

Action Research	
School:	Skyline High School (306)
Pathway/s:	Education & Community Health, Computer Science & Technology, Green Energy, Visual & Performing Arts
Outcome Data	Skyline Data Slides
Top 5 Measure N Funding Commitments	1) Further develop Linked Learning Pathways 2) Increase comprehensive student supports to improve student outcomes 3) Raise schoolwide literacy rates 4) Expand work-based learning opportunities 5) Increase graduation rates
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	Will increrasing comprehensive student supports, raising schoolwide literacy rates, expanding WBL opportunities through robust Linked Learning Pathways lead to improved graduation rates for all student groups?
What did you discover in the past year? (Please use data to support.)	<p>Successes:</p> <p>--In the 15/16 school year 80.6% of Skyline students were associated with a pathway, 19.4% were not. These associations resulted in 90.8% of in-pathway students graduating compared to 64.2% of their counterparts not in pathways. Clearly pathway association leads to better outcomes for students.</p> <p>--We have seen that there is a direct correlation between Academy directors' experience and the development and sustainability of long term relationships with community partners that lead to quality work based learning opportunities. 27% of our students did not take the spring SRI test in 2016-17</p> <p>Challenges:</p> <p>--In 15/16, 50.8% of our students schoolwide were reading at least one grade level below their chronological grade placement. More that 75% of these students were reading multiple grade levels below expectation. 50.33% of Students in English 1 did not pass the course in the second semester, immediately placing them off track for graduation. Schoolwide, 26.6% of students received either a D or F in English in the second semester.</p> <p>--27% of our students did not take the spring SRI test in 2016-17</p> <p>--The WBL is not easily developed based on the number of opporunties for pathways available in the community.</p> <p>--Skyline's bell schedule and the challenges of master scheduling in a 7 period day is difficult and not conducive to dual enrollment, credit recovery and many pathway courses.</p>

Actions:

****Pathway development:**

Moving forward we will expand our pathway enrollment to include all students (wall-to-wall pathways)

link Atlas houses for freshmen to specific pathways, provide more intentional information regarding pathways to raising 10th graders when they choose a pathway, leading to better informed choices and increase equity in enrollment.

In addition, we will team an assistant principal as well as a counselor with each parthway to increase support for teachers and students alike. To increase comprehensive student suppoorts we intend to increase intervention opportunities by classroom teachers for struggling students

****Comprehensive student supports:**

Expand after school tutoring for 9th and 10th graders to include all students,

Increase mental heath services for students as well as research credit recovery vehicles to better serve our student demographics.

Increase between the bells intervention opportunities by classroom teachers for struggling students

**** Literacy:**

We anticipate raising school wide literacy rates by targeting students reading below grade level for added support and intervention

Increase SRI participation rates schoolwide

Celebrate student accomplishments in more systematic and visable ways

Better train content area teachers in ways to work with and support struggling readers.

Provide differentiated materials to allow better access to core curriculum for all students.

****Work based learning:**

Have counselors linked to specific pathways to perform more consistent transcript audits to more quickly catch and correct errors in class assignments, monitor A-G requirement fulfillment and investigate grading inconsistencies that frequently impede on track to graduate rates.

WBL opprtunities can be expanded by supporting our work based liason in identifying same, better structuring her time to allow more time building relationships within our community and pursuing WBL opportunities as well as supporting pathway directors release time to build relationships with community partners.

Add to our program of study for guest speakers and college and career exploration visits by including pre and post curriculum as well as provide information and materials to enhance the actual experience and better integrate the curriculum with the experience.

How do you anticipate this will improve Measure N outcomes for your students moving forward?	We fully anticipate increasing Measure N outcomes for students will result in better meeting the needs of our very diverse student population, increase our student retention rate as well as lead to increased post graduate employment opportunities. By extension, graduation rates will also improve
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET
School: Skyline High School

School ID: 306

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$249,088.00	\$249,088.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$513,000.00	\$597,653.10	-\$84,653.10
LCFF Supplemental	\$960,761.00	\$193,123.77	\$767,637.23
LCFF Concentration	\$0.00	\$20,000.00	-\$20,000.00
Title I: Basic	\$319,224.00	\$342,129.12	-\$22,905.12
Title I: Parent Participation	\$7,851.00	\$7,851.00	\$0.00
Measure N	\$1,453,500.00	\$1,071,063.54	\$382,436.46
TOTAL	\$3,503,424.00	\$2,480,908.53	\$1,022,515.47

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
Stipends for parent leads to do outreach for families to participate in school governance structures.	All Students	General Purpose Discretionary	\$2,000.00	5825		Building the Conditions	A6.1 Parent/Guardian Leadership Development		
Consulting Contract for mangement of student ASB and student engagement.	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Consulting Contract for site communications in order to provide families information about school events, opportunities and engagement opportunities.	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops		
Service agreement for technology supports to manage school site.	All Students	General Purpose Discretionary	\$89,455.00	5737		Building the Conditions	A3.1 Blended Learning		
Textbooks to support core curriculum	All Students	General Purpose Discretionary	\$20,000.00	4100		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
General supplies to support classroom learning and engagement	All Students	General Purpose Discretionary	\$21,195.31	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
After 4 years we will need to replace 2 copy machines to give teachers the tools to provide supplemental learning materials	All Students	General Purpose Discretionary	\$24,000.00	4425		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Equipment maintance agreements for 2 new copy machines and 3 current copy machines	All Students	General Purpose Discretionary	\$30,000.00	5610		Building the Conditions	A1.3 A-G Completion		
Graduation Ceremony	All Students	General Purpose Discretionary	\$14,000.00	5828		Comprehensive Student Supports	A1.3 A-G Completion		

Professional development and facilitation of the administrative team to adjust the administrative, counseling, and case management supports to align to the pathways to improve equitable outcomes for African American, Pacific Islanders, and male students	African American Students	Measure N	\$45,000.00	5825		Building the Conditions	A1.1 Pathway Programs		
.5 FTE Pathway Coach (Supported by Central Funds) to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focus on the instructional core and Linked Learning	All Students	Measure N	\$65,000.00	5708	NH0-459	Building the Conditions	A1.1 Pathway Programs		
Allocation to Green Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs		
Allocation to Computer Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs		
Allocation to Education and Community Health Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs		
Allocation to Skyline Visual and Performing Arts Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs		
Allocation to 9th grade Houses to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$15,000.00	4399		Building the Conditions	A1.1 Pathway Programs		
Computers for integration into the 9th grade classes to ensure that all students can engage in the International Baccolorate Middle Years Program to prepare students for OUSD graduate outcomes.	Low-Performing Students	Measure N	\$50,000.00	4420		Building the Conditions	A2.3 Standards-Aligned Learning Materials		
.8 FTE for Academy Directors release periods to support the development of the pillars of Linked Learning	Low-Income Students	Measure N	\$93,766.40	1105	various	Building the Conditions	A1.1 Pathway Programs		
Non-Contracted Services and Field Trips	All Students	General Purpose Discretionary	\$14,000.00	5845		Building the Conditions	A2.2 Social Emotional Learning		
TEXTBOOKS	All Students	General Purpose Discretionary	\$20,000.00	4100		Building the Conditions	A5.3 School Facilities		
SUPPLIES	All Students	General Purpose Discretionary	\$19,195.31	4310		Building the Conditions	A5.3 School Facilities		
MEETING REFRESHMENTS	All Students	General Purpose Discretionary	\$2,000.00	4311		Building the Conditions	A5.3 School Facilities		
PAPER	All Students	General Purpose Discretionary	\$6,000.00	4350		Building the Conditions	A5.3 School Facilities		

