OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Skyline High School**
CDS Code:	1612590137943
Principal:	Vinnie Blye (Acting)
Date of this revision:	6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact:	Vinnie Blye (Acting)	**Position:**	Principal
Address:	12250 Skyline Blvd.	**Telephone:**	510-482-7109
	Oakland, CA 94619	**Email:**	vinnie.blye@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site: Skyline High School   **Site Number:** 306

[X] Title I Schoolwide Program   [X] Local Control Funding Formula (LCFF) Base Grant

[X] Title I Targeted Assistance Program   [X] LCFF Supplemental Grant   [X] 21st Century

[ ] After School Education & Safety Program (ASES)   [X] LCFF Concentration Grant

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

6. The public was alerted about the meeting(s) through one of the following:

[ ] Fliers in students' home languages   [ ] Announcement at a public meeting   [ ] Other (Notices and Media Announcements, etc.)

Signatures:

_____   _____   _____
Print name of School Principal   Signature   Date

_____   _____   _____
Print name of SSC Chairperson   Signature   Date

_____   _____   _____
Print name of Network Superintendent   Signature   Date

_____   _____   _____
Ruth Alahydoian, Chief Financial Officer   Signature   Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site: Skyline High School   **Site Number:** 306

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Base #0000**		TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**		TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**		TBD
After School Education and Safety Program (FTE Only) **… ASES #6010**		TBD
TOTAL:	**$0.00**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**		TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**		TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**		TBD
TOTAL:	**$0.00**	**$0.00**

ABOUT THIS SCHOOL

School Description

Skyline High school serves 1788 students 37% Latino, 32% African American, and 15% Asian, and 7% White students in grades 9 through 12. We believe a quality school must support students both emotionally and academically and we are committed to do both at high levels. We seek to engage students in rigorous academics and high-quality enrichment activities that develop their academic skills, creative talents, and civic values which prepares students for success in college and career.

School Mission and Vision

Vision

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

Mission

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

Expected Schoolwide Learning Results

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

School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	52.9%	47.1%		14.2%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		15.4%		

Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	31.6%	0.7%	16.5%	39.6%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	1.4%	1.6%	6.7%	1.0%

SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Academic Strengths: -There has been an increase in our non-pathway student GPA's. -Pathway students have the highest overall GPA. -The number of students performing "multiple grades behind is decreasing. - About 4% of students are expericing more than 1 year's growth on the SRI. -Daily Collboration is built into the master schedule for teachers.	Academic Challenges: -The cohort graduation rate for 2014 is 69% -The opportunity gap between Pathways and non pathways is growing. -39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores. -African American students are enrolled in Pathways as the lowest overall ethinic group.	Root causes for graduation stem from low academic performance (not having the necessary prerequisite skills entering HS), attendance issues, and outside stressors.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes

-Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements. -2yr Pathway retention rates have increased by over 13% for the 2015 school year. -6% increase in all students earning an A in their core classes.	-Fewer students are taking 3 or more AP classes. -The overall enrollment in students taking AP classes is decreasing.	Students who have a difficult time with HS academics, may not have the skills needed for college success. Skyline has failed to develop and implement systems to analyze formative and summative assements that support implementation of research based strategies to support targeted student needs in all of the core subject areas.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Climate & Culture Strengths: -Approximately 25% reduction in the number of students with unexcused abscences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students fell safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.	Climate & Culture Challenges: -Juvenile detention rates are the highest in grade 10. -Supension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year. -African American students recevied 38% of the school suspensions. -Latino students recieved 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015.	Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Rigorous Academics Strengths: -6.5% Growth of Students being enrolled in A-G courses. -More students are performing "at grade level" based upon SRI data. -100% inclusion of SDC students into pathways.	-African Amercian students are the lowest performing ethnic group based upon their enrollment in A-G courses. -The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices. -The overall number of students enrolled in Pathways decreased by 2.2% in 2015.	Skyline has failed to develop a cohesive instructional and curriculur program that supports the knowledge and skills needed for student success. The instructional focus needs to be grounded in common core standards and involve the components of effective daily lesson planning. Furthermore, the school has failed to develop systems to monitor progress towards meeting targeted academic goals in all core subject areas.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- (Related to LCAP Goal)

- Ensure that all 9th grade students master basic Algebra I concepts. (Related to LCAP Goal 2: Students are proficient in state academic standards.)

