<b>Conference Expenses: Travel Expenses for the Green Energy Academy Teachers/Staff.</b> To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, etc). Funding will be used for travel expenses, registration fees, and applicable meals.	\$4,719.98	5220	Conference Expenses			Green Energy Academy						
<b>Teachers Substitutes: Substitute coverage for the Green Energy Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Energy Academy pathway 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)	\$2,799.73	1150	Teachers Substitutes			Green Energy Academy						

**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?

By 2026, 100% of pathway students will be making academic progress, working on a WBL map from year to year, and actively engaged in pathway classrooms during instruction, labs and projects, evidenced in learning walk data. Correspondingly, 100% of students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data	-WBL: The pathway has had an increase in enrollment in the ECCCO program. Students have had increased exposure to guest speakers, field trips, and workshops and career exploration panels. The pathway will continue to deepen existing relationships with industry partners such as PG&E, YPlan and GLOBE. -Academic Progress: The Green Pathway is working to raise the on track to graduate rate by the end of the 24-25 school year. -The pathway is making a plan to carry out relationship mapping on an annual basis, to see how we are engaging with students to ensure that every student has a relationship with an adult on the campus.
By 2026, the pathway will significantly decrease the achievement gap for SPED, EL, African American and Latino students from 21-22 A-G completion rate data: 62% African American/ 63% Latino/ 29%SPED/ 73% all students, to 73% for all students.	-We plan to significantly reduce the achievement gap by raising the graduation rate for SPED, EL, Latino, and African American students
By 2026, Green Pathway Student Leadership group will develop into a leadership body that continuously improves through expanding students' leadership opportunities, collaborating with other student leadership groups in California and throughout the country, and nurturing youth leadership throughout Skyline.	Student-led Green Leadership Club has been very active in supporting attendance, increasing ownership over being a Green student, and contributing to decision making in the pathway. The Green Pathway is working on becoming a CTSO member with Skills USA.

**Pathway Strategic Actions Reflection**

<b>2023-2024 Strategic Actions</b>		<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Strategic Action sets for each goal, 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?
<b>23-24 Strategic Actions for Goal #1</b>	Ongoing analysis of student attendance record, discipline record, and academic performance data (SRI, CAST, OUSD Dashboard data, etc.), along with other anecdotal data, in Collab	We are on track for accomplishing the actions for this goal this school year. We had several collaboration meetings, trainings and presentations during the first semester with counselors, ELMA and the OUSD Data specialists where teachers learned how to access students information, academic and attendance reports in the OUSD Dashboard. We also analyzed our students data and identified students who were in need of intervention and support. Counselors were involved with support students with chronic attendance problems and phone calls were made home to involve parents in provided targeted support for students struggling with attendance and behind academically. We also analyzed students academic performance data during our staff retreat and discussed strategies to support students who were struggling. This is an ongoing process and we are continually providing academic and social emotional support for our students who are struggling.
	Pathway collaboration regularly features analysis of student work and adjustment of instruction based on student outcomes	-Teachers need to be informed of which of their students are in academic/postsecondary support programs before the beginning of the school year, and supported with alignment with these specific programs. We want to collaborate during the back to school professional development days and continually with the SPED, EL, and LGBTQ specialists and leaders at Skyline to provide on-time classroom support and intervention for our SPED, EL, and LGBTQ students to promote their academic and personal success.
	Use our student support protocol to better supporting our students with attendance, behavior and academic needs. Create action plan for pathway tardies and absences.	-The pathway wants to collaborate better with SPED, EL, and LGBTQ specialists and leaders at Skyline, so that we can more effectively support our students. How can we better train and communicate expectations with all of the SPED, ELL, and other teachers. We now have pathway teacher leaders in charge of SPED, ELL and LGBTQ who are working directly with the SPED, EL, and LGBTQ specialists and leaders at Skyline to provide targeted support for our SPED, EL, and LGBTQ students. These leaders provide continuous updates, information and strategies to our pathway teachers and staff during collaboration and retreats that will help enhance the learning and performance of our SPED, EL, and LGBTQ students.
	Ensure that all teachers are trained and practiced at using Relationship Mapping and in doing intentional relationship work; build this work among pathway team.	-Get ELPAC reports for all of our ELL students at the beginning of the year and share them with the team, along with strategies for targeted use of this data We want to collaborate during the back to school professional development days and continually with the ELL teachers to provide on-time classroom support and intervention for our ELL students to promote their academic and personal success.
	All students will create a google folder to hold their final products and WBL map, for a student portfolio/postsecondary plan	- We started working on Relationship Mapping as a pathway during one of our retreats and collected significant data on students in the pathway who are not connected with any adult on campus. We are planning to continue this to provide one on one student-adult relationship and support for these students, as well as strengthen relationship between student and adults in the pathway. Develop system by which to check in with students on social emotional level on a regular basis. This will include the use of our Student Support Protocol.  - Our pathway coach is supporting us in developing this portfolio plan for next year.
<b>23-24 Strategic Actions for Goal #2</b>	Provide professional development for all pathway staff on closing the achievement gap. PD on the following: Social emotional learning strategies, differentiated instruction, supporting SPED and EL students in pathway classes, and supporting African American, Latino, EL students and reclassified students who are below grade level in SRI specifically.	-Pathway teachers plan to use notebooks and binder checks in CTE and core subject classes, to increase the academic rigor and student competency in skills required for WBL. We have had teachers share best practices on student notebooks and binders, academic rigor, social emotional learning strategies, SRI strategies during retreats and collaboration that we incorporate in our instructional practices to support our disadvantaged students. Sharing of best practices is on going. We have also had Professional Development on SRI, SPED and ELL strategies aimed at improving our students learning and performance. The Green Energy Pathway want practical and relevant PDs from ELPAC and other support programs during Collab meetings and retreats.
	Implement a pathway family engagement plan and improve communication systems (talking points/other on time messages in home languages, student support meetings with families)	-Family engagement has been a critical priority for the green pathway; especially coming out of the pandemic we saw the need for a strong range of communication methods and have successfully collaboratively implemented them. We have found that ongoing communication with pathway families improves students' engagement and learning and we plan to evaluate the impact of our communications efforts as part of our year-end reflection.
	Reduce the achievement gap for SPED, EL, African American and Latino students by providing Math and English Intervention classes and targeted student support.	-As discussed earlier, we have already put in place plans to support our SPED, EL, and LGBTQ students. We are currently looking for a teacher leader for our African American and Latino students who will work closely with LAM and LMB facilitators to support our African American and Latino students.  Change this goal: "Deepen pathway discussion in alignment with whole school engagement with Mastery Based grading" to "Deepen pathway discussion in alignment with whole school engagement with the Capstone rubrics."



<b>Pathway Name:</b>	<b>Computer Science &amp; Technology Academy</b>	<b>Program #:</b>	<b>3847</b>
----------------------	--	-------------------	-------------

**Mission and Vision**

**Mission:** Computer Science & Technology Academy provides students with an opportunity to succeed in careers in computer science and technology and post-secondary education in the area of computer programming, coding and digital multimedia. The Computer Science & Technology Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry level technical training position with career potential.

**Vision:** Computer Science & Technology prepares students to become responsible adults who can use technology to improve both their lives and the lives of others by integrating career training and college preparation learning experiences. Within the curriculum, there is an emphasis on academic rigor, math and science content, cross curricular activities, and audience-informed, contextual writing. Students will learn about coding, digital art, animation, game design, web design, film production, audio/video technology and Computer Science. We partner with Berkeley City College, so students can receive college credit while taking high school courses, and all classes emphasize hands-on project based learning using the latest interactive technology.

**PATHWAY QUALITY ASSESSMENT**

<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>Curriculum Curriculum design for CTE classes is designed with input from Advisory board advisors.</p> <p>Technology, careers beyond traditional science content</p> <p>Pathway classes prepare students for internships</p> <p>Research essay for Capstone classes, preparing for postsecondary success</p> <p>Resume building, interviews at all grade levels</p> <p>Connecting Classrooms to Congress project</p> <p><b>Assessment of learning</b> Students do presentations in all classes, leading to Capstone presentations.</p> <p>Teachers work closely with SPED teachers to adapt assignments to ensure success of all students.</p>	<p>Increase input from students and advisory board members.</p> <p>Build on civic engagement opportunities for students like Connecting classrooms to congress</p>	<p>-More class-class presentations, Seniors presenting to younger students. -Curricular involvement of industry partners. -Explore and develop apprenticeship models.</p>
<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>-Steadily growing enrollment of Computer Pathway students in Summer ECCCCO internships program -All 10th-12th grade students have access to Career Exploration Visits, creative and integrated project based learning, and career exploration activities guided by industry partners such as SAP, Dropbox, and Chabot Space &amp; Science Center.</p>	<p>-Inconsistent staffing of Game Design has weakened the promising development of the Game Design strand of the pathway.</p>	<p>Increase input from students and advisory board members.</p> <p>Build on civic engagement opportunities for students like Connecting Classrooms to Congress</p> <p>More exposure to careers/certification opportunities, from Laney College visits</p> <p>Career Fair to expose students to industry-related careers</p>

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Pathway tracks students, develops student interventions, develop norms for classrooms, COST referrals.</p>	<p>Need to look at data and track progress. Especially around student attendance and engagement. Consider how this teaching team might positively contribute to truancy issues. Need to focus more deeply on social emotional skill development; deeper integration with SEL work; relationship work Need to develop and implement a family engagement strategy</p>	<p>Need stronger school wide communication and support structures around what's going on in students' lives especially with the students who need support at home. Consider Computer pathway-specific communication to promote family/student engagement and sense of belonging.  Relationship work similar to what 9th grade teacher focused on; embed some relationship building practices into Comp pathway classes; need training from other Skyline teachers on this and build time in Collab to address this  Improve communication with SEL work being done already by COST team and Comp pathway team</p>
--	---	---	---

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**

*Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

<p><b>Goal #1:</b> By 2026</p>	<p>By 2026, the pathway will have a well-articulated set of student learning outcomes for grades 10, 11, and 12, and a comprehensive process for planning integrated projects around them, tracking the student outcomes across classes, and assessing them, including student self-reflection.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>By 2026, the Pathway will have conditions in place to ensure that every student feels prepared and supported to take on an internship or other significant career development experience</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026, the pathway will have clear structures and assessments to ensure strong student leadership, agency, and real-world skills, through action projects built into classes, assessed, and developed.</p>