Duplicating Equip \$500-4,999 for new copy machines	All Students	General Purpose Discretionary	\$24,000.00	4425		Building the Conditions	A5.3 School Facilities		
DUES & MEMBERSHIPS	All Students	General Purpose Discretionary	\$21,000.00	5300		Building the Conditions	A5.3 School Facilities		
EQUIP MAINTENANCE AGREEMENT for copier	All Students	General Purpose Discretionary	\$30,000.00	5610		Building the Conditions	A5.3 School Facilities		
1.0 ELD teacher to provide supports for LTEL students through pullout intervention and support (.2 FTE Supplemental)	English Learners	LCFF Supplemental	\$88,963.77	1105	K12TCH0398	Rigorous Academics	A1.3 A-G Completion		
.8 FTE for 9th grade teachers to provide STAR! English intervention for newcomers.	Long-Term English Learners	LCFF Supplemental	\$104,160.00	1105	Various	Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
.2 for Atlas teacher for intervention period to support student actions.	Foster Youth	Title I: Basic		1105	Various	Comprehensive Student Supports	A1.3 A-G Completion		
1.0 (12 month) TSA Literacy Coach to support ELA department, co-lead ILT Committee, organize lexile testing and Lexile school-wide data analysis, and co-coordinate MYP/IB implementation with 1.0 (12 month) TSA Math Coach	All Students	General Purpose Discretionary	\$165,307.48	1105	Various	Rigorous Academics	A1.3 A-G Completion		
1.0 FTE English Teacher to provide reduced class sizes in the 9th grade to support the Atlas House structure and begin the alignment of Atlas houses to pathways.	All Students	Measure N	\$69,402.20	1105	K12TCH2556	Rigorous Academics	A1.1 Pathway Programs		
English TSA to provide supports and interventions and supports and coaching for ELA teachers to implement the school's literacy strategies.	Low-Income Students	Title I: Basic	\$92,572.19		NH0-367		A3.2 Reading Intervention		
Stipends for teacher for week of summer planning time for MYP for 9th grade teachers and 10th grade pathway teaches	All Students	General Purpose Discretionary	\$15,000.00	1120	N/A	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Coaching for our Instructional Teacher Leader /ELA Coach, no funding necessary as long as the district office can provide this training support around whole school supports and leading teams to integrate the MYP/Graduate Capstone and increasing text complexity and writing with evidence across the curriculum.	All Students	Other			N/A	Building the Conditions	A2.4 Teacher Recruitment & Retention		
Training and implementation of introductory project-based learning practices into the 9th grade curriculum, so the 9th grade students have a smoother transition into pathways during their 10th grade year. Needs: training and time to plan AND connection to MYP/IB, so it does not feel like they are implementing two NEW separate practices.	All Students	Measure N	\$20,000.00	5520	TBD	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		

Instructional Leadership Team (ILT) continues to plan PDs with Literacy Goal and block schedule lesson planning with supports from Engaging Schools. These professional learning opportunities will develop the instructional strategies necessary to implement project based learning.	All Students	LCFF Supplemental		1120	TBD	Rigorous Academics	A1.1 Pathway Programs		
.6 FTE for construction classes to build a construction strand to the Green Energy Academy	Low-Income Students	Measure N	\$41,641.53	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs		
.175 for Multi-Core Craft course that will be piloted at Skyline to support the development of student apprenticeships and specifically target homeless and foster youth that may benefit from apprenticeship training..	Foster Youth	Grant	\$15,400.00	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs		
Professional development for the staff as the school moves to block scheduling to support integrated projects and improved instructional quality.	Low-Income Students	Measure N	\$35,000.00	5825	N/A	Rigorous Academics	A1.1 Pathway Programs		
9th Grade MYP training. MYP conference attendance, registration, travel and lodging to support teachers to developing integrated units and projects that incorporate rigorous standards and prepare students for the Linked Learning Pathways.	All Students	Measure N	\$21,000.00	5220	N/A	Rigorous Academics	A1.3 A-G Completion		
Supplies for Title 1 students and support materials and text for homeless youth	n/a	Title I: Basic	\$4,793.13	4310	N/A	Rigorous Academics	A1.1 Pathway Programs		
Supplies for Dual Enrollment courses including text books and materials to support pathway students, GATE students, and students seeking early college credit.	All Students	Measure N	\$15,000.00	4310	N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males	Inkind				Work-Based Learning	A2.9 Targeted School Improvement Support		
Increased classroom presentations of internship opportunities within Latino Men & Boys Group to intentionally provide supports to students in pathways.	Latino Students	Inkind				Work-Based Learning	A2.9 Targeted School Improvement Support		
Organize/host onsite options fair for students to learn about summer employment and internship opportunities modeled off Oakland High	All Students	General Purpose Discretionary	\$500.00	4311		Work-Based Learning	A2.9 Targeted School Improvement Support		
Outside Work Experience integrated into Academy Director role to provide support and academic credit for school year employment and internships	All Students	Other				Work-Based Learning	A2.9 Targeted School Improvement Support		
WBL opportunities in the 9th grade houses to raise awareness about the pathway options in the 10th grade. WBL Liaison, Pathway Coach and TSA English coach to help build 9th grade WBL awareness opportunities through career fair	All Students	None				Work-Based Learning	A2.9 Targeted School Improvement Support		
Organize 9th grade career day that is integrated into the Atlas houses so that each 9th grade student is exposed to careers for each pathway.	All Students	Other				Work-Based Learning	A2.10 Extended Time for Teachers		

Host application, resume, cover letter, and mock interview support each marking period. Services lead by pathway partners, Alumni, school community partners, and parents. So that students qualify for summer internships and school year internships	All Students	Measure N	\$400.00	4310		Work-Based Learning	A2.9 Targeted School Improvement Support		
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students					Work-Based Learning	A2.9 Targeted School Improvement Support		
Provide refreshments for panel of 5 guest speakers (quarterly x 4) so that students can be exposed to industry trends and the future of the labor market	n/a	Measure N	\$400.00	4311		Work-Based Learning	A1.1 Pathway Programs		
Marketing Materials for 50 guests / sites (Pens/cardstock glossy thank you notes/etc.) so that we can continue to build industry partnerships for student exposure opportunities.	n/a	Measure N	\$100.00	4310		Work-Based Learning	A1.1 Pathway Programs		
Buses for WBL events, CEV's or CTE Open Houses at Peralta that are open to all students so that students are able to learn about the career, programs and opportunities available for students at Peralta community colleges	All Students	Measure N	\$3,200.00	5826		Work-Based Learning	A1.1 Pathway Programs		
1 Case Manager to ensure each pathway has a Case Management support person	All Students	Measure N	\$83,000.00	2300	NH0-451	Comprehensive Student Supports	A1.1 Pathway Programs		
Additional Counselor to support a 1:1 pathway ratio of counseling services (5 counselors --> one for each pathway and one for Atlas).	All Students	Measure N	\$102,899.00	5732		Comprehensive Student Supports	A1.3 A-G Completion		
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$144,947.30		10APRH0058	Comprehensive Student Supports	A1.1 Pathway Programs		
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	Low-Income Students	Central Resources	\$127,437.76		PRMGCS0037	Comprehensive Student Supports	A2.2 Social Emotional Learning		
CCRS 1.0 FTE to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularlt meet with students and families to further a college going culture.	All Students	Central Resources	\$89,000.00	2300	NH0-472	Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff		
1.6 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$148,800.00	1105	Various		A2.9 Targeted School Improvement Support		
AAMA Facilitator to support the kings and provides schoolwide support for African American males.	African American Students	Title I: Basic	\$91,963.80	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning		

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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET FOR PATHWAYS