- Ensure that all students improve reading and writing skills by
(Related to LCAP Goal 3: Students are reading at or above grade level.)

- Ensure all Skyline students have social, emotional, and health supports. (Related to LCAP Goal 5: Students are engaged in school everyday.)

- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	1: Graduates are college and career ready.	1: Graduates are college and career ready.
Post-Secondary Readiness:	--Increase the grade 10-12 AP course participation rate by 25 or more percentage points. --100% of all students in grades 9 through 12 will complete a web-based College and Career plan. --100% of all students in grades 9 through 12 will login to their web-based account and update relevant information at least 4 times each school year.	1: Graduates are college and career ready.	3: Students are reading at or above grade level.
Climate and Culture:	Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.	5: Students are engaged in school everyday.	1: Graduates are college and career ready.
Rigorous Academics:	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson plannng, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	2: Students are proficient in state academic standards.	1: Graduates are college and career ready.

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students		15.5%	16.5%	1: Graduates are college and career ready.
Post-Secondary Readiness:	A-G Completion	All Students				A-G Completion
Climate and Culture:	Attendance Rate	Low- Income Students				Culture/Climate: Student
Rigorous Academics:	Concurrent Enrollment	All Students				AP Course Performance

School Theory of Action

Through the work of our Measure N design committees we seek to integrate a 3 Year Implementation Plan that seeks to:
-Decrease the high school dropout rate
-Increase the high school graduation rate
-Increase high school students' readiness to succeed in college and career
-Increase middle school students' successful transition to high school
-Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
The plan will include structures that support building a master schedule that is aligned to linked learning best practices, supports students adcademic and social-emotional learning needs. Furthermore, we seek to increase college and career awareness/readiness in all grades. Our plan will be primarily driven by our 4 Career Pathways and will require a restructuring of our current facilities layout. We seek to build a school environment where each one of Career Pathways have their own contiguos space. The plan seeks to spend Measure N funds on the following:
1. Each Pathway will hire a TSA to support an intensive academic acceleration program (4.0 FTE's)
2. Hire an onsite Computer Technician II to support instructional technology at the school (1.0 FTE)
3. Match funds to purchase another full-time counselor to support students being college, career and community ready. (0.55 FTE)

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2

Instructional Improvement Strategy:	Increase the overall participation and engagement of teachers in Skyline professional learning program.	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson plannng, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate Improvement Strategy:	Continue to build out our PBIS and RJ practices to support student engagement.	Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning stragtegies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.	Personalized Student Support	Personalized Student Support
Pathway Development/ Implementation Strategy:	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
New or Emerging Design Feature #1:	Implementation of Facilitative Leadership professional learning strategies to suppor administrators and teacher leaders.	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson plannng, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Design Feature #2:	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	Personalized Student Support	Program of Study & Master Scheduling

New or Emerging Design Feature #3:	AVID for all 9th grade students	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Established Signature Element #1:	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.	Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning stragtegies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support
Established Signature Element #2:	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	Program of Study & Master Scheduling	School Leadership & School Vision
Established Signature Element #3:	Common planning time and PD support for teachers built into the regular school day throught the master schedule to support all teachers to participate in staff retreats; receive support from curriculum coaches; 45 minutes weekly Communities of Practice curriculum tuning; 45 minutes weekly team meeting (student case management and logistics); 90 min monthly staff meeting; release days to observe classrooms and plan next unit with planning partner.	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson plannng, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions

PATHWAYS AT SKYLINE HIGH SCHOOL

Skyline High School is home to four pathways:

- Computer Science & Tech
- Education

- Visual and Performing Arts
- Renewable Energy and Environmental Technology

About the Computer Science & Tech Pathway

Pathway Description

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

Pathway Mission and Vision

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

Pathway Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations	68.0%	32.0%		15.5%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		17.0%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	23.5%	0.5%	17.0%	47.0%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	2.5%	1.0%	7.5%	0.5%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes