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**

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

<p><b>Strategic Actions for Goal #1</b></p>	<p>Align around the Capstone rubric for evidence and analysis skills, modifying it if needed. The rubric should be shared across all classes and used consistently to assess student progress. Students will be supported in building a career readiness portfolio from year to year, including WBL experiences and analysis and reflection on completed work at the end of each year to articulate student's growth</p>
<p><b>Strategic Actions for Goal #2</b></p>	<p>Strengthen integration of industry and community partnerships with core academic teachers Emphasize WBL integration in core academic classes by using collaboration time to build out processes for reflection and career planning and look together at students' plans and how to shape curriculum and conversations with students to support them</p>
<p><b>Strategic Actions for Goal #3</b></p>	<p>Teachers will work together and with district and community partners on learning how to integrate action projects, project based learning, and civic education into the curriculum across all classes. These projects should be designed to challenge students to take ownership of their learning and develop real-world skills. Provide opportunities for reflection and feedback: All teachers give students opportunities to reflect on their learning and receive feedback from teachers, peers, and community partners. This can help students to develop a deeper understanding of their own strengths and areas for growth. Provide opportunities for students to take on leadership roles, encouraging student voice and participation in decision-making, and promoting a sense of community and collaboration among students.</p>

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.  - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)  We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<b>Teacher Salaries Stipends: Extended Contracts for the Computer Science &amp; Technology Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b> Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with Computer Science & Technology Academy CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Computer Science & Technology Academy (approximately 350 students). 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 26 total hours + 25% benefit costs = \$1,2521.25 x 9 Teachers = \$11,261.25. (Salary & Benefit Costs)	\$10,790.72	1120	Teacher Salaries Stipends			Computer Science & Technology Academy
<b>Conference Expenses: Travel expenses for Computer Science &amp; Technology Academy Teacher/Staff.</b> To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, Linked Learning Conferences, or other PBL conferences). Funding will be used for travel expenses, registration fees, and applicable meals.	\$4,623.78	5220	Conference Expenses			Computer Science & Technology Academy
<b>Teachers Substitutes: Substitute coverage for the Computer Science &amp; Technology Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs)	\$386.84	1150	Teachers Substitutes			Computer Science & Technology Academy

**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<b>Pathway Quality Strategic 3 Year Goal</b>	<b>Check in on 3-Year Goals</b> <i>For each 3-year goal, answer:</i> -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, the pathway will have a well-articulated set of student learning outcomes for grades 10, 11, and 12, and a comprehensive process for planning integrated projects around them, tracking the student outcomes across classes, and assessing them, including student self-reflection.	Student Learning Outcomes – we still need to align better. Complete this work this year. Identify what are the quintessential pathway student experiences, and develop ways to build these into their core classes. Such experiences should be continuous, not extras. Students should understand what to expect in Capstone papers, before 12th grade and across all classes. Students need to be able to put together their ideas. Teachers need to reinforce what students did in previous years.
By 2026, the Pathway will have conditions in place to ensure that every student feels prepared and supported to take on an internship or other significant career development experience	Work Based Learning – pathway will increase enrollment in the ECCCC program by expanding our sophomore class participation. Pathway will extend existing partnerships with industry and pathway theme specific department/office of colleges. College and Career Center has supported sophomores with push-ins to pathway classes. We are rectifying beginning this work halfway through students pathway experience by expanding a comprehensive ECCCC program to sophomores.
By 2026, the pathway will have clear structures and assessments to ensure strong student leadership, agency, and real-world skills, through action projects built into classes, assessed, and developed.	Pathway Visioning – this work is commencing in our Pathway Revisioning work.
<b>Pathway Strategic Actions Reflection</b>	

<b>2023-2024 Strategic Actions</b>		<b>Reflection on 2023-2024 Strategic Actions</b> <i>For the Strategic Action sets for each goal, 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?
<b>23-24 Strategic Actions for Goal #1</b>	Align around the Capstone rubric for evidence and analysis skills, modifying it if needed. The rubric should be shared across all classes and used consistently to assess student progress.	-We are on track to accomplishing this action by the capstone scoring vertical alignment work ongoing with integrated pathway, atlas house, and math department team and in pathway specific collaboration. -We have found that this needs to be reinforced because students aren't demonstrating enough of these learned skills throughout the pathway in their capstone. -CTE teachers could help actualize this by having students create and maintain running career readiness portfolios.
	Students will be supported in building a career readiness portfolio from year to year, including WBL experiences and analysis and reflection on completed work at the end of each year to articulate student's growth	
<b>23-24 Strategic Actions for Goal #2</b>	Strengthen integration of industry and community partnerships with core academic teachers	-Developing relations via communications with outside entities, these include Google Play (reviewing 2023/24 student projects) further with Epic Games, Netflix and META. CTE teacher attended Consumer Technology Association's annual trade show. -We are emerging/developing to be on track to accomplishing this action with the mid-year hire of Work-Based Learning Liaison.
	Emphasize WBL integration in core academic classes by using collaboration time to build out processes for reflection and career planning and look together at students' plans and how to shape curriculum and conversations with students to support them	
<b>23-24 Strategic Actions for Goal #3</b>	Teachers will work together and with district and community partners on learning how to integrate action projects, project based learning, and civic education into the curriculum across all classes. These projects should be designed to challenge students to take ownership of their learning and develop real-world skills.	-Integrated projects in 23-24 included: NY Times Multimedia Challenge (annual project) - Multimedia and English classes, Historical scenes project in World History, English, and Multimedia -US History teacher started the year with a project developed in the 2023 PBL institute -Multimedia teacher will be participating in the PBL Institute to be able to develop Documentary film project (Multimedia and English) -Challenges to project development include staffing -- new multimedia teacher, no pathway specific 10th gr science teacher. Also alignment of teachers' curriculum across the pathway, with a collective focus on pathway student learning outcomes. Pathway student learning outcomes and project development will be part of our pathway retreat this summer. We want a bank of pathway integrated projects to draaw on year to year. Civic Engagement – Big election year in 2024. There's a lot of organizing around youth vote for school board. Xia Planning on making curriculum focus on 2024 election Students should be exposed to what's happening locally for example Mayoral recall campaign. Develop action project around it. Student media project. Xia/Ferrera interest. Man on the street content. Interview people.
	Provide opportunities for reflection and feedback: All teachers give students opportunities to reflect on their learning and receive feedback from teachers, peers, and community partners. This can help students to develop a deeper understanding of their own strengths and areas for growth.	
	Provide opportunities for students to take on leadership roles, encouraging student voice and participation in decision-making, and promoting a sense of community and collaboration among students.	

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**  
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<b>Goal #1:</b> By 2026	By 2026, the pathway will have a well-articulated set of student learning outcomes for grades 10, 11, and 12, and a comprehensive process for planning integrated projects around them, tracking the student outcomes across classes, and assessing them, including student self-reflection.	<b>New or Revised Strategic Actions for Goal #1</b>	Design Computer pathway-specific communication to promote family/student engagement and sense of belonging by implementing dedicated positive share outs time from teachers at our Monday pathway collaboration meetings
			Use beginning of school year pathway retreat to to design for implementation on track to graduate goals and strategies informed by our revised student learning outcomes (current rate for computer students=62.7%)
<b>Goal #2:</b> By 2026	By 2026, the Pathway will have conditions in place to ensure that every student feels prepared and supported to take on an internship or other significant career development experience	<b>New or Revised Strategic Actions for Goal #2</b>	Utilize existing industry partnerships (i.e. Advisory Board) and establish relationships developed with outside entities to develop clear and manageable year-long WBL plan that includes CTE and core courses that shows clear progression from grade 10 - 12
			Review and assess ECCCO internship planning, recruitment, process, leadership as a pathway team and develop and revise where needed. Consult with other pathways at the site or other district schools to learn about their process.
			Query students to determine if students feel supported and prepared and pathway self-assessment to best respond to student need.
<b>Goal #3:</b> By 2026	By 2026, the pathway will have clear structures and assessments to ensure strong student leadership, agency, and real-world skills, through action projects built into classes, assessed, and developed.	<b>New or Revised Strategic Actions for Goal #3</b>	In collaboration, focus project based learning tuning protocols on student agency and real-world skills.
			Embed one integrated project per grade level, with a focus on agency, real-world skills, and action. Make use of Graduate Capstone rubric so that 10th and 11th graders see and use the rubric multiple times, focusing on 1-2 categories at a time.
			In collaboration, embed student self assessment and reflection in project planing where possible. Consult with other teachers at the school site or within the district who are effective at student agency and action.

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

**2024-2025 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b>                      For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.                      Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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></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 detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b> (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>

<b>Pathway Name:</b>	<b>Education &amp; Community Health Academy</b>		<b>Program #:</b> 3850
<b>Mission and Vision</b>	<p><b>Vision:</b> The Education &amp; Community Health Academy at Skyline High School is committed to bringing a rich understanding of education equality, social justice, and local and global public health issues to our students. Students leave us with knowledge, skills, training, and opportunity that provide a foundation for them to explore their own path to ultimately transform their schools and community.</p> <p><b>Mission:</b> The Education &amp; Community Health Academy is a 3-year program where students become critical scholars, analyzing their own educational experiences as well as historical and current movements in public education and health. Our teaching team collaborates to bring cross-disciplinary projects that engage our students in civic action about issues relevant to the community in which we live. Students graduate from this pathway proficient in public speaking, research skills, and interpersonal communication. Our students explore careers dedicated to transforming lives of young people: teachers, school psychologists, educational researchers &amp; activists, administrators, coaches, social workers, and health care professionals.</p>		
<b>PATHWAY QUALITY ASSESSMENT</b>			
<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	<b>Curriculum &amp; Instructional Design &amp; Delivery:</b> -World History, Economics, U.S. Government: Readings are excerpted from college-level texts and scaffolded to teach students deep, complex analysis. -Physiology: Scientific articles and current events provide relevance for physiological processes with an opportunity for students to learn about careers that match the research and information that is referenced. Students become the microbiologist, geneticist, etc when doing projects. They learn to take on group roles for collaborative experiences and do in-depth research to answer interpretive focus questions. -Intro to Education: Texts have been pulled from a number of reputable sources, including academic journals and articles and educational videos. Some scaffolding is done to meet students where they are. Students are asked to model work-based learning by completing projects making deliverables for authentic audiences Students work collaboratively to complete tasks and projects, as well as gain work skills and workshop internships interviews for possible employment. Students are given wide berth to select internships they are interested in as well. -Intro to Education: Texts have been pulled from a number of reputable sources.	-Our pathway requires an infusion of hundreds of thousands of dollars to equip our school with the facilities and personnel needed to professionally train students in the medical field. We also need funds to regularly transport students to internships during the school day. -Authentic assessment in the field of education requires access to schools where students can practice their newly acquired career skills in the field with younger children. This requires enough funding to pay personnel to build these relationships with other schools and to regularly transport students to their intern schools. -Authentic assessment in the field of healthcare requires access to lab and medical equipment where they can demonstrate their competency with specific healthcare skills. We require significantly more funds to build out that kind of lab and acquire that equipment. Alternatively, we require funding to partner with an institution that could provide that experience to our students offsite.	Develop a plan for integrating teaching, equipment, and certifications in the healthcare field
<b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Emphasis on community-based partnerships in projects, career exploration visits, and student research. Students are learning both about workplace skills and about Oakland history, politics, and assets.	Not teaching enough about healthcare More opportunities to bring career/college folks into the classroom; demystify college path Lab equipment; medical and health; curriculum instructional design and delivery Increase cross-curricular projects and integrate more career readiness/college preparedness Physical SEL database/units/lessons; increase more SEL work at the pathway	More opportunities to bring career/college folks into the classroom; demystify college path