School: Skyline High School					School ID: 306				
Skyline Visual & Performing Arts Academy	Allocation	Total Expended	Total Remaining		Green Energy	Allocation	Total Expended	Total Remaining	
Measure N	TBD	\$0.00	#VALUE!		Measure N	TBD	\$424,550.00	#VALUE!	
Perkins	\$52,000.00	\$0.00	\$52,000.00		Perkins	\$12,500.00	\$0.00	\$12,500.00	
California Partnership Academy	\$0.00	\$0.00	\$0.00		California Partnership Academy	\$136,650.00	\$173,050.00	-\$36,400.00	
Atlantic Philanthropies	\$0.00	\$0.00	\$0.00		Atlantic Philanthropies	\$0.00	\$0.00	\$0.00	
Education & Community Health	Allocation	Total Expended	Total Remaining		Computer Science & Technology	Allocation	Total Expended	Total Remaining	
Measure N	TBD	\$213,800.00	#VALUE!		Measure N	TBD	\$145,000.00	#VALUE!	
Perkins	\$12,500.00	\$12,500.00	\$0.00		Perkins	\$12,500.00	\$30,000.00	-\$17,500.00	
California Partnership Academy	\$74,970.00	\$29,000.00	\$45,970.00		California Partnership Academy	\$75,150.00	\$96,000.00	-\$20,850.00	
Atlantic Philanthropies	\$100,000.00	\$212,000.00	-\$112,000.00		Atlantic Philanthropies	\$0.00	\$0.00	\$0.00	
Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC or Org Key	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway	Budget Action Number
In conjunction with Site administrator and counselor for pathway , implement and document attendance interventions with eye to identifying and replicating most effective interventions			\$0.00			Comprehensive Student Supports	A5.4 Root Causes of Chronic Absence	Computer Science & Technology	
0.2 Director Release Frey		California Partnership Academy	\$18,500.00	1120		Building the Conditions	A1.1 Pathway Programs	Computer Science & Technology	
0.2 Director Release Christensen		Measure N	\$18,500.00	1120	CPA	Building the Conditions	A1.1 Pathway Programs	Computer Science & Technology	
Summer/Fall Faculty Retreat		Measure N	\$15,000.00		3061690104	Work-Based Learning	A1.1 Pathway Programs	Computer Science & Technology	
Attend conference CSTA, SIGSCE or similar		Perkins	\$5,000.00		3061690104	Career Technical Education	A1.1 Pathway Programs	Computer Science & Technology	
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)		Measure N	\$10,000.00		306169103	Building the Conditions	A1.1 Pathway Programs	Computer Science & Technology	
Implement Personalized Learning Plans for each student including goals and calendaring and adult monitoring (planners, calendars, software,etc)		Measure N	\$4,000.00	4310	3061690104	Building the Conditions	A1.1 Pathway Programs	Computer Science & Technology	
Per advisory board recommendations, industry appropriate computers and software for AR/VR and 3d programs		Measure N	\$25,000.00			Work-Based Learning	A1.1 Pathway Programs	Computer Science & Technology	
Per advisory board recommendations, industry appropriate computers and software for AR/VR and 3d programs		Perkins	\$25,000.00			Work-Based Learning	A1.1 Pathway Programs	Computer Science & Technology	

Extended contracts for faculty for additional student / family supports and interventions		California Partnership Academy	\$7,500.00			Comprehensive Student Supports	A1.1 Pathway Programs	Computer Science & Technology	
Utilize Blended Learning online platform for differentiation and remediation - ELA software license required / math utilize Khan Academy zero cost		Measure N	\$7,500.00		3061690104	Comprehensive Student Supports	A1.1 Pathway Programs	Computer Science & Technology	
Chromebook carts for teachers not already equipped		Measure N	\$27,000.00		3061690104	Comprehensive Student Supports	A1.1 Pathway Programs	Computer Science & Technology	
10th, 11th, and 12th grade students experience two rigorous standards based cross curricular Project Based Learning experiences (one per semester)		Measure N	\$1,000.00		3061690104	Rigorous Academics	A1.1 Pathway Programs	Computer Science & Technology	
Extended contracts for faculty for after school integrated, project-based or MYP-aligned curriculum development		California Partnership Academy	\$5,000.00	1120	CPA	Comprehensive Student Supports	A1.1 Pathway Programs	Computer Science & Technology	
Juniors engage in summer internship reflecting their career objectives		California Partnership Academy	\$30,000.00		3061690104	Work-Based Learning		Computer Science & Technology	
Faculty supervise internships (2 positions)		California Partnership Academy	\$30,000.00		3061690104	Work-Based Learning		Computer Science & Technology	
CEV and college trips (substitutes, admission fees, transportation, lunches)			\$20,000.00	5826		Work-Based Learning		Computer Science & Technology	
supplies and materials for meetings with community partners and/or Advisory board			\$300.00	4310		Work-Based Learning		Computer Science & Technology	
0.4 for academic, social and emotional interventions (for two separate Computer pathway teachers to have a release period)	Low-Income Students	Measure N	\$37,000.00	1120	3061690104	Comprehensive Student Supports	A1.1 Pathway Programs	Computer Science & Technology	
Extended contracts for faculty for after school student / family supports and interventions (including pathway parent nights, phone calls home, home visits, and meetings with community school manager, parent-teacher conferences)	Low-Income Students	California Partnership Academy	\$5,000.00	1120	CPA	Comprehensive Student Supports	A1.1 Pathway Programs	Computer Science & Technology	
0.2 Director release	All Students	California Partnership Academy	\$15,000.00	1120	CPA	Career Technical Education	A1.1 Pathway Programs	Education & Community Health	
Pathway Team Retreats	All Students	Measure N	\$15,000.00		306169103	Building the Conditions	A1.1 Pathway Programs	Education & Community Health	
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)	All Students	Measure N	\$10,000.00		306169103	Building the Conditions	A1.1 Pathway Programs	Education & Community Health	
Counselor meet one-on-one with each Latino and African-Am male sts once per marking per (and advise teachers on which students to target)	African American Males	Other				Comprehensive Student Supports	A1.3 A-G Completion	Education & Community Health	
Teacher meet one-on-one with each Latino and African-Am male sts once per marking per to increase student achievement and participation in WBL / internships	African American Males	California Partnership Academy	\$8,000.00			Comprehensive Student Supports	A1.3 A-G Completion	Education & Community Health	

Whole team works collaboratively to plan and use the above 4 strategies in all classrooms, revisiting the st data and outcomes periodically	All Students	Other				Rigorous Academics	A1.1 Pathway Programs	Education & Community Health	
Team PD / extended contract for integrated curriculum, PBL planning & aligned instructional practices	All Students	Measure N	\$5,000.00	5200		Rigorous Academics	A1.1 Pathway Programs	Education & Community Health	
Extended contract; summer, after school or weekend time for small team of teachers to systematize, strategize, plan, and create a mentor/expert plan (i.e Senior Capstone--train core teachers on how to implment Senior Capstone, recruit community partners to mentor students).	All Students	Measure N	\$20,000.00	1120	3061690103	Comprehensive Student Supports	A1.1 Pathway Programs	Education & Community Health	
Dual Enrollment Teachers of Record (2 courses per year)	All Students	Atlantic Philanthropies	\$10,000.00	1120	Atlantic	Rigorous Academics	A1.1 Pathway Programs	Education & Community Health	
technology in CTE rooms: LCD projectors, printers, printer ink, art supplies, book binding supplies for Life Devt book	All Students	Perkins	\$6,000.00	4310		Rigorous Academics	A1.1 Pathway Programs	Education & Community Health	
DE textbooks for Ed-CH Pathway	All Students	Atlantic Philanthropies	\$2,000.00	4100	Atlantic	Rigorous Academics	A1.1 Pathway Programs	Education & Community Health	
Facility improvements and PE instructional materials to integrate Physical Education into the Pathway Prorgam of Study via yoga class and research based mindfulness practices in classrooms	All Students	Atlantic Philanthropies	\$50,000.00			Rigorous Academics	A1.3 A-G Completion	Education & Community Health	
Teacher / staff trainings, PDs, conferences to intregate PE into the Pathway Prorgam of Study via yoga class and research based mindfulness practices in classrooms	All Students	Atlantic Philanthropies	\$25,000.00			Rigorous Academics	A1.3 A-G Completion	Education & Community Health	
develop curriculum and projects for 12th grade CTE course	All Students	Atlantic Philanthropies	\$5,000.00	5220		Career Technical Education	A2.3 Standards-Aligned Learning Materials	Education & Community Health	
textbooks, other supplies for 12th grade CTE course	All Students	Atlantic Philanthropies	\$5,000.00	4100		Career Technical Education	A2.3 Standards-Aligned Learning Materials	Education & Community Health	
12TH Grade teacher Retreat to focus on integrating community/ industry with capstone and expanding civic engagement.	All Students	Measure N	\$5,000.00	5220		Rigorous Academics	A2.10 Extended Time for Teachers	Education & Community Health	
extended contract for 1-on-1 mtgs with Latino and Afr-Am males once per marking pd to check in re: WBL and career experiences	African American Males	Measure N	\$3,000.00	5220		Comprehensive Student Supports	A2.10 Extended Time for Teachers	Education & Community Health	
Parent Meeting after school to build parent buy in for WBL	All Students	Measure N	\$1,000.00	5220		Work-Based Learning	A6.5 Academic Parent-Teacher Communication & Workshops	Education & Community Health	
CPR Manequins, Trainer	All Students	Atlantic Philanthropies (Health Pathways Only)	\$10,000.00			Work-Based Learning	A2.3 Standards-Aligned Learning Materials	Education & Community Health	