The students have an extraordinary focus in their career pathway, with high levels of diversity. Our graduation rate is 81%, significantly better than the schoolwide rate of 69%.	Approximately 11% of our students do not graduate. Although this is better than the 21% rate for the school as a whole, it is a significant challenge for us.	Insufficient early intervention stategies in place.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
We have a solid partnership relationship with Berkeley City College, and many Computer Academy students transition directly from Skyline to BCC.	40% of students are getting D's or F's in a core A-G class.	Insufficient academic support systems (tutoring) and early intervention stategies in place.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
We devote time in our academy to team building and group cohesion through a variety of activities, field trips, and special programs. Our suspension rate is only 2.5% versus the 6.6% rate for the school.	Even though our suspension rate if only 2.5%, we would like to get that down to zero.	Restorative Justice systems need to be more deeply implemented. A dedicated counselor will become part of the ongoing conversations, planning, professional development, and collaboration with partners related to the pathway theme and the pathway student learning outcomes. The pathway community of practice might consider scheduling regular parent/counselor/student meetings to review plans and student progress.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Computer Academy has a higher rate of African American students (23%) enrolled in AP courses than the school as a whole (20%), and Computer Academy has a high AP test pass rate (36%) than the school as a whole (34%).	Only 20% of Computer Academy Seniors have a GPA over 3.5, which may limit their options after hgh school.	Insufficient academic support systems (tutoring) and early intervention stategies in place.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Comp Acad will reach >85% graduation rate during 2016-17 school year	1: Graduates are college and career ready.	

Post-Secondary Readiness:	Enroll Skyline students in 9-14 ICT/DM pathway courses, including 10th grade hybrid courses, high-school site dual enrollment courses, and BCC dual enrollment courses (please see course map)	1: Graduates are college and career ready.	
Climate and Culture:	Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building Enhance classroom engagement through implentation of SEL	5: Students are engaged in school everyday.	
Rigorous Academics:	Collaborative development and implementation of curricular, pedagogical, and policy changes needed to align (through methods such as dual enrollment and accommodation in the HS master schedule) Skyline High School's existing and developing curriculum with BCC's Multimedia Arts and Computer Science curriculum, including the development of a 9th grade ICT/DM survey course introducing Skyline students to ICT/DM pathway career and college opportunities.	1: Graduates are college and career ready.	

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	Graduation Rate	All Students				
Post-Secondary Readiness:	Concurrent Enrollment	All Students				
Climate and Culture:	Culture/Climate: Student	All Students				
Rigorous Academics:	On Track to Graduate	All Students				

Pathway Theory of Action

We are buildling out our pathway by expanding both our numbers of new students, and expanding the course offerings to include an emphasis on both Computer Science and Multimedia. We want to build in a system for students to be able to closely monitor and reflect on their individual progress through early interventions and academic support systems. The primary goal of the Computer Technology Pathway is to combine academic excellence with technical aptitude, thus empowering students to be successful in our modern, information-based global economy and community. By design, the students will see themselves as "college bound" and "on a career pathway" from the moment they begin 9th grade. Along with core subjects, students will develop strong technical, design, and communication skills, and will graduate with the professional certifications and workplace experience necessary to give them a competitive edge in tomorrow's IT employment marketplace.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	We plan to increase our number of integrated projects to at least one project per semester per grade level, incorporating collaboration between Skyline and BCC teachers.	Collaborative development and implementation of curricular, pedagogical, and policy changes needed to align (through methods such as dual enrollment and accommodation in the HS master schedule) Skyline High School's existing and developing curriculum with BCC's Multimedia Arts and Computer Science curriculum, including the development of a 9th grade ICT/DM survey course introducing Skyline students to ICT/DM pathway career and college opportunities.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
New or Emerging Pathway Design Feature #1:	We are piloting a senior project and would like to add an advisor (0.2 FTE) that meets with seniors and helps guide them to successful completion.		Program of Study & Master Scheduling	
New or Emerging Pathway Design Feature #2:	We plan to add additonal courses that incorporate the concurrent / dual enrollment opportunities at Berkeley City.		Program of Study & Master Scheduling	
New or Emerging Pathway Design Feature #3:	Increase individual student support through a TSA and/or .2 FTE (Work Based Learning, BCC Liasion, etc.)		Personalized Student Support	Work-Based Learning
Established Pathway Signature Element #1:	Whole team and grade level collaboration with an emphasis on integrated cross curricular projects.		Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
Established Pathway Signature Element #2:	Student interventions will be improved through individual student support and gradel-level support teams.		Personalized Student Support	Equity/Access/ Achievement
Established Pathway Signature Element #3:	Early college credit		Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