<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>SpEd students are offered 30 minutes weekly in transition support, including college preparation, education, and career preparation/education Economics: Students learn how to build a personal budget based on an entry level salary in their chosen field and region.</p> <p>Physiology: Students are provided resources and opportunities for internships and other programs in the health/science/biotech field. Most of these require a thorough application process for which they also need a letter of reference. This gives the teacher an opportunity to talk more about expectations of the programs.</p> <p>Intro to Ed/Intro to Psych: Students have been able to hear directly from current college students (Howard University) about their experiences in HS and College. While also doing a deep dive into the field of Psychology they were asked to research school options and career growth in the industry. 11th graders will also be going on a college tour to visit various departments.</p> <p>Prin. Tch &amp; Lrn: Students have been hearing from guest speakers on careers after high school, and will continue throughout the year.</p> <p><b>Individual Student Supports:</b> SpEd - Resource offers push-in support and Study Skills support to help facilitate one-on-one education for students with an IEP</p> <p>Physio: Weekly contact with parents/guardians via email with an opportunity for one-on-one conversations. Grade updates are provided each week or as often as possible via Aeries. Counselors are contacted for the mixed-Pathway class so that teacher can find out about any SSTs or any other communication that has occurred with families of students who need more support.</p> <p>Intro to Ed/Psych: Students are being reminded weekly about missing assignments/grades and due dates. There is also space made for formal/informal check-in with students regarding where they are in the class.</p> <p>SpEd students are offered 30 minutes weekly in transition support, including college preparation, education, and career preparation/education Economics: Students learn how to build a personal budget based on an entry level salary in their chosen field and region.</p> <p>Physiology: Students are provided resources and opportunities for internships and other programs in the health/science/biotech field. Most of these require a thorough application process for which they also need a letter of reference. This gives the teacher an opportunity to talk more about expectations of the programs.</p> <p>Intro to Ed/Intro to Psych: Students have been able to hear directly from current college students (Howard University) about their experiences in HS and College. While also doing a deep dive into the field of Psychology they were asked to research school options and career growth in the industry. 11th graders will also be going on a college tour to visit various departments.</p> <p>Prin. Tch &amp; Lrn: Students have been hearing from guest speakers on careers after high school, and will continue throughout the year. World History: Course begins with an introduction to how different cultures throughout history envision mental health and the political-economic factors that contribute to mental illness under Western capitalism. SpEd - Students are offered social-emotional skill plans and goals per their IEP. These goals are analyzed and discussed during Study Skills.</p>	<p>-SpEd - Up until last week, Resource did not have a ISS to assist with push-in support. After training of new ISS, these push-in support will better fit the needs of our individual students. -We do not do enough pathway specific SEL work. It's happening in some classes, but we rarely get the whole pathway together to engage in this type of work.</p> <p>More SEL resource sharing, pooling, and collaborating.</p> <p>-We need more support with the logistical lift of planning more college and career preparation activities. While we attempt to plan as many field trips as we can to college campuses, it's been difficult to organize.</p> <p>-Currently we do not provided targeted student support for postsecondary options within the pathway. Our school provides some of these supports in the college and career center, but it's not always happening within our pathway</p>	<p>More SEL resource sharing, pooling, and collaborating. Improve student leadership structures and supports Develop apprenticeship models</p>
--	---	---	--

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**

Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<b>Goal #1:</b> By 2026	By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.
<b>Goal #2:</b> By 2026	By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education. Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year This will include two career exploration visits to increase student access to healthcare careers Pay students to attend internships during the year as well as during summer.
<b>Goal #3:</b> By 2026	By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their interests. 10% increase in pathway student enrollment in Dual Enrollment classes

**Pathway Strategic Actions**

**Strategic Actions for 2023-24**

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

<b>Strategic Actions for Goal #1</b>	Teachers will use PD learning around mastery based grading in the pathway, creating a plan and process for instituting this form of grading. It will be evaluated and audited for efficacy.
	Engage in collaborative and reflective work with the team to align on what exactly "rigorous academics" means, and what specific student outcomes we would want students to achieve by the end of each grade level (vertical alignment, especially).
	Increase outreach to 10th grade students and families (teachers, counselor, admin, case manager) in order to build clearer communication through lines between all stakeholders.
<b>Strategic Actions for Goal #2</b>	Increase outreach to advisory board members to get more career exploration sites on the roster for field trips and increasing their engagement with students as guest speakers - This will include two career exploration visits to increase student access to healthcare careers
	Deepen partnership with 1-2 partners by bringing them into project design, planning, working in the classroom, and being an authentic audience for our students upon assessment in core and CTE courses.
	Pay students to attend internships during the year as well as during summer. Re Engage partners at Dewey to give students experiences in multiple health careers, going back and forth to Dewey for those workshops.
	Increase involvement of advisory board members with pathway development, especially as it relates to improving student outcomes and teacher professional growth in core content-CTE alignment, as designed in integrated projects at every grade level.
<b>Strategic Actions for Goal #3</b>	Increase certifications, internships, and apprenticeships available to students in health careers as well as education/social service careers
	All students in the pathway will have had at least 2 college visits by the time they graduate.
	Increase visits from current college students/faculty/graduates/career info guests
	All students will have a body of work in a portfolio that they can create and access by the time they get to 12th grade.
	Develop a career fair that would bring industry professionals to students for discussion, exposure, and 1 on 1 opportunities to learn more about the process for entering particular professions.

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

**BUDGET JUSTIFICATION**

For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.

For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [EIP Budget Justification Instructions](#).

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

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the [Measure N Permissible Expenses document](#) to confirm permissibility.

COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

<p><b>Teacher Salaries Stipends: Extended Contracts for Education &amp; Community Health Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b></p> <p>Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with Education &amp; Community Health Academy Career and Technical Education standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Education &amp; Community Health Academy (approximately 350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway and not to exceed the approved amount.</p> <p>Budget Calculation: \$38.50 per hour x 31 total hours + 25% benefit costs = \$1,491.88 x 7 Teachers = \$10,443.16. (Salary &amp; Benefit Costs)</p>	\$9,972.63	1120	Teacher Salaries Stipends			Education & Community Health Academy
<p><b>Conference Expenses: Travel Expenses for the Education &amp; Community Health Academy Teacher/Staff.</b></p> <p>Funding for staff to attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers/Linked Learning etc). Funding will be used for travel expenses, registration fees, and applicable meals.</p>	\$3,308.54	5220	Conference Expenses			Education & Community Health Academy
<p><b>Teachers Substitutes: Substitute Coverage for Education &amp; Community Health Academy Teachers</b> to visit other teachers classrooms, field trips, communities of practice, conferences and other Education &amp; Community Health Academy activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.</p>	\$1,377.52	1150	Teachers Substitutes			Education & Community Health Academy
<p><b>Transportation Costs: Charter Bus rentals for the Education &amp; Community Health Academy students to attend College and Career Exploration Field Trips.</b></p> <p>College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Education &amp; Community Health Academy theme.</p>	\$2,844.44	5826	Transportation Costs			Education & Community Health Academy
<p><b>Bus Passes: To purchase AC Transit and/or BART Tickets for the Education &amp; Community Health Academy students.</b></p> <p>To provide students with equitable transportation options for school year and summer internships, college and career field trips, and work based learning opportunities.</p>	\$711.10	5820	Bus Passes			Education & Community Health Academy

**2024-2025: YEAR TWO**

<b>Pathway Strategic Goals</b>	
<i>Pathway Quality Strategic 3 Year Goal</i>	<p><b>Check in on 3-Year Goals</b> For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>
<p>By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.</p>	<p><b>-Extent that the pathway is on track:</b> 23-24 MP4 grades for all CHED students =80% passing; same as 22-23 rate of 8-% passing. Current CHED on track to graduate rate is 75%. We need a plan to catch up to or surpass the rate by the end of 22-23: 85%.</p> <p><b>- Status of progress towards goal - support:</b> Teachers are using PD/PLC time to engage in Mastery Based grading and Newcomer support in cycles of inquiry with the hopes that improving practices for assessment and support for the most vulnerable populations of students will result in increased performance.</p> <p>- Teachers are also sharing instructional practices in PLC as well as in whole site PD days.</p> <p>- ELLMA office has come twice to share best practices with the Pathway team to support English Learners, who are a significant portion of the Education Academy's student body.</p>

<p>By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education.</p> <p>Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year</p> <p>This will include two career exploration visits to increase student access to healthcare careers</p> <p>Pay students to attend internships during the year as well as during summer.</p>	<p><b>- Extent that the pathway is on track:</b> At the start of Fall 2023, we had Alameda County Health, and UCSF Benioff Children's Hospital as partners in the classroom sharing healthcare oriented career options and instruction informed by best practices. This is in addition to Schoolboard Director for District 6 and OUSD Retention &amp; Recruitment as partners for an Education Path Career Pipeline (2 health partners, 2 Education career partners)</p> <p><b>- Status of progress towards goal:</b> By the end of Spring 2024, we will have had Alameda County Health, District 6 Schoolboard Director Valerie Bachelor, UCSF Benioff Children's Hospital, Stanford School of Medicine, Native American Health Center, and Asian Health Center, OUSD Retention &amp; Recruitment and NAMI Bay Area as partners for 8 classroom visits and are authentic audiences, Asian Health Center and NAMI have agreed to be advisory board members. (6 health career partners, 2 Education career partners)</p> <p>- Those visits were career exploration visits</p> <p>- Students will be paid to attend internships from Alameda County Health via the HEAL internships during the year, as well as via 4 different internships throughout the year with Asian Health Services. They already get paid during the summer through ECCCO (Exploring Career, College &amp; Community Options).</p>
<p>By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges &amp; universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their interests.</p> <p>10% increase in pathway student enrollment in Dual Enrollment classes</p>	<p><b>- Extend that the pathway is on track:</b> College Visits - high percentage of students attended HBCU fair, Samuel Merritt, UC Berkeley field trips. Career fair was last spring, and we are on track as a campus to do one again.</p> <p><b>- status of progress:</b> Student Portfolios – teachers exploring 12th grade students making portfolio websites to highlight semester projects, capstone papers, papers they are most proud of etc.</p> <p>- The on-campus College &amp; Career Center (with individuals from EAOP, Upward Bound, Trio) has been able to make (4) visits to senior classes this year, in addition to (2) visits from the Counselor of the Education Pathway.</p> <p>- Students research degrees they are interested in CTE classes and what public schools offer them, in addition to cost in Junior and Senior years. This is in response to both goals regarding colleges and universities and Academic &amp; career-ready plan.</p> <p>- 10% increase in pathway student dual enrollment was not met this year.</p>