training a teacher to give CPR/ First Aid Certification	All Students	Atlantic Philanthropies	\$3,000.00			Work-Based Learning	A2.3 Standards-Aligned Learning Materials	Education & Community Health	
Externships for CTE teachers	All Students	Perkins	\$3,000.00	5220		Work-Based Learning	A3.4 Teacher Professional Development focused on Literacy	Education & Community Health	
Externships for pathway teachers	All Students	Measure N	\$6,000.00	5220		Work-Based Learning	A3.4 Teacher Professional Development focused on Literacy	Education & Community Health	
CTE Annual Conference for CTE Teachers	All Students	Perkins	\$3,500.00	5220		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy	Education & Community Health	
Ed for Careers & other conferences for CTE & pathway teachers	All Students	California Partnership Academy	\$6,000.00	5220		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy	Education & Community Health	
CEV and college trips (substitutes, admission fees, transportation, lunches)	All Students	Measure N	\$20,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	Education & Community Health	
internship stipends	All Students	Measure N	\$18,000.00			Work-Based Learning	A1.1 Pathway Programs	Education & Community Health	
supplies and materials for work-based learning integrated project work	All Students	Measure N	\$500.00	4310		Work-Based Learning	A1.1 Pathway Programs	Education & Community Health	
supplies and materials for meetings with community partners and/or Advisory board		Measure N	\$300.00	4310		Work-Based Learning	A1.1 Pathway Programs	Education & Community Health	
1.0 Intensive Student Academic Support Coordinator	Low-Performing Students	Measure N	\$70,000.00		3061690103	Comprehensive Student Supports	A3.2 Reading Intervention	Education & Community Health	
Service Contract from alumni to provide targeted tutoring in math, science and other Ed-CH courses	Low-Performing Students	Measure N	\$25,000.00		3061690103	Comprehensive Student Supports	A1.3 A-G Completion	Education & Community Health	
Ed/CH Science Credit Recovery	Low-Performing Students	Atlantic Philanthropies	\$37,000.00		3061690103	Comprehensive Student Supports	A1.3 A-G Completion	Education & Community Health	
Intentional Inclusion of Special Populations into the pathways	All Students	Measure N	\$15,000.00		3061690103	Comprehensive Student Supports	A1.1 Pathway Programs	Education & Community Health	
Facility improvements and PE instructional materials to integrate Physical Education into the Pathway Program of Study via yoga class and research based mindfulness practices in classrooms	All Students	Atlantic Philanthropies	\$50,000.00			Comprehensive Student Supports	A1.3 A-G Completion	Education & Community Health	

Teacher / staff trainings, PDs, conferences to integrate PE into the Pathway Program of Study via yoga class and research based mindfulness practices in classrooms	All Students	Atlantic Philanthropies	\$25,000.00			Comprehensive Student Supports	A1.3 A-G Completion	Education & Community Health	
0.2 FTE Director Release		CPA	\$25,000.00	1105		Building the Conditions	A1.1 Pathway Programs	Green Energy	
0.2 FTE Director Release		Measure N	\$20,000.00	1105	3061690102	Building the Conditions	A1.1 Pathway Programs	Green Energy	
Extended contracts for teachers to complete essential pathway functions & distributed leadership (field trip logistics, mentoring, student activities, technology management, SpEd collaboration, after school / weekend meeting, securing community partnerships, etc)		Measure N	\$25,000.00	1120	3061690102	building the conditions	A2.10 Extended Time for Teachers	Green Energy	
Whole pathway team reviews, refines & updates the pathway mission & vision.		NA	\$0.00			Building the Conditions	A1.1 Pathway Programs	Green Energy	
Pathway Admin continues to provide a structural and transparent student support process aligned with pathway expectations and with consistent feedback to and from teachers		NA	\$0.00			Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	Green Energy	
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)		Measure N	\$10,000.00	1120	3061690102	Building the Conditions	A2.10 Extended Time for Teachers	Green Energy	
Make a concerted effort in collaboration with other Pathways to ensure that the Pathway enrollment in 10th grade reflects the whole school student demographics		NA	\$0.00			Building the Conditions	A1.1 Pathway Programs	Green Energy	
Utilize Latina Pathway students to recruit 9th grade		NA	\$0.00			Building the Conditions	A1.1 Pathway Programs	Green Energy	
Print flyers for 9th grade recruitment; ensure that these include Latina female students		Measure N	\$8,000.00	1120	3061690102	Building the Conditions	A1.1 Pathway Programs	Green Energy	
Design, implement & offer 2 UCCI Math and 2 UCCI English intervention / remediation classes for 10th and 11th grade students		Measure N	\$60,000.00	1120	3061690102	Comprehensive Student Supports	A1.3 A-G Completion	Green Energy	
CSETs for 2 Science teachers to obtain a Math credential (Extended contract for math teachers to write CTE aligned integrated math curriculum)		Measure N	\$1,500.00		3061690102	Comprehensive Student Supports	A1.3 A-G Completion	Green Energy	
Provide targeted student support using student support protocol during collaboration		NA	\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	Green Energy	
Continue to plan and develop integrated projects with literacy embedded		California Partnership Academy	\$5,000.00			Rigorous Academics	A1.3 A-G Completion	Green Energy	
Provide pathway-wide professional development on use and integration of literacy strategies in instruction and integrated projects		Measure N	\$5,000.00		3061690102	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy	Green Energy	
Build reading time into weekly instruction to allow for individualized support. (SSR, paired reading, read aloud)"		NA	\$0.00			Rigorous Academics	A1.3 A-G Completion	Green Energy	

Implement pathway wide use of CER organizer as a literacy strategy		NA	\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	Green Energy	
Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words		NA	\$0.00			Rigorous Academics	A3.2 Reading Intervention	Green Energy	
AP training for Green Pathway English and History teachers (NMSI can support with AP English to offer pathway specific AP courses)		Measure N	\$5,000.00		3061690102	Rigorous Academics	A1.3 A-G Completion	Green Energy	
Continue to plan and develop integrated projects for each grade level		Measure N	\$10,000.00		3061690102	Rigorous Academics	A2.3 Standards-Aligned Learning Materials	Green Energy	
Increase presence of industry partners; mentors; guest speakers and career advisors. Involve advisory board members more in the planning and implementation of PBL in the classroom		NA				Work-Based Learning	A1.1 Pathway Programs	Green Energy	
Provide pathway-wide professional development on use and integration of literacy strategies in instruction and integrated projects		Measure N	\$5,000.00		3061690102	Rigorous Academics	A4.4 Teacher Professional Development focused on English Learners	Green Energy	
Collaboration with industry partners during the summer or during the school year to plan integrated projects aligned with pathway theme		Measure N	\$5,000.00		3061690102	Rigorous Academics	A1.1 Pathway Programs	Green Energy	
Continue to develop Graduate Capstone skills at each grade level using the OUSD Graduate Capstone Rubrics		NA				Rigorous Academics	A2.3 Standards-Aligned Learning Materials	Green Energy	
Plan and implement the Summer Solar Academy in 2019 which will help improve industry-specific math, science and engineering skills for Green Pathway students.		Measure N			3061690102	Rigorous Academics	A1.5 Summer Learning	Green Energy	
Continue to develop and build out pathway-aligned dual enrollment classes to lead to engery & utilities associate degree certificates for our pathway students (textbooks, teacher of recors, DE class materials, etc)		Measure N	\$5,000.00		3061690102	Rigorous Academics	A1.1 Pathway Programs	Green Energy	
Extended contract: teacher to liaise with organizations and community partners to plan CEVs, plan internships, recruit community partners, book field trips and busses		California Partnership Academy	\$10,000.00	1120		Work-Based Learning		Green Energy	
Provision of resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile.		Measure N	\$3,000.00	5826	3061690102	Work-Based Learning		Green Energy	
Pathway Summer Internship Salaries for 2 Teachers		Measure N	\$30,000.00	5826	3061690102	Career Technical Education		Green Energy	