About the Education Pathway

Pathway Description

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

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

Pathway Mission and Vision

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

Pathway Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations	26.5%	73.5%		9.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		13.2%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	32.5%	0.7%	14.6%	40.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.0%	2.0%	7.3%	1.3%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes

| Many students who remain through senior year are on track to graduate. Our SDC and RSP students are particularly well supported due to our strong collaboration with their case managers. Our graduation rate for 2014-2015 is 91.5%, 23.5% higher than Skyline at large. | Attrition to continuation schhols needs to be reduced. Too many seniors and juniors transfer to continuation schools therefore targeted support and interventions during sophomore year is critical to keeping students on track to remain with their cohort and and leave Skyline with a diploma. | Root causes of student attrition are family challenges, social distractions, truancy, mental and physical health, displacement to other cities, due to high cost of living, economic struggles forcing students to work after school, and students falling behind in credits due to poor achievement. Campus is challenging for students to find transportation to. Student culture on campus distracts certain students from getting to class--their are many temptations on campus that motivate students to cut and distract from achievement. |

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
We have had an increase from 2014-2015 in acceptance to four year institutions for 2014-2015. Last year we only had about 5 students gain admittance to a 4 year institution. 50% of our senior cohort reports recieving acceptance letters from 4 year institutions, from institutions such as Stanford, Greensborough College, CSULA, CSULB, UCSC, Clark Atlanta, SJSU, UCSD, CSU Stanislaus, CSUEB, SFSU, Sacramento State, Seton Hall, Northern Arizona State, Iowa State, Wiley, Payne, Chico State, Tuskeegee, CSU Channel Islands, Hawaii Pacific, Mills, St Mary's, Holy Names, and Idaho State. The other half of our students reporting plans to enroll in either vocational/ technical programs like Bay EMT or Peralta Schools or other community college program. All students report a post secondary readiness plan when asked. Students will visit Berkeley City College to recieve orientation, registration, enrollment, and other services on 4/26/16.	A number of talented brilliant seniors are unable to attend 4 year institutions due to poor or inconsistant academic performance, traumatic experiences, mental and physcal health challenges, family challenges, and other social difficulties earlier in their high school career. Many seniors were unable to make up for a lost year or too and will begin their college career at a JC, despite academic skills and talents.	Root causes of this challenge include family challenges, social distractions, truancy, mental and physical health, displacement to other cities, due to high cost of living, economic struggles forcing students to work after school, and students falling behind in credits due to poor achievement. Campus is challenging for students to find transportation to. Student culture on campus distracts certain students from getting to class--their are many temptations on campus that motivate students to cut and distract from achievement. Many students are 1st generation college bound and lack support at home to motivate them and navigate them towards college. Teachers are beyond capacity in being able to support students with this.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes

Each teacher spends one week on culture and community building each year. Grade level field trips to Pacific Leadership Institute and an end of the year pathway BBQ/ senior celebration at Planck contribute to possitive culture and community among staff and students. Students generally are happy and prideful of their community and look after one another. Teachers and students go to each other for help and resources. Most students are interested in education, human services, psychology, and health fields. Teachers have conducted observations of each others classrooms and are currently collaborating in grade level interdisciplinary projects.	Education pathway classes tend to be louder than other cohorts on campus as our students are exceptionally social and their is a strong sense of community in cohorts. Students sometimes develop negative cohort cultures that can be difficult to dismantle. It can be difficult at times to attain one mic in certain cohort groups. High teacher turnover makes maintaining a consistant climate and culture a challenge in our collaboration group. The need to substitute, scheduling meetings with coaches, and teacher attendance represent challenges to achieving objectives during collaboration period on certain dates.	High teacher turnover makes maintaining a consistant climate and culture a challenge in our collaboration group. The need to substitute, scheduling meetings with coaches, and teacher attendance represent challenges to achieving objectives during collaboration period on certain dates to plan interventions for student behavior and achievement which can lead to increased management difficulties when small problems are not met at their root. Student need consistent teachers who can build trust and work togeter to create a consistant community culture with similar expectations with academics and classroom culture.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students in our pathway by and large are masters at giving presentations and are excellent group collaborators. They thrive in social learning activities and group tasks. They are reliable and excel when given increased responsibilities particularly those that relate to the general welfare of other people. Our students are passionate about and easily engaged when learning about social justice and inequities. They are creative problem solvers and have unique perspectives, but are culturally competant and skilled at cross-cultural communication.	Some of our pathway students have little experience working with technology at home or in past school environments and therefore have room to grow in their technolog skills. Many students struggle in math and world languages especially. many of our students enter the pathway already behind in credit and some are unable to complete ECCO internship due to the need to take summer school junior year. Attrition between sophomoe and senor year contributes to a diminished cohort in 12th grade classes. It is apparent that students struggling at the beginning of sophomore year will need targeted support to turn around their academic performance and achieve their high school diploma. Teacher scaffolding and differentiation as well as individualized student support and interventions will be critical to support the students in danger of not graduating. We are working with our collaboration group to identify common scaffolds and work towards implementing them.	Students learn negative culture in middle schools and it takes several years to unlearn behaviors. Freshman year is often a lost year for students. They enter the pathway ready to turn around but often struggle to make up for lost time.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Reduce attrition to continuation schools by 20% by 2017-2018.	1: Graduates are college and career ready.	
Post-Secondary Readiness:	20% of students will have taken a concurrent enrollment course upon graduation, leaving Skyline with college credit and experience with college level instruction.	1: Graduates are college and career ready.	
Climate and Culture:	Our climate and culture goal is to create collegial and collaborative team culture with open and honest conversations among adults who are committed to improving their instrucational practice. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels.	1: Graduates are college and career ready.	
Rigorous Academics:	Students will paricipate in one grade level interdisciplinary cross curricular project each year culminating in senior capstone in which students will demonstrate mastery of skills related to field research, oral presentation, and research writing.	1: Graduates are college and career ready.	