**Pathway Strategic Actions Reflection**

<p><b>2023-2024 Strategic Actions</b></p>		<p><b>Reflection on 2023-2024 Strategic Actions</b>  <i>For the Strategic Action sets for each goal, 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>	
<p><b>23-24 Strategic Actions for Goal #1</b></p>	<p>Teachers will use PD learning around mastery based grading in the pathway, creating a plan and process for instituting this form of grading. It will be evaluated and audited for efficacy.</p> <p>Engage in collaborative and reflective work with the team to align on what exactly "rigorous academics" means, and what specific student outcomes we would want students to achieve by the end of each grade level (vertical alignment, especially).</p> <p>Increase outreach to 10th grade students and families (teachers, counselor, admin, case manager) in order to build clearer communication through lines between all stakeholders.</p>	<p>Professional Development (PD): teachers created two different inquiry-based learning groups: Newcomer Support Strategies and Mastery Based Grading. Teachers are using PD/PLC time to engage in Mastery Based grading and Newcomer support in cycles of inquiry with the hopes that improving practices for assessment and support for the most vulnerable populations of students will result in increased performance.</p> <p>- Teachers are also sharing instructional practices in PLC as well as in whole site PD days.</p> <p>- ELLMA office has come twice to share best practices with the Pathway team to support English Learners, who are a significant portion of the Education Academy's student body.</p> <p>We have not aligned on 'rigorous academics' definition yet, because the team is new, but we do know what we want each student to accomplish by each year regarding certifications - 10th grade is physical patient care (CPR + Stop the Bleed training), 11th grade is mental health care (Restorative Justice Facilitation Training/certification + Mental Health First Aid), etc.</p> <p>We have attempted to increase outreach to 10th grade students and families by sharing the back to school nights, inviting 10th grade families to the pathway info night, as well as providing PLC time for teachers to reach out to students and families. It is unclear if this has accomplished the goal as it is hard to quantify.</p>	
<p><b>23-24 Strategic Actions for Goal #2</b></p>	<p>Increase outreach to advisory board members to get more career exploration sites on the roster for field trips and increasing their engagement with students as guest speakers - This will include two career exploration visits to increase student access to healthcare careers</p> <p>Deepen partnership with 1-2 partners by bringing them into project design, planning, working in the classroom, and being an authentic audience for our students upon assessment in core and CTE courses.</p> <p>Pay students to attend internships during the year as well as during summer. Re Engage partners at Dewey to give students experiences in multiple health careers, going back and forth to Dewey for those workshops.</p> <p>Increase involvement of advisory board members with pathway development, especially as it relates to improving student outcomes and teacher professional growth in core content-CTE alignment, as designed in integrated projects at every grade level.</p>	<p><b>Advisory Board outreach:</b> Alameda County office of Health, Highland Hospital, Native American Health Center + Asian Health Center + UCSF + Stanford have all sent residents, Public Health experts, and health professionals to the classroom, totaling 7 visits with 4 of them exploring healthcare careers.</p> <p><b>Deepening partnerships:</b> Native Health, Asian Health Center, Alameda County Office of Health and District 6 Board Director are partners for 3 projects and serve as authentic audiences.</p> <p><b>Paying students for internships:</b> Teach the Tigers and Think College Now internships, as well as Newcomer tutors within the Education Academy and the VAPA academy and in ECCCO in the summer. Students will get paid for facilitating workshops with Asian Health Center and completing all required coursework in HEAL internships. Garden internship.</p> <p><b>Involvement of Advisory Board Members:</b> 3 CHED Advisory Board members are participating in integrated projects with pathway classes as well as offering critique and support for the Pathway CTE classes.</p> <p><b>Certifications, internships, etc:</b> Students are certified in Stop the Bleed, CPR, Mental Health first aid, and Restorative Justice facilitation. see internships above ^</p>	

	Increase certifications, internships, and apprenticeships available to students in health careers as well as education/social service careers	
23-24 Strategic Actions for Goal #3	All students in the pathway will have had at least 2 college visits by the time they graduate.	<b>College visits:</b> Students are on track currently to have visited UC Berkeley, Samuel Merritt University, and Merritt College by the end of this academic year. <b>Career Exploration:</b> Students went to KQED Offices for career panels (11th grade ELA), are going to Samuel Merritt, Teachers went to UCSF this year as an externship, and have gone to Educating For Careers conference,
	Increase visits from current college students/faculty/graduates/career info guests	The on-campus College & Career Center (with individuals from EAOP, Upward Bound, Trio) has been able to make (4) visits to senior classes this year, in addition to (2) visits from the Counselor of the Education Pathway. - Students research degrees they are interested in CTE classes and what public schools offer them, in addition to cost in Junior and Senior years. This is in response to both goals regarding colleges and universities and Academic & career-ready plan.
	All students will have a body of work in a portfolio that they can create and access by the time they get to 12th grade.	Academic and Career-Ready Plan: We are building out more opportunities to do career readiness/planning for the beginning of the year that is connected to the resume building process.  A career fair is held once a year in the spring with a chance for student to have 1 on 1 opportunities to learn more about different careers and internship opportunities.
	Develop a career fair that would bring industry professionals to students for discussion, exposure, and 1 on 1 opportunities to learn more about the process for entering particular professions.	

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**

Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.	New or Revised Strategic Actions for Goal #1	Increase reading, reading support, reading strategies, student-to-student academic discussion. Share best practices around these.
			Embed more student work protocols and data analysis into collaboration with emphasis on better understanding of focal groups
			Embed unit/lesson differentiation into collaboration
			Collaborate more tightly with district ELLMA team to better understand ELL reclassification procedure and strategies.
			Align the teaching team on the progress reports system during each marking period (4th week) and embed opportunities for repeated demonstration of mastery, credit recovery, mastery-based grading.
Goal #2: By 2026	By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education. Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year This will include two career exploration visits to increase student access to healthcare careers Pay students to attend internships during the year as well as during summer.	New or Revised Strategic Actions for Goal #2	Revisit Paxton Patterson health lab, Cal HOSA CTSOs, and any other relevant CTSOs determine how best to achieve our goals given our budget, capacity, and aims. Develop and embed 2-3 units on Health Careers into 10th Grade CTE class using this system.
			In collaboration, embed project based learning tuning protocols where a teacher or team of teachers of integrated projects give critical feedback to each other, with a focus on public health, health education, community health and primary or secondary education career topics.
			Embed one integrated project per grade level, with a focus on health, health education, public health, community health, and primary or secondary education career topics. Make use of Graduate Capstone rubric so that 10th and 11th graders see and use the rubric multiple times, focusing on 1-2 categories at a time.
			Select 1-3 community partners from the healthcare industry, and at least 1-2 from Education partners to provide guidance on topics and skills needed for health care and education workers as they enter the workforce and college.
Goal #3:	By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their interests	New or Revised Strategic Actions	Develop college exploration work plan for grades 10-12 beginning with graduate student outcomes and planning backward. Include core subject areas in this work plan. Include all types of colleges: community college, 4-year public, private, state, out-of-state, HBCU, etc. Consider routinizing the college visits.
			Increase 2-way communication between pathway team, students, parents/guardians, College and Career center by hosting info session and workshops, written communication, social media, and more.

By 2026	interests. 10% increase in pathway student enrollment in Dual Enrollment classes	<b>Strategic Actions for Goal #3</b>	Develop Academic & Career Ready Plan curriculum that focuses on student agency. Communicate/ research other pathways or schools that do this and learn from them.
			Clarify student leadership outcomes + roles and how they can meet any of our goals and execute any of the above actions.

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

**2024-2025 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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></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 detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	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 MN/H staff only)</i>	Conditionally Approved (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<p><b>Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits.</b> Charter buses for Community Health-related College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.</p>	\$10,000.00	5826	Professional Contracted Bus Services			Ed & Comm Health		Conditionally Approved
<p><b>Teacher Substitutes:</b> Substitute coverage for the Education &amp; Comm Health Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Ed &amp; Comm Health-specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary &amp; Benefit Costs Included)"</p>	\$3,000.00	1150	Teachers Substitutes			Ed & Comm Health	Approved	
<p><b>Admission Fees:</b> Admission for students to attend Career Exploration Visits and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, and meet and interact with professionals in different industries and organizations."</p>	\$1,500.00	5829	Admission Fees			Ed & Comm Health		Conditionally Approved
<p><b>Materials and Supplies:</b> materials &amp; supplies for the Education &amp; Comm Health Pathway teachers to support the design and implementation of student projects and project-based learning aligned with Education &amp; Comm Health Pathway and introduce students to pathway-aligned careers and interests. Materials will include CTE-aligned supplies specifically required for pathway integration."</p>	\$5,500.00	4310	Supplies & Materials			Ed & Comm Health		Conditionally Approved
<p><b>Classified Support Salaries:</b> Hire 1 Newcomer Assistant, at 0.27 FTE. The Newcomer Assistant will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorting Ed &amp; Community Health pathway classes supporting full engagement, language fluency development, strengthen integration with pathway activities, including internships, college and career field trips, academic interventions including after school tutoring. These actions align with our whole focus on literacy development across all pathways/houses. .27 FTE (Salary and Benefit costs included)</p>	\$20,863.44	2105	Classified Support Salaries	Newcomer Assistant	27%	Ed & Comm Health	Approved	

<b>Pathway Name:</b>	<b>Visual &amp; Performing Arts Academy (VAPA)</b>	<b>Program</b>	<b>3907</b>
----------------------	--	----------------	-------------

**Mission and Vision**

**Vision:** We prepare students to become independent, articulate, cooperative, and conscientious citizens with a life-long interest and ability in learning and the arts. Their artistic experiences and collaboration with a rich local, professional community of artists will guide them to create, appreciate, and understand the arts. Regular practice in discipline, focus, and risk-taking will foster artistic excellence and inspire a creative exchange of ideas, valuable for any field our learners pursue.