Pathway Summer Internship for 60 Rising Seniors		Measure N	\$24,000.00	5826	3061690102	Career Technical Education		Green Energy	
Continued provision of training, resources and support for the Multi- Craft teacher		Other				Career Technical Education		Green Energy	
Continued furnishing/ development of the fabrication lab		Other				Career Technical Education		Green Energy	
CEV and College visits (transportation, admissions, lunches)		Measure N	\$60,050.00	5826	3061690102	Work-Based Learning		Green Energy	
CEV and College visits (transportation, admissions, lunches)		California Partnership Academy	\$40,050.00	1120		Work-Based Learning		Green Energy	
Extended contracts for teachers who will recruit and enroll students for dual enrollment classes		California Partnership Academy	\$3,000.00	1120		Rigorous Academics		Green Energy	
Extended contracts for Summer and Mid School Year Project Based Learning retreats to work on grade level integrated project aligned to pathway outcomes and graduate profile and continuing implementation of pathway expectations and procedures. Look at student data and attendance, student data and literacy.		Measure N	\$30,000.00	1120	3061690102	Rigorous Academics		Green Energy	
Promote Project Based Learning with Use Of Technology (6 laptop carts). This will enable each one of our non-CTE classes to have a laptop cart available for student use. There has been an increased demand on laptop cart use this school year.		Measure N	\$64,000.00	1120	3061690102	Building the Conditions		Green Energy	
Materials, resources and supplies for student CTE Projects in classroom		California Partnership Academy	\$25,000.00	1120		Career Technical Education		Green Energy	
Materials, resources, supplies and technological equipment for student science experiments		California Partnership Academy	\$20,000.00	1120		Comprehensive Student Supports		Green Energy	
Buses / transportation/ admission for student field trips and reteats that enable students to access experiential learning; learn about college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Environment Pathway theme		California Partnership Academy	\$70,000.00	1120		Comprehensive Student Supports		Green Energy	
Summer Bridge Program (Solar Suitcase) planning and implementation		Measure N	\$24,000.00	1120	3061690102	Rigorous Academics		Green Energy	
Teacher PD and extended contracts for planning and creating block schedule units		Measure N	\$18,000.00	1120	3061690102	Building the Conditions		Green Energy	
Professional Development on supporting SDC students in pathway classes to improve participation and perfromance.		Measure N	\$6,000.00	1120	3061690102	Comprehensive Student Supports		Green Energy	

Professional Development on supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically.		Measure N	\$6,000.00	1120	3061690102	Comprehensive Student Supports		Green Energy	
Extended Contracts & Substitute Teachers for Pathway Educators for dedicated time to strengthen and diversify Leadership across entire Pathway - teachers, admin, liasons, parents, students, and Industry and Community Partners		Measure N	\$2,000.00	1120	3061690105	Building the Conditions	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Director Release 0.4 (two directors at 0.2)		Measure N	\$30,000.00	1105	3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Extended Contracts to support our Pathway Special Education teachers and para educators for more involvement in Pathway Mission and Vision, considering their student populations needs, strengths, and interests		Measure N	\$5,000.00	1120	3061690105	Comprehensive Student Supports	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Extended Contracts for Pathway members to further recruit and build relationships with Industry and Community Partners (\$26.61/hour)		Measure N	\$5,000.00	1120	3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)		Measure N	\$10,000.00	1120	306169105	Building the Conditions	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
		Perkins	\$8,000.00					Skyline Visual & Performing Arts	
Extended Contracts for Pathway Academic Counselor to assist with students developing Senior Year and Post-Graduation goals		Measure N	\$2,000.00	1120	3061690105	Comprehensive Student Supports	A1.3 A-G Completion	Skyline Visual & Performing Arts	
Dedicated time in CTE courses to Expose students to differentiated achievements in Industry related fields			\$0.00		3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Dedicated time in Pathway courses for College and Career Professionals to participate in portfolio building, mock interviews, and advisory			\$0.00		3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Portfolio materials for Senior Capstone and Post-Graduate achievements - portfolio cases, technology, custom printed promotional materials (resumes, cards, etc.)		Measure N	\$5,000.00		3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Organization Materials Promoting Graduation & A-G achievements (student planners, notebooks, binders, folders)		Measure N	\$5,000.00		3061690105	Comprehensive Student Supports	A2.2 Social Emotional Learning	Skyline Visual & Performing Arts	
Industry and academic standardized furniture for all students to produce CTE Animation and Illustration work.		Perkins	\$12,500.00	6432	3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Substitute teachers to support our Pathway Special Education teachers and para educators for more involvement in Pathway Mission and Vision, considering their student populations needs, strengths, and interests		Measure N	\$2,000.00	1150	3061690105	Comprehensive Student Supports	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Funds to purchase equipment for printmaking and digital art in CTE AP Studio Art. Funds to purchase art materials that need to be replenished each year for painting, drawing, collage, printmaking in CTE AP Studio Art		Perkins	\$9,000.00		3061690105	Comprehensive Student Supports	A1.1 Pathway Programs	Skyline Visual & Performing Arts	

Creating universal unit and lesson plans that incorporate literacy strategies and "Titan 21" to encourage utilization of these strategies.			\$0.00		3061690105	Rigorous Academics		Skyline Visual & Performing Arts	
Professional Development and pathway planning time aimed at teaching, modeling, and reinforcing teaching techniques that support Skyline Literacy Strategies.		Measure N	\$5,000.00		3061690105	Building the Conditions		Skyline Visual & Performing Arts	
PBIS supports to reinforce desired student literacy goals and outcomes		Measure N	\$1,000.00		3061690105	Comprehensive Student Supports		Skyline Visual & Performing Arts	
Use of Industry Specific documentation and correspondence procedures to encourage growth and provide relevance to courses of study.		Measure N	\$5,000.00		3061690105	Career Technical Education		Skyline Visual & Performing Arts	
Summer Externships for Pathway Educators to maintain Industry Level Standards in Courses taught		Measure N	\$33,000.00		3061690105	Career Technical Education	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Off-site visits for student to present PBL (working with middle-school students interested in the AME industries, presenting to community and industry partners at their sites)		Measure N	\$4,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Pathway Science Field Trips and extended learning opportunities		Measure N	\$3,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Pathway History Field Trips and extended learning opportunities		Measure N	\$3,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Pathway English Field Trips and extended learning opportunities		Measure N	\$3,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Student Interactive Notebooks for every SVPA student to increase student engagement. (SEL)		Measure N	\$4,000.00		3061690105	Rigorous Academics	A2.2 Social Emotional Learning	Skyline Visual & Performing Arts	
12th Grade Pathway Field Trip to Competitive Visual and Performing Art Colleges In Southern California		Measure N	\$23,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
11th Grade Pathway Field Trip to Competitive Visual and Performing Art Colleges in Southern California		Measure N	\$23,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
10th Grade Pathway Field Trip to Regional Colleges in Northern California with strong Visual and Performing Art Programs		Measure N	\$6,000.00		3061690105	Rigorous Academics	A1.1 Pathway Programs	Skyline Visual & Performing Arts	
Site Visits to Industry and Community Partner Headquarters		Measure N	\$400.00		3061690105	Building the Conditions		Skyline Visual & Performing Arts	
Site Visits to Industry Level Sites for Pathway Work Based Learning		Measure N			3061690105	Work-Based Learning		Skyline Visual & Performing Arts	
Industry relevant Workshops & Field Trips Costs		Measure N	\$10,000.00		3061690105	Work-Based Learning		Skyline Visual & Performing Arts	
Creation of Advisory Board		Measure N	\$250.00		3061690105	Work-Based Learning		Skyline Visual & Performing Arts	
Guest Speakers for promotion and advisory of WBL events on campus		Measure N	\$1,000.00		3061690105	Work-Based Learning		Skyline Visual & Performing Arts	