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	On Track to Graduate	All Students				Percent of Students Leaving
Post-Secondary Readiness:	Concurrent Enrollment	All Students				Concurrent Enrollment
Climate and Culture:	Culture/Climate: Staff	All Students				Culture/Climate: Staff
Rigorous Academics:	On Track to Graduate	All Students				Graduation Rate

Pathway Theory of Action

Based off data collected about student college and career interest, we are expanding our pathway in the 10th grade to incorporate two additional cohorts of sophomores who wil study community health. We will add a 2nd 10th grade Intro to Community Health CTE course and additional sections of world history and chemistry. There will be 1-2 grade level integrated projects and increased hands-on experiential learning related to community health and education. Oral presentation, field research, research writing, facilitation and culture and climate keeping, group collaboration, and communication rubrics will be scaffolded through grade levels to ensure growth towards mastery by senior year. Our goals include: 1. Graduation Outcomes: Reduce attrition to Continuation Schools by 20% by 2017-2018 to improve our graduation outcomes. 2. Post Secondary Readiness: 20% of students will have taken a concurrent enrollment course upon graduation, leaving Skyline with college credit and experience with college level instruction for post secondary readiness. 3. Climate and Culture: to create collegial and collaborative team culture with open and honest conversations among adults who are committed to improving their instructional practice. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels. 4. Rigorous academics: our goal is for students to participate in one grade level interdisciplinary cross curricular project each year culminating in senior capstone in which students will demonstrate mastery of skills related to field research, oral presentation, and research writing. These goals connect to our strategies/ design features as follows:

We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health." This strategy relates especially to the goal of creating two tightly knit strands within the same pathway with a collegial and collaborative teaching team.

Create new positions for personalized student support: .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record. This strategy seeks to expand our human power capabilities and aligns with our goal of increased access to concurrent enrollment and integrated projects by establishing designated personnel to support these goals daily.

Expanded WBL opportunities in the field of Community Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, and job shadows: This strategy supports our rigorous academics goal as we seek industry feedback and involvement to align our projects to industry standards and increase student civic engagement opportunities as they conduct research. The strategy of expanding WBL opportunities in community health field including career exploration visits, guest speakers, and industries aligns clearly with our goal of expanding our pathway by creating a second community health strand based on feedback from students interested in health careers.

1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level. This strategy connects to our goal of creating a collaborative and collegial team culture with a close connection between the two strands as integrative curriculum, projects, and rubrics will create dialogue between classrooms and create a medium by which teachers collaborate. This strategy also will relate to our goal of attrition rate reduction as many of the students who leave struggled with low engagement. Project based learning and personal inquiry will engage more students who are not interested by traditional teaching practices and differentiate classes to increase the amount of students wanting to stay at Skyline. These students will feel celebrated and their research projects will build confidence needed to pursue high school graduation and possibly provoke interest in college and career options.