**Mission:** SVPA provides a rigorous course of study for grades 10-12 students with a strong personal interest in the visual or performing arts. Our program develops the "whole-person" with studies that integrate the arts with core academics. Curriculum centers on contemporary art practices with an emphasis on student voice, creating analyzing and critiquing artistic work, arts for social change and interdisciplinary project-based art collaborations within and between departments.

**PATHWAY QUALITY ASSESSMENT**

<i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
<p><b>Integrated Program of Study</b>            Equitable Admissions            Cohort Structure            Curriculum and Instructional Design and Delivery            Assessment of Learning            Early College Credit Opportunities            Partner Input and Validation</p>	<p>We utilize an equitable pathway admission procedure based first upon student selection, prioritizing students designated Special Ed and newcomer. Every student is placed in 1st or 2nd choice pathway. There is some room for pathway change between years, and requests are taken on a case-by-case basis.</p> <p>Early college opportunities available to all students equally.</p> <p>We prioritize pathway cohort purity where possible and are thus able to employ integrated and cross-curricular projects and planning.</p> <p>Pathway core teachers participate in trainings on making arts relevant in core content classes. Our students enjoy and are asked to express themselves artistically with many core subjects/projects/assignments, including Graduate Capstone Project.</p> <p>Many of our projects utilize performance or other non-traditional forms of assessments</p> <p>Better aligned and improved expectations for Senior Grad Capstone Project (held assembly), and implementation of Perf Arts Senior Capstone Class where majority of performance Capstone work is held.</p>	<p>Strengthen college-going culture in the pathway with college visits, stronger emphasis on dual enrollment, and increased integration of post-secondary planning in pathway classes</p>	<p>-Develop the Capstone portfolio model to include more postsecondary planning</p> <p>-deepen pathway team understanding and capacity to facilitate early college credit opportunities for their pathway students such</p> <p>-Strengthen instructional focus in Collaboration through more learning walks, looking at student work, and sharing instructional practices</p>

<p><b>Work Based Learning</b> Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Continuity of students' experience with "being a professional artist" with gallery Art Show at Brower Center</p> <p>Rich variety of excellent partners/collaborators that are very involved in students work/projects, promoting student-centered learning and civic engagement and providing powerful mentorship. Deepened relationships with community partners.</p> <p>Increased internship participation overall and with underrepresented students</p> <p>Incorporated during-the-school year internship with students who support with performances, practicing skills such as lighting, sound, stage management</p>	<p>Clarity and follow through on scope and sequence for WBL in pathway classes, starting with the end goal. and backwards mapping accordingly. This work will start in CTE classes, with CTE teachers leading the work. Expand planning with core teachers.</p> <p>Relevant teacher training and planning where necessary</p> <p>Integrate professionalism practices in our classes that include phone and email etiquette, cover letter and resume writing, interview skills, workplace behavior. We have yet to develop an intentional plan starting with student outcomes and working backwards. Need resume planning, interviewing practice, professionalism, etc.</p> <p>Increase numbers for summer internships. Relevant training for lead teachers on internship recruitment and follow through.</p>	<p>Identify 1-2 advisory board members or community partners that has capacity to deepen our partnership, specifically in supporting us to design our Work Based Learning planning.</p> <p>Ensure at least 1-2 college visits including art and/or design them per grade level, include both 2-year, 4-year universities</p> <p>Identify what sites/programs have lesson plans/curriculum on professionalism where students can explore and practice being a young professional.</p>
<p><b>Integrated Student Supports</b> College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>Increased access to college and career planning, with designated college access partners and increased push-in support/workshops.</p> <p>Deepened connection between core content and arts.</p>	<p>Improve clearly stated learning objectives in each lesson, making clear the connections between class curriculum and industry themes.</p> <p>Increase AP class participation and achievement.</p> <p>Work on vertical alignment across the pathway (e.g. determine power content standards/skills that build on each other and lead to success in future classes.</p> <p>Improve individual class coordination of class progression.</p> <p>Improve numbers of students on track to graduate. Decreased students on-track to graduate in 12th grade, from 63.9% in 2018-19 to 38.7% in 2019-20; however, we anticipate that this number will dramatically shift as the second semester comes to a close. "</p>	<p>Create more alignment with learning objectives between all pathway classes and utilize PD/collaboration time to do so.</p> <p>Backwards map and calendar events that are publically heard and seen (e.g. community building, kids feel like a family, etc.)</p> <p>Maximize student inclusion and involvement when planning extra-curricular projects (e.g. involve other disciplines and encourage students in all classes to participate.)</p> <p>Utilize weekly collaboration structure to strengthen academic rigor of Capstone for all students, especially the performance aspect.</p> <p>Focus collaboration efforts in first semester of 10th grade to identify supports needed for students to stay on track to graduate through 12th grade.</p>

**2023-2024: YEAR ONE ANALYSIS**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goals**  
Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.

<p><b>Goal #1:</b> By 2026</p>	<p>By 2026, the pathway will improve A-G graduation completion by 15% (from 60% to 75%).</p>
<p><b>Goal #2:</b> By 2026</p>	<p>By 2026, the pathway will have a comprehensive plan and support structure to enable youth leadership and relationships in the pathway – student-student and teacher-student.</p>
<p><b>Goal #3:</b> By 2026</p>	<p>By 2026, create a VAPA postsecondary plan based on extensive work based learning experience, college visits, dual enrollment classes, and a year-by-year developing portfolio of work. Scaffold this year-to-year and assess the success of this process each year.</p>

**Pathway Strategic Actions**

Strategic Actions for 2023-24	
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?	
Strategic Actions for Goal #1	Work on vertical alignment across the pathway (e.g. determine power content standards/skills that build on each other and lead to success in future classes).
	Measure SRI scores change over time; identify areas of concern and implement supports early and consistently
	Credit recovery option (independent study, extended contract) for students who are identified as most at-risk
	Transcript audits in the classroom (fall and spring, all grade levels - more student accountability and transparency)
Family outreach - getting families more intimately involved with transcripts, graduation requirements, opportunities, and resources	
Strategic Actions for Goal #2	Pathway-wide training and application of restorative practices and culturally responsive pedagogy
	Increase teacher facilitation, or student check-ins, to confirm students are absorbing the lesson and increase opportunities for students to ask questions. This includes developing common teacher facilitation moves, checks for understanding/ affirmations/ bit-sized feedback.
	Develop a youth leadership group with stronger student-teacher collaboration to incorporate more student input in pathway decision making
Design thinking process for pathway planning, feedback, collaborative decision making that includes student voice	
Strategic Actions for Goal #3	Review and strengthen scope and sequence of the pathway WBL plan, working backwards with the goal that by 12th grade all students will have had 2 internships, 2 college visits, career exploration, interview fairs, etc., along with reflection and portfolio documentation processes.
	Ensure that the WBL opportunities are embedded within the pathway curriculum and that collaboration time is used to coordinate instruction and opportunities with WBL providers, identifying and implementing needed training, and sharing of best practices with WBL lesson plans, sharing among and also between pathways if possible
	Increase and deepen partnerships with Arts organizations that offer both summer and year round internships.
	Research PostSecondary plans with other pathways as well as other sites, build time into collaboration to build such a plan for VAPA, in collaboration with College & Career Center and couns
Increase understanding among all VAPA Pathway teachers regarding early college opportunities such as CE and DE, investigate possibilities of articulation and certifications	

### Pathway Budget Expenditures

#### 2023-2024 Pathway Budget

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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>						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME	
\$10,309.47	1120	Teacher Salaries Stipends			Visual & Performing Arts Academy	
\$5,105.03	5220	Conference Expenses			Visual & Performing Arts Academy	

<b>Teacher Substitutes: Substitute coverage for the Visual &amp; Performing Arts Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Visual & Performing Arts Academy 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)	\$2,799.75	1150	Teachers Substitutes			Visual & Performing Arts Academy
--	------------	------	----------------------	--	--	----------------------------------

**2024-2025: YEAR TWO**

**Pathway Strategic Goals**

**Pathway Quality Strategic 3 Year Goal**

**Check in on 3-Year Goals**

*For each 3-year goal, answer:*

- To what extent is the pathway on track for accomplishing this goal by 2026?
- What has supported or hindered progress towards each goal this year?

By 2026, the pathway will improve A-G graduation completion by 15% (from 60% to 75%).

-VAPA students (every grade) have been taking more college visits this year, to help them become more academically focused. College and Career collaboration also helps our students think about their longer term prospects.  
-Attendance issues, largely caused by home issues, have been a challenge for students' A-G completion rate. Collaboration space is used to identify students who need most support and collectively determine how to improve our interventions. We had an assembly and attendance challenges earlier in the year; we'll continue to follow up on these PBIS efforts to help improve our students' on track to graduate status.  
-VAPA students' on track to graduate rate is currently 55%. The pathway needs to make a strong plan to improve this rate by the end of the school year.

By 2026, the pathway will have a comprehensive plan and support structure to enable youth leadership and relationships in the pathway – student-student and teacher-student.

teachers have been strengthening leadership opportunities in their classes and working to create more space for student input into pathway culture and design. Arts teachers give students opportunities to exhibit, describe, and even sell their art.  
-the VAPA team is developing a student-student peer mentorship program for next year; students this year will help to advise and shape this program.  
-a hindence to achieving this goal is the lack of pathway planning time for teachers to plan and imnplement this student-teacher peer mentorship program.

By 2026, create a VAPA postsecondary plan based on extensive work based learning experience, college visits, dual enrollment classes, and a year-by-year developing portfolio of work. Scaffold this year-to-year and assess the success of this process each year.

teachers have been prioritizing college visits and postsecondary planning in their classes. The VAPA program has a strong WBL sequence leading to Capstone portfolios that include resumes and artist statements. Stronger and more granular collaboraation between core content and CTE teachers is needed to better actualize the potential of the portfolio process. The addition of a Skyline Workbased Learning Liason this year is supporting our pathway being on track to accomplish this goal.