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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Skyline High School

School ID: 306

School Description

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

School Mission and Vision

Vision: By building healthy relationships and exercising cultural humility, all members of the Skyline community will be supportive of and hold one another accountable. All Skyline students will strive to achieve high expectations through a rigorous curriculum that will prepare them for college, career and community readiness.

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.

Schoolwide Learning Results - By graduation Skyline students will:

Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.

Be effective communicators who can leverage technology to find and to convey information.

Be responsible, mature, self-advocating young adults who have solid organizational and study skills.

Be able to work in teams and to value diversity.

Embrace a healthy and fit lifestyle.

Find joy in learning and life.

Family & Student Engagement

Fall Semester: 9th grade orientation, grade-level student registrations, Back to School Night, grade-level graduation and college a-g requirement nights, Performing Arts exhibitions,

SCHOOL DATA SLIDES

[Skyline Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

Task: *Identify schoolwide strengths and challenges related to each data point.*

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

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

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

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none">• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers

<p>Graduation Rate</p>	<p>68% of our current 12th graders are on track to graduate</p>	<p>Students enrolling at Skyline late in their academic adventure (11th and 12th grade) do not enter working at grade level or with sufficient credits to be on track to graduate. This places them at a decided disadvantage in attempting to attain enough credits to graduate. Many of our students are so far behind in credits earned and/or are not old enough (age 16) that they do not qualify for all opportunities. Skyline, with its 47 acres and 1800 students can be overwhelming for many students due to its sheer size. Students can be easily distracted, and roam the campus to avoid being in classes where they are unable to access core curriculum due to low reading levels coupled with a lack of foundational pieces necessary to support success.</p> <p>Most of our LCFF students live outside our catchment area, making public transportation necessary coming to and leaving campus. Navigating long trips on public transit causes many students to feel unsafe due to the number of fights and incidents that frequently occur on the buses. This reality impacts some students' willingness and drive to attend school, placing them further behind in academic achievement. This is substantiated by our 11.2% chronic absence rate.</p>	<p>We offer intervention opportunities, credit recovery through APEX classes, tutoring and homework help, extensive academic and mental health counseling as well as supporting alternative education opportunities when appropriate.</p> <p>We also employ 2 full time Attendance Review Officers to support students struggling in this arena. We hold regular SART and SARB meetings with families, closely monitor and track attendance and grades. Our COST team is robust and meets weekly to support students and allow for early intervention where appropriate.</p>
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On Track to Graduate (11th Grade)	<p>74% of our current 11th graders are on track to graduate</p>	<p>Students enrolling at Skyline late in their academic adventure (11th and 12th grade) do not enter working at grade level or with sufficient credits to be on track to graduate. This places them at a decided disadvantage in attempting to attain enough credits to graduate. Many of our students are so far behind in credits earned and/or are not old enough (age 16) that they do not qualify for alternative opportunities. Skyline, with its 47 acres and 1800 students can be overwhelming for many students due to its sheer size. Students can be easily distracted, and roam the campus to avoid being in classes where they are unable to access core curriculum due to low reading levels coupled with a lack of foundational pieces necessary to support success.</p> <p>Most of our LCFF students live outside our catchment area, making public transportation a necessity coming to and leaving campus. Navigating long trips on public transit causes many students to feel unsafe due to the number of fights and incidents that frequently occur on the buses. This reality impacts some students' willingness and drive to attend school, placing them further behind in academic achievement. This is substantiated by our 11.2% chronic absence rate.</p>	<p>We offer intervention opportunities, credit recovery through APEX classes, tutoring and homework help, extensive academic and mental health counseling as well as supporting alternative education opportunities when appropriate.</p> <p>We also employ 2 full time Attendance Review Officers to support students struggling in this arena. We hold regular SART and SARB meetings with families, closely monitor and track attendance and grades. Our COST team is robust and meets weekly to support students and allow for early intervention where appropriate.</p>
A-G Completion	<p>With our current 12th graders, in total they are enrolled in 1,763 a-g courses. 80% of the students enrolled in their current a-g classes are earning Cs or higher (based on the Course Grades - Marking Period 4 data tab)</p>	<p>One challenge is the number of students (35.2%) reading one or more years below grade level. 47.6% of our incoming freshmen read at least one or more grades below their expected grade level. Frequently students this far behind opt not to attend classes when they cannot access core curriculum. This naturally impacts success in the classroom.</p>	<p>We offer intervention opportunities, credit recovery through APEX classes, tutoring and homework help, extensive academic and mental health counseling as well as supporting alternative education opportunities when appropriate.</p> <p>We also employ 2 full time Attendance Review Officers to support students struggling in this arena. We hold regular SART and SARB meetings with families, closely monitor and track attendance and grades. Our COST team is robust and meets weekly to support students and allow for early intervention where appropriate.</p>

SBAC ELA	Based on the 2016-17 SBAC ELA, this is based on # of students who took the test (not all required students were tested). However, for the ELA SBAC scores, 49.2% met or exceeded the standard.	Low reading levels, excessive absences, inability to access core curriculum, lack of high school readiness and insufficient time to acquire readiness.	<p>We offer intervention opportunities, credit recovery through APEX classes, tutoring and homework help, extensive academic and mental health counseling as well as supporting alternative education opportunities when appropriate.</p> <p>We also employ 2 full time Attendance Review Officers to support students struggling in this arena. We hold regular SART and SARB meetings with families, closely monitor and track attendance and grades. Our COST team is robust and meets weekly to support students and allow for early intervention where appropriate.</p>
SBAC Math	Based on the 2016-17 SBAC Math, this is based on the # of students who took the test (not all required students were tested). However, for the Math SBAC scores, 17.2% met or exceed the standards.	Low reading levels, excessive absences, inability to access core curriculum, lack of high school readiness and insufficient time to acquire readiness.	<p>We offer intervention opportunities, credit recovery through APEX classes, tutoring and homework help, extensive academic and mental health counseling as well as supporting alternative education opportunities when appropriate.</p> <p>We also employ 2 full time Attendance Review Officers to support students struggling in this arena. We hold regular SART and SARB meetings with families, closely monitor and track attendance and grades. Our COST team is robust and meets weekly to support students and allow for early intervention where appropriate.</p>
AP Pass Rate/Dual Enrollment Pass Rate	AP pass rate = 49% Dual enrollment pass rate = 96%	Scheduleing within the 7 period day. Proper preperation within AP classes.	We are moving to a modified block 7 period day in 18/19, potentially to an 8 period block schedule in 19/20. Increase number and variety of Dual Enrollment classes offered.
Pathway Participation/CTE Enrollment*	25% of 9th grade; 95% 98% of 10th and 11th graders (SPED not enrolled if indicated on IEP); 50% seniors	<p>As we began moving to pathways for all students several years ago we used a slow rollout, allowing students who are currently seniors to opt in or out of pathways. This explains the 50% pathway participation rate for current seniors.</p> <p>We have not had enough teachers certified to teach CTE classes.</p>	In the 2018/2019 we will be wall to wall with all students in grade 9 being in an Atlas house, and all students in grades 10-12 in a pathway. All pathway students will be enrolled in one CTE course per grade level.