SEL and trauma-informed practices across team: 3 Ed/ CH teachers are currently part of the SEL cohort on campus. We would like to continue to expand our engagement and knowledge of these practices and strategies while adding more trauma informed practices to our repertoire to expand access to opportunities and make the classroom experience more conducive for our students many of whom have struggled with trauma and suffer from its repercussions. Students must build social emotional skills and teachers must create conducive learning environments if we are to reduce attrition rate and expand access to concurrent enrollment and the challenging rigor and collaboration skills required of grade level projects.

The following strategy create a new positions for personalized student support: TSA to provide case management and student interventions as well as establishing a student intervention structure and regular intervention practice will especially reduce our attrition rate as we identify our most at risk students and provide meaningful targeted individualized student support to buttress struggling students and teachers and involve parents when needed.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	SEL and trauma-informed practices across team	Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building Enhance classroom engagement through implentation of SEL	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #1:	We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health"	Our climate and culture goal is to create collegial and collaborative team culture with open and honest conversations among adults who are unafriad to take risks. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels.	Program of Study & Master Scheduling	Work-Based Learning
New or Emerging Pathway Design Feature #2:	Create new positions for personalized student support: TSA to provide case management and student interventions, .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record		Personalized Student Support	Equity/Access/ Achievement
New or Emerging Pathway Design Feature #3:	Expanded WBL opportunities in the field of Comm Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, job shadows	Our climate and culture goal is to create collegial and collaborative team culture with open and honest conversations among adults who are unafriad to take risks. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels.	Work-Based Learning	Building a Rigorous Academic Core: Teacher Conditions
Established Pathway Signature Element #1:	1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level.		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
Established Pathway Signature Element #2:	SEL and trauma-informed practices across team		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions

Established Pathway Signature Element #3:	Student intervention structure and regular practice	Reduce attrition to continuation schools by 20% by 2017-2018.	Personalized Student Support	Equity/Access/ Achievement

About the Skyline Visual and Performing Arts Pathway (SVPA)

Pathway Description

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

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

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

Pathway Mission and Vision

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

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

Pathway Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations				
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	Filipino	Pacific/Islander	Caucasian	Multiracial

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes

-There has been an increase in our non-pathway student GPA's. -Pathway students have the highest overall GPA. -More students are performing ""at grade level"" based upon SRI data. -The number of students performing ""multiple grades behind is decreasing. - About 4% of students are expericing more than 1 year's growth on the SRI. -Daily Collboration is built into the master schedule for teachers. -100% inclusion of SDC students into pathways. -6.5% Growth of Students being enrolled in A-G courses.	Academic Challenges: -The cohort graduation rate for 2014 is 69% -The opportunity gap between Pathways and non pathways is growing. -39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores. -African American students are enrolled in Pathways as the lowest overall ethinic group.	EL Support needed

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
-Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements. -2yr Pathway retention rates have increased by over 13% for the 2015 school year. -6% increase in all students earning an A in their core classes.	-Fewer students are taking 3 or more AP classes. -The overall enrollment in students taking AP classes is decreasing.	Academic Coaches & Intervention & Acceleration Coaches Needed; Underprepared students attending schools without Intervention & Acceleration Plans; systemic progress monitoring needed; Pedagogy of Hope (JD Andrades) needed;

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes

Climate & Culture Strengths: -Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students fell safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.	Climate & Culture Challenges: -Juvenile detention rates are the highest in grade 10. -Supension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year. -African American students receved 38% of the school suspensions. -Latino students recieved 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015.	School-Wide RJ & PBIS Implementation w/ fidelity is needed; Admin needs RJ Leadership PD; School-Wide Systems not in place; Cultural Competency needed; Adult Relationship and NonViolent Communication PD; Anti-Bullying & Upstanding 101; Trauma-Informed Care for Staff & Students; Violence Prevention

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
	-African Amercian students are the lowest performing ethnic group based upon their enrollement in A-G courses. -The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices. -The overall number of students enrolled in Pathways decreased by 2.2% in 2015.	

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	-A-G completion rate will increase by 10%. -Students performing at grade level on the SRI will increase by 10%. -Reclassify 10% of our English Language Learners.	1: Graduates are college and career ready.	

		1: Graduates are college and career ready.	
Post-Secondary Readiness:	-100% of all students in grades 10 and 11 will complete a College and Career plan. -100% of all Visual Arts students in grades 10 and 11 will compile a digital portfolio. -100% of all Performing Arts students will in grades 10 and 11 will prepare repertoire for auditions. -100% of all SVPA students will participate in evaluated juries.	1: Graduates are college and career ready.	
Climate and Culture:	-Increase student engagement through a pathway wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies. -Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building -Enhance classroom engagement through implentation of SEL	1: Graduates are college and career ready.	
Rigorous Academics:	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson plannng, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).		