**Pathway Strategic Actions Reflection**

**2023-2024 Strategic Actions**

**Reflection on 2023-2024 Strategic Actions**

*For the Strategic Action sets for each goal, answer:*

- Are you on track for accomplishing the actions for the related goal this school year?
- If so, what has been done or will be done by the end of the year to accomplish it?
- If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

**23-24 Strategic Actions for Goal #1**

- Work on vertical alignment across the pathway (e.g. determine power content standards/skills that build on each other and lead to success in future classes.
- Measure SRI scores change over time; identify areas of concern and implement supports early and consistently
- Credit recovery option (independent study, extended contract) for students who are identified as most at-risk
- Transcript audits in the classroom (fall and spring, all grade levels - more student accountability and transparency)
- Family outreach - getting families more intimately involved with transcripts, graduation requirements, opportunities, and resources

These are some of the approaches pathway teachers are taking to this goal:  
-Working with pathway teachers in each grade to align rubrics to meet the skills needed for the Senior Capstone project  
-vertical alignment in VAPA dept CTE AME standards across electives via rubrics and/or learning Targets (ILT focuses from last year and this year)  
-recording and reviewing SRI scores throughout the course of the year with students. Students reflect on their progress and discuss ways to improve their scores moving forward. Supports are given as needed to address low SRI scores.  
-identifying key assignments based on standards for all marking periods to assemble "catch up" packets targeted at students who've received Fs or Ds  
-checking in with failing students and provide list of key assignments in order of potential grade impact and give them individual (extended) deadlines  
-Offering credit recovery that is interwoven into the students'  
-Checking in with students one on one in the weeks approaching the end of each marking period to help students catch up on missing work and improve marking period grades.  
Counselor - Individual senior and junior transcript audits  
Senior grad. Status meetings and letters home  
Junior grad. Status meetings and letters home

**23-24 Strategic Actions for Goal #2**

- Pathway-wide training and application of restorative practices and culturally responsive pedagogy
- Increase teacher facilitation, or student check-ins, to confirm students are absorbing the lesson and increase opportunities for students to ask questions. This includes developing common teacher facilitation moves, checks for understanding/ affirmations/ bit-sized feedback.
- Develop a youth leadership group with stronger student-teacher collaboration to incorporate more student input in pathway decision making
- Design thinking process for pathway planning, feedback, collaborative decision making that includes student voice

-Drama classes include restorative justice training and an emphasis on culturally responsive practices. This hasn't been widely shared throughout the pathway; we will work on a plan to improve dissemination of these methods from draam class throughout the classes.  
VAPA Pathway classroom culture includes:  
- turn and talks, academic discussions in class (agree/disagree protocols), citing evidence verbally or written  
- community circle resets to improve classroom culture and community at the end of the first semester  
VAPA student leadership opportunities include:  
- student agency and voice is prioritized in VAPA projects (David Brower Center integrated project, Capstone projects, etc.)  
- students help lead pathway assemblies and events  
- leadership opportunities in Design teams for Performing Arts / School events, giving students facilitation, directing, and/or team leading opportunities  
- multiple opportunities for students to engage 1:1 with professionals in drama classes

<b>23-24 Strategic Actions for Goal #3</b>	Review and strengthen scope and sequence of the pathway WBL plan, working backwards with the goal that by 12th grade all students will have had 2 internships, 2 college visits, career exploration, interview fairs, etc., along with reflection and portfolio documentation processes.	-CTE industry partners are coming to classes and teaching real-world skills, coaching students, providing feedback for adjustments; offering hands-on application opportunities. -23-24 VAPA College visits to Davis (12), UCB (10, 11, 12), Merritt (12), CCA (10), Columbia, HBCU
	Ensure that the WBL opportunities are embedded within the pathway curriculum and that collaboration time is used to coordinate instruction and opportunities with WBL providers, identifying and implementing needed training, and sharing of best practices with WBL lesson plans, sharing among and also between pathways if possible	- provide WBL opportunities in Performing Arts / School events, giving students opportunities to work on a variety of projects in putting on a creative event - WBL digital music projects in working both individually and collaboratively with other students to musically/digitally produce a completed song -All VAPA teachers, especially CTE teachers, need to work with VAPA industry partners to intentionally connect their curriculum and lesson to current industry standards -CTE teachers emphasize industry standards in their classes and share what this looks like in practice with their colleagues in PD.
	Increase and deepen partnerships with Arts organizations that offer both summer and year round internships.	-This year VAPA teachers engaged in close analysis of pathway students' engagement in dual enrollment classes and developed a plan to improve student participation in dual enrollment classes, as well as offering more VAPA-aligned DE classes next year.
	Research PostSecondary plans with other pathways as well as other sites, build time into collaboration to build such a plan for VAPA, in collaboration with College & Career Center and counseling team	-We emphasize relationship building with partners through events such as art exhibits with the David Brower Center and Museum of Childrens' Art as well as involvement of our advisory board in schoolwide events such as the opportunities fair, mock interview fair, and capstone interview fair. We haven't had an advisory board meeting yet and need to do so to further strengthen our industry relationships.
	Increase understanding among all VAPA Pathway teachers regarding early college opportunities such as CE and DE, investigate possibilities of articulation and certifications	

**Pathway Strategic Actions 2024-2025**

**2024-2025 Strategic Actions**  
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

<b>Goal #1: By 2026</b>	By 2026, the pathway will improve A-G graduation completion by 15% (from 60% to 75%).	<b>New or Revised Strategic Actions for Goal #1</b>	Increase reading, reading support, reading strategies, student-to-student academic discussion. Collaborate more tightly with district ELMA team to better understand ELL reclassification procedure and strategies
			Embed more student work protocols and data analysis into collaboration with emphasis on better understanding of focal groups, also more grade-level teacher focus. align teaching team on progress reports system during each marking period (4th week) and monitor on track to graduate – different grade-to-grade level. Which supports are needed depending on the issue, including case manager support, tutoring, etc.
			Embed unit/lesson differentiation into collaboration- see as a problem of practice during Monday lesson presentations
			Need to organize and use information about IEPs and accommodations needed earlier in the year.
			Embed opportunities for repeated demonstration of mastery, credit recovery, mastery-based grading.
<b>Goal #2: By 2026</b>	By 2026, the pathway will have a comprehensive plan and support structure to enable youth leadership and relationships in the pathway – student-student and teacher-student.	<b>New or Revised Strategic Actions for Goal #2</b>	Deepen student leadership opportunities in the pathway; start with learning from Green Energy pathway that has a robust student leadership group. Sit in on one of their student leadership sessions and develop a student leadership plan as a team during collaboration. Utilize student leaders to improve the pathway by engaging them in discussions around student engagement, soliciting student feedback.
			Develop peer mentoring program– older-younger students
			Explore possibilities for training for students in RJ leadership and SOS RJ (2-day) training w/ RJOY
			Develop system by which to check in with students on social emotional level on a regular basis.
<b>Goal #3: By 2026</b>	By 2026, create a VAPA postsecondary plan based on extensive work based learning experience, college visits, dual enrollment classes, and a year-by-year developing portfolio of work. Scaffold this year-to-year and assess the success of this process each year.	<b>New or Revised Strategic Actions for Goal #3</b>	planning ideas: 1) College & Career Ctr had weekly visits in semester 1: VAPA growth area a) bonus points to get 9th - 11th students to Lunch sessions:  2)intentional piggy backing on these visits with our 9th & 10th graders - we could request to bring guest/students while on campus to one another to learn about their colleges/programs/summer experiences  3) local colleges - invite to our assemblies and classes (CSEBH, SFSU, UCB, Merrit College, Laney College, Berkeley CC  4) Virtual visits to colleges & Zoom sessions with college recruiters.
			Reflection and portfolio documentation about (career exploration, WBL, college visits, mentorship, internship) + integration into Capstone work so students can consider in their Capstone work as well as postsecondary planning
			Develop college exploration workplan for grades 10-12 beginning with graduate student outcomes and planning backward. Include core subject areas in this workplan. Include all types of colleges: community college, 4-year public, private, state, out-of-state, HBCU, etc. Consider routinizing the college visits.
			Increase 2-way communication between pathway team, students, parents/guardians, College and Career center by hosting info session and workshops, written communication, social media, and more.

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

**2024-2025 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b>  For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions.  Reference the <a href="#">Measures N and H Permissible Expenses document</a> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a>.</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 2024-25 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> 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></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 detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	<p><b>Fully Approved</b> (no additional Justification Form required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>	<p><b>Conditionally Approved</b> (Justification Form is required)</p> <p><i>(protected cells below to be completed by MN/H staff only)</i></p>
<p><b>Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits.</b>  Charter buses for College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.</p>	\$10,000.00	5826	Professional Contracted Bus Services			VAPA		Conditionally Approved
<p><b>Teacher Salaries Stipends: Extended Contracts for the VAPA Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b>  Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the VAPA CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work we will support all students in the VAPA (approximately 350 students). 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 12 total hours + 25% benefit costs = \$924 x 8 Teachers = \$4620.  (Salary &amp; Benefit Costs Included)</p>	\$4,620.00	1120	Teacher Salaries Stipends			VAPA	Approved	
<p><b>Teacher Substitutes:</b> Substitute coverage for the VAPA Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Energy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway.  (Salary &amp; Benefit Costs Included)"</p>	\$3,000.00	1150	Teachers Substitutes			VAPA	Approved	
<p><b>Admission Fees:</b> Admission for students to attend Career Exploration Visits and integrated learning opportunities.  These opportunities enable students to access experiential learning; learn about careers, and meet and interact with professionals in different industries and organizations."</p>	\$1,500.00	5829	Admission Fees			VAPA		Conditionally Approved
<p><b>Materials and Supplies:</b> materials &amp; supplies for the cohorted academic classes to support the design and implementation of student projects and project-based learning aligned with VAPA</p>	\$5,500.00	4310	Supplies & Materials			VAPA		Conditionally Approved