English Learner Progress	Based on 2016-17 Reclassification Rate of 5.8%	<p>Limited amount of time (1-2 periods 5 days a week X 4 years) we have to work with students, especially LTELs, to strengthen language skills.</p> <p>Challenges within master scheduling to fit required A-G classes and elective intervention classes within a 7 period day.</p>	<p>Work with district personnel to identify newcomers and administer the ELPAC test</p> <p>2. ELD will be integrated into ELA curriculum for 2018-19</p> <p>3. Designated administrator works with SELL committee and attends monthly meetings</p> <p>4. Skyline and Host events such as TitanTalk where non-English speaking parents check in with teachers regarding A-G requirements, scheduling, reclassification, course selection, etc. Student translators will be participating.</p>
Suspension Rate	2017-18 YTD Suspension Rate 8.6%	<p>Suspension rates fluctuate greatly depending on the administrators in charge. Other contributing factors include the number of students on campus returning from Juvenile Justice and DHP placements. Greater than 84% of our students come and go via AC transit, arriving from all neighborhoods of Oakland. Annually there seems to be an obligatory "shake out" on campus as students vie for social status among peers. Frequently these upsets result in negative behaviors leading to suspension. Another barrier is the lack of and inconsistent performance of our SSOs. On any given day we average 2-4 out of 7 SSOs on campus.</p>	<p>Expand and improve the summer Bridge program to help build rapport with incoming freshmen students.</p> <p>Increase visibility of administrators, Care Managers and SSOs on campus during breaks and passing periods.</p> <p>Systemize and calibrate criteria for student behavior that can result in suspension.</p> <p>Liberal communicate these standards to students and families.</p> <p>Train teachers and students in PBIS practices</p>

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	By June 2021, 87% of our 12th graders will meet all requirements to graduate	Goal 1: Graduates are college and career ready	All Students	not available	79%	83%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

On Track to Graduate (11th Grade)	By June 2021, 85% of our 11th graders will be on track to graduate	Goal 1: Graduates are college and career ready	All Students	62%	79%	83%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
A-G Completion	By June 2021, 74% of our 12th grade students will have completed their A-G requirements with a C or better.	Goal 1: Graduates are college and career ready	All Students	49%	57%	63%%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
SBAC ELA	By June 2021, 1) All students required to take the SBAC ELA exam will be tested. 2) At least 54% of all students who take the ELA SBAC will meet or exceed standards.	Goal 2: Students are proficient in state academic standards	All Students	31%	40%	47%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
SBAC Math	By June 2021, 1) All students required to take the SBAC Math exam will be tested. 2) At least 40% of all students who take the SBAC Math will meet or exceed standards.	Goal 2: Students are proficient in state academic standards	All Students	12%	20%	30%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
AP Pass Rate	By June 2021, at least 70% of all students who take one or more AP exams will score at least a 3 on each exam.	Goal 1: Graduates are college and career ready	All Students	49%	56%	64%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

Dual Enrollment Pass Rate	By June 2021, 98% of students enrolled in Dual Enrollment classes will pass said class.	Goal 1: Graduates are college and career ready	All Students	96%	98%	98%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Pathway Participation/ CTE Enrollment*	By June 2021, 100% of our 10th through 12th grade students will be enrolled in pathways and actively participate in required CTE classes.	Goal 5: Students are engaged in school everyday	All Students	69%	100%	100%	Increase the number or Pathways to ensure all students are college and career ready
English Learner Progress	By June 2021, we will reclassify 7.5% of our English Language Learners from LEP to FEP.	Goal 4: English learners are reaching English fluency	English Learners	5.80%	7.50%	8.90%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students
Suspension Rate	By June 2021, we will reduce our suspension rate below 8%.	Goal 6: Parents and families are engaged in school activities	All Students	8.60%	8.20%	8.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

School: Skyline High School

School ID: 306

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

1: Not at all 3: Mostly
2: Somewhat 4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	1.5 Not At All-- Somewhat	<p>Green Pathway: Pathways were not involved in the discussion of the school vision and mission from the beginning, pathways are included at the end, after departments through ILT Education Pathway: Not confident that school leadership is on the same page and understanding enough of pathway vision, mission, and strategies Computer: More admin / pathway directors collab Visual Performing Arts: Need More Admin presence, involvement, and investment in Pathway development and sustainable practices Coach: The current school vision does not include the word 'pathways', 'Linked Learning' or Academies. Admin Team: More understanding of how pathways have evolved and will evolve in the next three years.</p>	Host pathway director-admin retreat to articulate a school wide commitment to pathways. The mission needs to fully align with all aspects of the pathway and Skyline needs clear strategies that the pathways have adopted that align with the mission and vision of the pathway.
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	1.5 Not At All-- Somewhat	<p>Green Pathway: More distributed leadership is needed to accomplish this with involvement of all stakeholders. Education Pathway: this will take a shift in the way it has traditionally been done so just not sure they'll be able to pull it off w/o regular pathway collaboration Computer Pathway: staff should have defined roles and systems should be evident, scalable and monitored for effectiveness and when effective transferable Visual Performing Arts: honor and support funding protocols for Pathway to thrive, collaborate more closely with Pathway Leads in Culture & Climate, Accessibility, and Equity of Learning in all student populations within the pathway.</p>	Each pathway AP and pathway teacher need a more defined role in leading the pathway. APs need to identify themselves as pathway administrators. APs and pathway teachers should operate as a team in all matters and should be in constant communication in order to support program development and operations. Pathway coach, Anya Gurholt, is available to provide Linked learning / pathway PD to the entire admin team.

<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	<p>1.5 Not At All-- Somewhat</p>	<p>Green: Pathways have not been used as core drivers in school decisions or change. Pathways need to be included from the beginning in this process. Education: not clear that school leaders are on board with "pathway is the intervention" (heard this before but not sure it's true) this is apparent with "one size fits all" strategies with such things as Case Manager Support person, etc. Computer: Traditional departments and atlas houses appear to be prominent Visual Performing Arts: Dedicated time for Pathway Administrator to meet with pathway & directors/ above comments are shared with SVPA pathway as well. Coach: 1 Admin Team: There has to be a dedicated administrator for each pathway. This must be planned in the budge</p>	<p>The site Principal and APs need to hold one another accountable for ensuring that necessary conditions are in place for successful pathway implementation. The school admin team needs more support by way of district policies that ensure pathway effectiveness.</p>
<p>School Leadership & Vision Goal for 2018-19:</p>	<p>School and distric leadership will articulate a school wide comitmtment to pathways to the entire staff by creating a school mission-vision aligned with all aspects of pathway quality. Each pathway AP and pathway teacher will have a clearly defined role in leading the pathway. The site Principal and APs will hold one another accountable for ensuring that necessary conditions are in place for successful pathway implementation.</p>		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
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<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	<p>1.5 Not At All-- Somewhat</p>	<p>Green: Having an administrator over the pathway has been a positive change for us however the idea of having a Care Manager and WBLL have not been effective. RSP students are fully included in the pathway, however SDC and CE students were not enrolled in CTE classes. There has not been a dedicated counselor for our pathway this year and this has had an adverse effect on our Seniors especially. Education: Dedicated counselor who attends collaboration when possible is excellent, Care Manager ineffective structure and oversight, not all cohorts have teachers that are able to collaborate with us, dedicated SPED has been excellent Computer: interventions diluted at school wide level and accountability for outcomes difficult to assess Visual Performing Arts: We need Stronger support in the hiring for SpEd Para Educators, honoring Pathway dedicated Academic Counselor, honoring the job description of Business Manager, Care Managers, and Academic Counselors - not adding job responsibilities that are not within their job title. Coach: It is great there is SpEd case manager for each pathway but we need a counselor, AP and care manager dedicated to each pathway. Admin Team: There has to be a dedicated administrator for each pathway. This must be planned in the budget</p>	<p>Skyline's staff needs to be re-structured in direct support of the pathways such that admin team, counseling team, and care managers understand their role in pathway quality.</p>
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	<p>2: Somewhat</p>	<p>Green: Not all leaders in the school are aware of how p Education: There is little to no communication between Computer: Some "bodies" view themselves as the "driv Visual Performing Arts: There is little to no communic Coach: ILT seems much more focused on DEPARTME Admin Team: There is no admin that knows exactly wh</p>	<p>The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.</p>
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	<p>2: Somewhat</p>	<p>For the past several years there has been almost a revolving door of administrators at Skyline. At the close of last school year 5 of the 6 administrators left the school. This year we have been plagued with significant health issues among the administration team (cancer, brain surgery, repeated illnesses). These factors have contributed to the challenge of creating and maintaining clear and consistent structures and processes.</p>	<p>The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.</p>