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:		English Learners			48.4%	
Post-Secondary Readiness:						
Climate and Culture:						
Rigorous Academics:						

Pathway Theory of Action

Skyline High School's Visual and Performing Arts Programs have a rich history of tradition and excellence. The preservation of this history has led to the creation of the Skyline Visual and Performing Arts Pathway (SVPA). The SVPA will create students that are college and career ready regardless of their future careers by creating engaging content that is arts focused. Students will receive training and skills that are inherently founded in the arts and easily applicable to all industry sectors that students may want to pursue in the future. With a strong foundation in entrepreneurship, students will be served through improvement in Graduate Outcomes, Post-Secondary Readiness, Climate and Culture, and Rigorous Academics.

In order to meet our Graduate outcomes, the SVPA will engage in teacher collaboration with the focus of desinging curriculum that fosters academic conversations centered around Restorative Justice practices. We feel that equal voice is essential in creating safe, encouraging environments necessary for student success. We will also solicite parent participation, with the anticipation that the more inclusive we can make our culture for parents, the greater success we will generate for our students. The addition of a Bilingual parent liason is key for connecting with all of our parents and making all stakeholders feel a part of the team.

In order to achieve Post-Secondary Readiness, the students in the SVPA will participate in auditions, juries, and assessments that will be evaluated by industry professionals. Students will receive feedback that is industry specific and relevant. Students will also participate in Academic Conversations. Artists will present their work and communicate inspiration behind their work. Students patrons will also engage in dialogue with the student artists to offer feedback and observations.

In order to build Climate and Culture, the SVPA will utilize Restorative Justice Practices to provide all stakeholders with equal voice. Social Emotional Learning Strategies will be utilized in classrooms to teach students how to manage emotions and encourage understanding between all members of the SVPA community. PBIS will be used as a framework to establish cultural norms in the SVPA and positively reinforce behaviors that prepare our students for life in Visual and Performing Arts Careers.

In order to provide Rigorous Academics, SVPA teachers will participate in Interdisplinary Collaboration to create project-based learning opportunities for our students. By teaching students how to work together provides students with experience needed in Visual and Performing Arts industries. Students will learn to identify areas of strength in team members and utilize those strengths to complete assignments. Students will also participate in academic discussions in order to develop and improve Cognitive Academic Language Proficiency. Students will participate in auditions evaluated by industry professionals in order to give students relevant information in a high accountability environment.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Pathway Instructional Improvement Strategy:	Interdisciplinary Project-Based Teacher Collaboration		Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

New or Emerging Pathway Design Feature #1:	Audition / Assessment (annual)		Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #2:	Student Showcase / Exhibition / Reflection each marking period; Student Juries in the spring		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #3:	FAMILY ENGAGEMENT & Bi-lingual Parent Liason for SVPA		Personalized Student Support	Equity/Access/ Achievement
Established Pathway Signature Element #1:	Close Reading of Text - discipline specific (VTS, Critical Response Process (CRP), 3 Reads, National Core Arts Standards Discipline Protocols		Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement
Established Pathway Signature Element #2:	Academic Conversation & Thinking Frames (Project Zero)l		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Established Pathway Signature Element #3:	Restorative Justice Practices/SEL/PBIS		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions

About the Renewable Energy and Environmental Technology Pathway (Green Academy)

Pathway Description

The Renewable Energy and Environmental Technology Academy at Skyline High School (Green Academy) is connected to the industry sector Energy, Environment and Utilities.

The Academy began in the fall of 2010 with the 10th grade through a grant from the Department of Education as a California Partnership Academy. In the fall of 2012, the Academy received an extended grant from the California Energy Commission that expanded the Academy to grades 9-12. The current grant extends to 2017.
INDUSTRY SECTOR CAREER PATHWAY: Energy and Utilities
This sector is designed to provide a foundation of knowledge and skills in careers related to energy, environment, and utilities. The pathways emphasize real-world, occupationally relevant knowledge, skills, and experiences of significant scope and depth in Environmental Resources, Energy and Power Technology. The standards integrate academic and technical preparation and focus on career awareness, career exploration, and preparation for entry to technical-level employment, and alignment with postsecondary programs focused on energy, utilities, and related fields.