MEASURE N 2022-2023 CARRYOVER PLAN							REVISED 2/22/24
School Name	SKYLINE HIGH SCHOOL			Site Number	306		
<b>Why were you unable to expend all your funds in the 2022-2023 school year?</b>	2022-23 Skyline faced challenges when our Principal Dr D took an unexpected leave of absence for much of the school year and her Admin Assistant who supported with budget separated in mid-December. Previously no admin or other staff member worked/supported with budget in any way. This had a major impact on how we were able to provide support to all pathways to best utilize their funds. Interim Principal Huang and Admin Assistant Yesenia Alamillo supported teams with budget and purchases as efficiently and quickly as possible with minimal training for several months during key time to complete spending.						
<b>Total Measure N Funds Received in Fiscal Year 2022-2023</b> <i>(including accumulated carryover from previous years)</i>	\$2,164,129.58	<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>					<b>\$700,222.21</b>
<b>Projected Carryover Amount from Fiscal Year 2022-2023</b>	\$700,222.21	<b>Total Budgeted Amount</b>					\$700,222.21
<b>Percentage of 2022-2023 Carryover to Measure N Funds</b>	32.4%	<b>Remaining Amount</b>					\$0.00
<b>NOTE:</b>	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.						
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.						
<b>Resources:</b>	<a href="#">2023-2024 Measures N and H Permissible Expenses</a> <a href="#">Measures N and H Justification Examples - A Resource for EIP Development</a>						
<b>Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits.</b> Charter buses for College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.	\$10,000.00	5826	Professional Contracted Bus Services			Computer Science & Technology Academy	Work-Based Learning
<b>Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits.</b> Charter buses for College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.	\$5,000.00	5826	Professional Contracted Bus Services			Education and Community Health Pathway	Work-Based Learning
<b>Professional Contracted Bus Services: Charter Bus rentals or other transportation for students to attend College and Career Exploration Visits.</b> Charter buses for College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.	\$20,000.00	5826	Professional Contracted Bus Services			Visual & Performing Arts Pathway	Work-Based Learning
<b>Admission Fees: Admission for students to attend Career Exploration Visits and integrated learning opportunities.</b> These opportunities enable students to access experiential learning; learn about careers, and meet and interact with professionals in different industries and organizations.	\$5,000.00	5829	Admission Fees			Visual & Performing Arts Pathway	Work-Based Learning
<b>Teacher Salaries Stipends:</b> Extended Contract for 4 Pathway teachers to pick up or drop off Linked learning vans before or after working hours. Vans will be used for college and career exploration visits. Due to Skyline's difficult location this will serve small groups of students (15 per van) to transport to industry events, job shows, mentorships. This stipend would allow teachers to go before or after school to pick up and drop off vans at its central district location. Budget: 4 teachers x 20 hours x 38.5 hourly + 25% benefits = \$3850	\$3,850.00	1120	Teacher Salaries Stipends			All Pathways	
<b>Materials and Supplies:</b> purchase supplies for the Education & Comm Health pathway integrated projects to support stronger pathway culture throughout the school.	\$5,000.00	4310	Materials & Supplies			Education and Community Health Pathway	Enabling Conditions
<b>Computers: Purchase of Apple Laptops provide industry standard laptops</b> for students to carry out scientific investigations, data collection and complete projects using industry standard programs and softwares such as <b>SketchUp, ArcGIS &amp; PHET in the CTE classrooms.</b> This will enhance students' skills development and performance.	\$28,125.00	4420	Computers			Green Energy Academy	

<b>Materials and Supplies:</b> purchase supplies for the pathway integrated projects to support stronger pathway culture throughout the school.	\$5,000.00	4310	Materials & Supplies			Computer Science & Technology Academy	
<b>Computers:</b> purchase computers or laptops for the VAPA pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content.	\$30,000.00	4420	Computers			Visual & Performing Arts Pathway	Enabling Conditions
<b>Materials and Supplies:</b> purchase materials & supplies for the VAPA pathway integrated projects that support students' experiences as professional artists, such as gallery grade display materials for public showcase, professional portfolio materials.	\$14,000.00	4310	Materials & Supplies			Visual & Performing Arts Pathway	Enabling Conditions
<b>Conferences Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into their pathway.</b> (Educating for Careers/Linked Learning etc). Funding will be used for travel, lodging, and registration.	\$4,000.00	5220	Conference Expenses			Whole School	Rigorous Academics (Integrated Program)
<b>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to process and pay-out the Student Internship Stipends for participating in the 2024 Summer ECCCO (Exploring College and Career Opportunities) Program, through June 30, 2024.</b> This money will be distributed through the Oakland Public Education Fund and the money will be used to issue student stipends for the summer internships coordinated with 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. This expenditure aligns with our Strategic Action of increasing student participation in Work Based Learning experiences by 15%. Budget: 120 students paid \$500-1000 each = \$90,000.00 + \$900.00 for 10% admin fees = \$90,900.00 (Administrative Fees Included)	\$90,900.00	5825	Consultant Contracts			Whole School	Work-Based Learning
<b>Consultant Contracts: Contract with Youth Together as Fiscal Agent to process and pay-out the Student Internship Stipends for VAPA Pathway students (January through June 2024).</b> 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 5 -10 students in our pilot year and steadily increase this. We hope to excite and engage students to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year. Budget: This will serve 5 - 10 students x \$1,000 - \$2,000 (depending on participation) +15% for admin fees. (Administrative Fees Included)	\$10,000.00	5825	Consultant Contracts			Visual & Performing Arts Pathway	Work-Based Learning
<b>Consultant Contracts: Contract with Youth Together as Fiscal Agent to process and pay-out the Student Internship Stipends for CHED Pathway students (January through June 2024).</b> 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 5 -10 students in our pilot year and steadily increase this. We hope to excite and engage students to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year. Budget: This will serve 5 - 10 students x \$1,000 - \$2,000 (depending on participation) +15% for admin fees. (Administrative Fees Included)	\$10,000.00	5825	Consultant Contracts			Education and Community Health Pathway	Work-Based Learning

<p><b>Consultant Contracts: Contract with Youth Together as Fiscal Agent to process and pay-out the Student Internship Stipends for Computer Pathway students (January through June 2024).</b></p> <p>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 5 -10 students in our pilot year and steadily increase this. We hope to excite and engage students to begin finding their passion and this is a strategy to continue our work-based learning work during the school year and not exclusively during the summer. Students have pursued opportunities based on their summer internship experiences and we would like to contribute and enrich the academic learning during the school year.</p> <p>Budget: This will serve 5 - 10 students x \$1,000 - \$2,000 (depending on participation) +15% for admin fees. (Administrative Fees Included)</p>	\$10,000.00	5825	Consultant Contracts			Computer Science & Technology Academy	Work-Based Learning
<p><b>Meeting Refreshments: refreshments for the VAPA pathway advisory board meetings, pathway career fairs, pathway events where community partners attend, all in support of pathway projects.</b></p> <p>Partners spend time with teachers and students for various hours/days throughout the school year to support in CTE integrated projects. They help teachers and students plan industry level projects to give students real life industry experiences. Industry partners for this school year include Museum of Children's Art, Museum of African Diaspora, California Shakespeare Theatre, Civic Design, and more.</p>	\$500.00	4311	Meeting Refreshments			Visual & Performing Arts Pathway	Work-Based Learning
<p><b>Consultant Contracts: Contract with Oakland Public Education Fund (OPEF) to subcontract 3 Alumni Fellowships for Pathways, from January through June 2024.</b></p> <p>The fellows will support literacy, CTE skills, and other academic areas and will be partnered with a CTE mentor pathway teacher. (Admin Fees Included, 10%)</p>	\$10,250.00	5825	Consultant Contracts			Whole School	Integrated Student Supports
<p><b>Professional Contracted Bus Services: Charter Bus rentals for pathway students to attend College and Career Exploration Visits.</b></p> <p>Charter buses for College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different organizations for affinity groups: AAFE, AAMA, LMB, LMA classes.</p>	\$5,284.68	5826	Professional Contracted Bus Services			Whole School	Work-Based Learning
<p><b>Materials and supplies: materials &amp; supplies for the Atlas - 9th Grade teachers to embed pathway themed integrated projects and introduce students to pathway-aligned careers and interests.</b></p> <p>Materials will include CTE-aligned supplies specifically required for pathway integration.</p>	\$8,000.00	4310	Materials and Supplies			9th Grade	Rigorous Academics (Integrated Program)
<p><b>Teacher Salaries Stipends: Extended Contracts for 2 Teachers to support the 2024 Summer Exploring College, Career, &amp; Community Opportunity Summer Program (ECCCO), through June 30, 2024.</b></p> <p>The 4 ECCCO teachers will support students in summer internships by providing work based learning curriculum to students, assisting them to find internships and work site visits. This expenditure is aligned to pathway development goals in the area of Work-Based Learning, supporting students to successfully complete career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by having a familiar adult support and case manage them through onboarding and the challenges that may arise as a young person in a work environment. 20-25 students will be served by each of the summer teachers, for a total of 40-50 students. This addresses the need for a support infrastructure and advocacy for student success in off-site work experiences, as well as logistical needs for making students get paid and prepare for the district Demonstration of Mastery.</p> <p>Budget: ~\$15,000 as average for 150 hours for ECCCO Summer Internship Program. (Salary &amp; Benefit Costs Included)</p>	\$30,000.00	1120	Teacher Salaries Stipends			Whole School	Work-Based Learning

<p><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE for the Green Pathway, from January through June 2024.</b>  The CTE Teacher will ensure that students in the Visual &amp; Performing Arts Pathway have a robust introduction to Career Technical Education via her introductory course in the CTE sequence. Develop and provide access to relevant work-based learning experiences focusing on a broad array of careers in the field of visual arts.  PCN 8568 - Natalie Musick, 1.0 FTE, January through June 2024.  (Salary and Benefit costs included)</p>	\$44,595.55	1105	Teacher Salaries		1.0 FTE	Green Energy Academy	Rigorous Academics (Integrated Program)
<p><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE for the Visual &amp; Performing Arts Pathway, from January through June 2024.</b>  The CTE Teacher will ensure that students in the Visual &amp; Performing Arts Pathway have a robust introduction to Career Technical Education via her introductory course in the CTE sequence. Develop and provide access to relevant work-based learning experiences focusing on a broad array of careers in the field of visual arts.  PCN 9609 - Kristina Lawson, 1.0 FTE, January-June 2024  (Salary and Benefit costs included)</p>	\$57,292.66	1105	Teacher Salaries		1.0 FTE	Visual & Performing Arts Pathway	Rigorous Academics (Integrated Program)
<p><b>Clerical Salaries: Hire an additional Pathway Case Manager, at 1.0 FTE, from January through June 2024.</b>  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 8801 - Felipe Bobino, Jr., 1.0 FTE, January through June 2024.  (Salary and Benefit costs included)</p>	\$51,155.23	2405	Clerical Salaries		1.0 FTE	Whole School	Integrated Student Supports
<p><b>Clerical Salaries: Hire an additional Pathway Case Manager, at 0.65 FTE, from January through June 2024.</b>  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 8335 - Keiana Smith, .65 FTE, January through June 2024.  (Salary and Benefit costs included)</p>	\$18,663.96	2405	Clerical Salaries		.65 FTE	Whole School	Integrated Student Supports
<p><b>Correcting Negatives in Measure N &amp; H accounts:</b>  These funds are to offset all of the negatives in Measure N - Resource 9333 &amp; Measure H - Resource 9339.  The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary &amp; Benefit Costs, as well as Mid-Year Salary Adjustments.  This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.</p>	\$73,755.40	1xxx & 3xxx	Salary & Benefit Costs Negatives			Whole School - all pathways	Enabling Conditions
<p><b>Strategic Carryover for Fiscal Year 2024-2025:</b>  Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p>	\$171,707.40	4390	Carryover - Future			Whole School	Enabling Conditions
<p><b>Strategic Carryover for Fiscal Year 2024-2025:</b>  Funds will be strategically carried over and used in fiscal year 2024-25, via the budget development and Education Improvement Plan approval process, to support expenditures identified as needs at the beginning of the school year.</p>	\$21,992.33	4390	Carryover - Future			Whole School	Enabling Conditions

**MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN**  
(for Fiscal Year 2023-24)

<b>Name of School Site</b>	<b>Skyline High School</b>	<b>Site #</b>	<b>306</b>
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	<b>\$35,329.58</b>	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$35,329.58	We aim to improve student outcomes and experiences by investing in deepening teacher collaboration and integration. This includes ensuring that pathway teachers are connected to the college and career readiness work no matter what their specific discipline. Teacher growth in this area and teacher leadership development will bring better outcomes for pathway students.	
<b>Remaining Amount to Budget</b>	\$0.00		

**NOTE:** Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.

**Directions:** Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development.  
\*\*Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.