Pathway Mission and Vision

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

Pathway Demographics

	% Male	% Female	% LCFF	% English Learners
Special Populations	54.9%	45.1%		11.2%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		12.1%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	18.8%	0.0%	27.7%	41.5%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.9%	1.8%	7.6%	0.9%

PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
92% of cohort graduation rate. Only 4% attrition rate	Have a 25% attrition rate for ELL. 33% of students are getting D's or F's in a core A-G class.	There is no professional development, program expectations or curricular support in our pathway to support EL students. Any EL support is on the individual teacher. Related to EL are the latino redesignated students who we have noticed struggle in core academics for year.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes

90% of students enrolling in 2 or 4 year colleges.	33% of students are getting D's or F's in a core A-G class.	There is no after school support for tutoring or any other strategy that allows students who are struggling in class to get support when they find themselves behind and unable to catch up. We also have a problem with frequent absences that lead to students falling behind.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
[Schoolwide] -Approximately 25% reduction in the number of students with unexcused abscences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students fell safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.	[Schoolwide] -Juvenile detention rates are the highest in grade 10. -Supension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year. -African American students recevied 38% of the school suspensions. -Latino students recieved 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015.	Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
High rate of AP enrollment, especially for AA students.	AP pass rate is low: Below district averge. 36% of 15-16 10th grade students are below reading level for SRI.	All AP courses are open access. This has had great benefits to our student body as a whole. However, some students are woefully unprepared for the rigor of an AP course and many students overload themselves with taking 2, 3 or 4 AP courses. This leads to them being over challenged and unable to focus and prepare themselves to pass each exam. We have no good system of advising, and no after school or systematic means of support.

PATHWAY GOALS, TARGETS & THEORY OF ACTION

Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal

Graduate Outcomes:	Improve attrition rate for ELL students.	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Improve A-G pass rate	1: Graduates are college and career ready.	
Climate and Culture:			
Rigorous Academics:	Improve Students SRI proficiency.	3: Students are reading at or above grade level.	

Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	LTEL Reclassification Rate	English Learners	25 % atrition	unknown	5% (same as all other groups)	Dropout Rate
Post-Secondary Readiness:	A-G Completion	All Students	33% not A-G	unknown	25%	On Track to Graduate
Climate and Culture:						
Rigorous Academics:	SRI	All Students	36% of 10th not at level	unknown	30% not at level	SBAC ELA

Pathway Theory of Action

We need to focus our energies on getting to the root causes of populations that have continuously underperformed regardless of multiple attempts at intervention in the past. These would be: EL, undermotivated students (D or F in core classes), readers who aren't proficient. These student's poor performance wears heavy on them and their motivation to succeed, brings down the overall energy of the cohort and leads to poorer performance of the cohort. Linked learning is a way to bring kids into a new way of thinking about education, but at the same time there are core academic skills that must be present. We have too many students who are not prepared to take full advantage of our linked learning experience (not perpared for an internships, not able to successfully complete the senior project) because of their chronic lack of feeling successful at school.

PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2

Pathway Instructional Improvement Strategy:	We will differentiate for/support underperforming populations: EL, Below Grade SRI, SDC and poor academic achievment to improve students' academic skills, 21st century skills, academic language, performance and rigor.		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #1:	We have piloted giving students kindles in the 10th grade to increase access to reading material for students.		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Pathway Design Feature #2:	We have piloted a collaboration between a classroom teacher and the SDC teacher and putting structures in place to develop best practices and protocols to improve SDC student support.		Equity/Access/ Achievement	Personalized Student Support
New or Emerging Pathway Design Feature #3:	We are piloting a senior project advisor that meets with seniors and helps guide them to successful completion of a very rigorous senior project.		Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Established Pathway Signature Element #1:	Our collaboration as an academy centers around a cycle of inquiry on performance based assessments. These assessments are intended to improve skills rather than academic content and can help students feel successful at a different type of learning task.		Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Established Pathway Signature Element #2:	Our grade level collaboration teams frequently meet to discuss students of concern, whether this be behavioral, academic or social emotional. Interventions are then discussed and implemented.		Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support

Established Pathway Signature Element #3:	We have a strong CTE sequence that is designed to include college and career planning as well as project based hands on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning envrionment.		Building a Rigorous Academic Core: Student Conditions	Equity/Access/ Achievement