**Resources:** [Measure N 2022-2023 Permissible Expenses](#)  
[Measure N Justification Examples - A Resource for EIP Development](#)

<b>BUDGET JUSTIFICATION</b>							
<b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions.							
<b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Budget Justification Instructions</a> .							
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.							
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)							
We encourage you to refer to this list <a href="#">OUSD's Object Codes</a> 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>							
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>
<b>Teacher Salaries Stipends: Extended Contracts for Skyline Teacher/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b> Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum standards and theme, facilitate communities of practice, and develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Budget Calculation: \$38.50 per hour x 20 total hours + 25% benefit costs = \$962.50 x 11 Teachers = \$10,587.50. (Salary & Benefit Costs Included)	\$10,587.50	1120	Teacher Salaries Stipends			Whole School	Comprehensive Student Supports

<p><b>Conference Expenses: Travel Expenses for the Skyline Teachers to attend conferences</b>, visit other school pathways, attend pathway or Linked Learning Conferences and professional development to learn about and implement best pathway practices aligned with all Pathways for the Whole School. Funding will be used for travel expenses, registration fees, and applicable meals.</p>	\$11,356.96	5220	Conference Expenses			Whole School	Enabling Conditions
<p><b>Teacher Substitutes: Substitute Coverage for the Skyline Teachers</b> to visit other teachers classrooms, attend field trips, communities of practice, conferences, and activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (Salary &amp; Benefit Costs Included)</p>	\$10,972.23	1150	Teachers Substitutes			Whole School	Enabling Conditions
<p><b>Teachers Substitutes: Substitute coverage for the Computer Science &amp; Technology Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary &amp; Benefit Costs)</p>	\$2,412.89	1150	Teachers Substitutes			Computer Science & Technology Academy	Enabling Conditions

**MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN**

*Effective: July 1, 2024 - June 30, 2025*

<b>Name of School Site</b>	<b>SKYLINE HIGH SCHOOL</b>	<b>Site #</b>	<b>306</b>
<b>Approved Strategic Carryover</b> <i>(from prior years - Carryover Plan)</i>	\$193,699.73	<b>In the box below, please indicate why you decided to allocate Strategic Carryover.</b>	
<b>Total Budgeted Amount</b>	\$193,699.73		
<b>Remaining Amount to Budget</b>	\$0.00		

<b>NOTE:</b>	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
<b>Directions:</b>	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.
<b>Resources:</b>	<a href="#">Measures N and H 2024-2025 Permissible Expenses</a> <a href="#">Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development</a>

<b>BUDGET JUSTIFICATION</b> 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 <a href="#">Measures N and H Instructions for a Proper Budget Justification</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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 Measure N funds. Please refer to the Measures N/H Permissible Expenses document to confirm permissibility.</i>									
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning domain does this support?</b>	<b>Fully Approved</b> (no additional Justification Form required)  <i>(protected cells below to be completed by MN/H staff only)</i>	<b>Conditionally Approved</b> (Justification Form is required)  <i>(protected cells below to be completed by MN/H staff only)</i>
<b>Classified Support Salaries: Hire 1 Newcomer Assistant, at 0.23 FTE.</b> The Newcomer Assistant will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohorted Ed & Community Health pathway classes supporting full engagement, language fluency development, strengthen integration with pathway activities, including internships, college and career field trips, academic interventions including after school tutoring. These actions align with our whole focus on literacy development across all pathways/houses. 1.0 FTE (Salary and Benefit costs included)	\$17,772.56	2105	Classified Support Salaries	Newcomer Assistant	23%	Ed & Community Health	Enabling Conditions	Conditionally Approved	

<p>Teacher Substitutes: Substitute coverage for teachers 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 houses. (Salary &amp; Benefit Costs Included)</p>	\$7,833.84	1150	Teacher Substitutes			Whole School	Enabling Conditions	Conditionally Approved	
<p>Pupil Support Salaries / Admin: Hire an Assistant Principal at 1.0 FTE, for the Computer Technology Academy. The funding for this position is to bring our total allocation up to 4 Assistant Principals at Skyline so that we are able to 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 --&gt; one for each pathway and one for Atlas- 9th Grade). PCN 2815 - James Ortega (Salary and Benefit costs included)</p>	\$168,093.33	1305	Supervisor, Coaches, Administrator Salaries	Assistant Principal	1.0 FTE	Computer Tech	Enabling Conditions		Approved

# Measures N and H 2024-2025 Education Improvement Plan Assessment (Year Two of Three-Year Cycle)

[[Skyline](#)]

## Checklist of Required Elements:

- ✓ Submitted Measures N and H Education Improvement Plan
- ✓ Submitted Three Domains of Linked Learning (one per pathway)

<b>Criterion 1: Measures N and H Pathway Improvement Progress Reflection:</b> To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2022-23) and Year 2 (2023-24)? <small>(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</small>				
Category	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
<p><b>Evidence of Progress toward Pathway Program(s)' <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a></b></p> <p><i>Instructions:</i> Review 2022-23 whole school and pathway three-year goals, the purple reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:</p> <ul style="list-style-type: none"> <li>Meaningful reflection about progress toward strategic goals (whole school and pathway)</li> <li>Clear articulation of connections between these reflections and new or adapted strategic actions</li> <li>Evidence of progress toward pathway programs' quality standards</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>Teams communicate a deep sense of self-awareness; strengths and areas of growth are clear.</li> <li>Skyline is assessing its structures and programs for relevance and quality. This process has prompted school leadership to engage in redesign work.</li> <li>Skyline has invested resources this year to better understand its areas of growth in order to address deficits in an intentional and informed manner. There is room for growth in these explicit areas: ensuring consistency and continuity of curricular programming, student supports, and WBL opportunities; pathways need to develop and fully adopt a specific brand or identity; all adult teams responsible for improvement work need to establish a regular cadence for meeting and commit to specific processes.</li> <li>The EIP reflections and presentation indicate that leadership structures, the computer pathway, and VAPA will undergo</li> </ul>			

	<p>changes.</p> <ul style="list-style-type: none"> <li>• Three of the four pathways require resource, staffing, and curricular alignment. All pathways with the exception of Green can benefit from vision, mission, and scope and sequence work.</li> <li>• There is a need to better integrate student interventions in pathway work. Pathway teams need to evaluate their approach to tier I supports that address academic performance, behavior, and social-emotional well-being.</li> <li>• Pathways continue to explore and implement experiences that promote college and career readiness.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• Greater coordination of supports and services is needed. Operating in a systematic way may facilitate consistent progress monitoring.</li> <li>• Embed quality standards into team meetings and planning time to keep them front and center.</li> </ul>
--	---

<b>Criterion 2: Measures N and H Pathway Improvement Plan (Actions): In what ways does the EIP clearly articulate new or revised actions that are grounded in schools' and pathways' reflection on the implementation of Year 1 strategic actions?</b>				
<b>Category</b>	<b>Excelling 4</b>	<b>Meeting 3</b>	<b>Approaching 2</b>	<b>Beginning 1</b>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning               <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges their reflection logically into their actions</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Pathways experience challenges associated with establishing and maintaining community partnerships that are needed to offer robust and meaningful WBL.</li> <li>• CTE courses reflect pathway themes.</li> <li>• There is a strong emphasis on student leadership in pathways.</li> <li>• The school is continuing to work on ensuring that dual enrollment opportunities directly align with pathway themes.</li> <li>• The school has a process for ensuring equitable student scheduling into pathways.</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>• The school and its pathways may benefit from exploring</li> </ul>			

	<p>and establishing clear structures and processes through which all students can experience post-secondary planning and pre-employment/preparatory WBL activities.</p> <ul style="list-style-type: none"> <li>• Explore strategies to embed post-secondary planning (in addition to exploration) in pathway classes</li> <li>• To measure and monitor quality of student experiences, pathways may implement structured opportunities to listen to students (listening sessions, empathy interviews, etc). This is a great way to collect data that will inform practice.</li> <li>• Engage all teams in intentional planning prior to the year so they have a clear plan that can be followed.</li> <li>• Develop common and aligned actions across pathways where there is common focus, including student leadership, post-secondary planning, master-based grading, and work-based learning experiences.</li> <li>• All teams need to develop a calendar for meetings, events, collaboration, etc. Adhering to the calendar is critical. It will help ensure steady movement towards improvement.</li> <li>• With stable teaming structures in place, the team may be able to maximize its time and resources, successfully prepare for high level pathway theme integration across content areas, and deliver high quality student support services at all tiers (I-III).</li> </ul>
--	--

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan				
Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2024-25.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the three domains of Linked Learning</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b> Significant investment in Counseling and Case Management</p> <ul style="list-style-type: none"> <li>• There is continued investment in CTE teacher salaries.</li> <li>• The school remains committed to their investments in PD and collaboration time.</li> </ul>			

- Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

**Rating<sup>1</sup>:** Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### <sup>1</sup>Fully Approved

- School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### Approved

- School is **actively developing and implementing** a whole-school pathways model with the three domains of Linked Learning as evidenced by the establishment of all three domains of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School has evidence of continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

### Conditionally Approved

- School is **actively developing** a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways

**Strengths:**

- The majority of staff are open and willing to make adjustments in service of students.
- Skyline’s student population is experiencing shifts; they are seeing increases in Black and English Learner populations, including newcomers. Proactive steps are being taken to design experiences that respond to the needs of these populations and prepare teachers to adjust pedagogy.
- Pathway team member are actively fostering partnerships with industry and community organizations.

**Key Questions:**

- How might pathway teams organize their collaboration time in order to meaningfully and consistently address all three Linked Learning domains?
- What entry points exist for alignment of schoolwide goals and pathway goals? How can pathways leverage cohorting and common practices to address school wide goals related to academic performance and culture and climate?
- With teacher attrition in mind, how will pathway teams support new teachers and integrate into the team?

**Budget Feedback:**

- Continue to consider ways in which Measure H and the school’s other available funding resources can work in concert to address staff and student needs.
- As the school continues to evaluate its current investments (bell schedule, wide range of electives, extracurricular activities, etc.), consider what investments have produced the greatest returns and those that have minimal impact.

**Next Steps (for Conditionally Approved Sites)** - add rows as needed

What	Suggested Lead	Deliverable	Date