<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	<p>3: Mostly</p>	<p>Green: We have some contiguous space which has been a benefit to students and teachers but more clear definition is needed. Provision of appropriate science facilities for each pathway are severely lacking. Teachers are not paid on time for extended contracts through Measure N (which is school managed); carry over budget have been expended by school leadership without pathways being consulted. Individual teachers spend significant amounts of time dealing with facilities requests and inappropriate teaching conditions.</p> <p>Education: These things are slowly improving. However budget allocation of pathway Measure N funds is particularly murky and unclear.</p> <p>Computer: might be currently unsophisticated?</p> <p>Visual Performing Arts: Consideration of Newer Pathways financial needs was made for Measure N, + Pathway teachers have shared collaboration period for effective Pathway specific collaboration. - Student Cohorts were a mess this year due to not properly collaborating with those knowledgeable of Pathway Course Sequence Design</p> <p>Coach: It is hard because the school's mission and vision doesn't even include the word pathways, so it is hard to align the current vision to pathway budgets, facilities and master schedule needs.</p> <p>For the past several years there has been almost a revolving door of administrators at Skyline. At the close of last school year 5 of the 6 administrators left the school. This year we have been plagued with significant health issues among the administration team (cancer, brain surgery, repeated illnesses). Despite these factors we have truly endeavored to hold the big picture in the forefront of our thinking and planning to facilitate the most equitable and high quality outcomes for our students.</p>	<p>The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.</p>
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<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	<p>2.5: Somewhat</p> <p>Green: Students in SDC and CE programs have not been enrolled in CTE classes despite requests from the pathway. They miss out on a core part of the experience of being in a Pathway. High achieving students need opportunities for taking AP classes to access challenging content within pathways but accessible by students from all pathways.</p> <p>Education: There has been effort made to make things equitable with Pathways taking the lead organically on equity among pathways</p> <p>Computer: policies, procedures and cohesive systems that integrate with one another and serve our goals in general are not currently our forte.</p> <p>Visual Performing Arts: Current Admin team is aware of the gaps and are working to identify ways to close the various gaps.</p> <p>Coach: We need more clarity around how we will equitably allocate Measure N funds so that all of the pathway students receive somewhat similar access to pathway opportunities.</p> <p>Admin Team: Again, each pathway needs a dedicated admin to provide support and guidance. For the past several years there has been almost a revolving door of administrators at Skyline. At the close of last school year 5 of the 6 administrators left the school. This year we have been plagued with significant health issues among the administration team (cancer, brain surgery, repeated illnesses). Despite these factors we have truly endeavored to hold the big picture in the forefront of our thinking and planning to facilitate the most equitable and high quality outcomes for our students.</p>	<p>The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.</p>
<p>Systems & Structures Goal for 2018-19:</p>	<p>Skyline will dedicate a quality counselor, 1 AP and 1/2 care manager dedicated to each pathway.</p>	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Stipends for parent leads to do outreach for families to participate in school governance structures.	Whole School	All Students	General Purpose Discretionary	\$2,000.00	5825		Building the Conditions	A6.1 Parent/Guardian Leadership Development
Consulting Contract for management of student ASB and student engagement.	Whole School	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Consulting Contract for site communications in order to provide families information about school events, opportunities and engagement opportunities.	Whole School	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops

Service agreement for technology supports to manage school site.	Whole School	All Students	General Purpose Discretionary	\$89,455.00	5737		Building the Conditions	A3.1 Blended Learning
Textbooks to support core curriculum	Whole School	All Students	General Purpose Discretionary	\$20,000.00	4100		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
General supplies to support classroom learning and engagement	Whole School	All Students	General Purpose Discretionary	\$21,195.31	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
After 4 years we will need to replace 2 copy machines to give teachers the tools to provide supplemental learning materials	Whole School	All Students	General Purpose Discretionary	\$24,000.00	4425		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Equipment maintenance agreements for 2 new copy machines and 3 current copy machines	Whole School	All Students	General Purpose Discretionary	\$30,000.00	5610		Building the Conditions	A1.3 A-G Completion
Graduation Ceremony	Grade Level Team	All Students	General Purpose Discretionary	\$14,000.00	5828		Comprehensive Student Supports	A1.3 A-G Completion
Professional development and facilitation of the administrative team to adjust the administrative, counseling, and case management supports to align to the pathways to improve equitable outcomes for African American, Pacific Islanders, and male students	Whole School	African American Students	Measure N	\$45,000.00	5825		Building the Conditions	A1.1 Pathway Programs
.5 FTE Pathway Coach (Supported by Central Funds) to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focus on the instructional core and Linked Learning	Whole School	All Students	Measure N	\$65,000.00	5708	NH0-459	Building the Conditions	A1.1 Pathway Programs
Allocation to Green Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to Computer Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to Education and Community Health Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to Skyline Visual and Performing Arts Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs

Allocation to 9th grade Houses to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$15,000.00	4399		Building the Conditions	A1.1 Pathway Programs
Computers for integration into the 9th grade classes to ensure that all students can engage in the International Baccolorate Middle Years Program to prepare students for OUSD graduate outcomes.	All Pathways	Low-Performing Students	Measure N	\$50,000.00	4420		Building the Conditions	A2.3 Standards-Aligned Learning Materials
.8 FTE for Academy Directors release periods to support the development of the pillars of Linked Learning	All Pathways	Low-Income Students	Measure N	\$93,766.40	1105	various	Building the Conditions	A1.1 Pathway Programs
Non-Contracted Services and Field Trips	Whole School	All Students	General Purpose Discretionary	\$14,000.00	5845		Building the Conditions	A2.2 Social Emotional Learning
TEXTBOOKS	Whole School	All Students	General Purpose Discretionary	\$20,000.00	4100		Building the Conditions	A5.3 School Facilities
SUPPLIES	Whole School	All Students	General Purpose Discretionary	\$19,195.31	4310		Building the Conditions	A5.3 School Facilities
MEETING REFRESHMENTS	Whole School	All Students	General Purpose Discretionary	\$2,000.00	4311		Building the Conditions	A5.3 School Facilities
PAPER	Whole School	All Students	General Purpose Discretionary	\$6,000.00	4350		Building the Conditions	A5.3 School Facilities
Duplicating Equip \$500-4,999 for new copy machines	Whole School	All Students	General Purpose Discretionary	\$24,000.00	4425		Building the Conditions	A5.3 School Facilities
DUES & MEMBERSHIPS	Whole School	All Students	General Purpose Discretionary	\$21,000.00	5300		Building the Conditions	A5.3 School Facilities
EQUIP MAINTENANCE AGREEMT for copier	Whole School	All Students	General Purpose Discretionary	\$30,000.00	5610		Building the Conditions	A5.3 School Facilities

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Titan 21 focal academic language (vocabulary words) integrated into core classes. Reading intervention specialist teaching 4 sections of intensive literacy intervention. 0.2 FTE for targeted push in to assist key students, family conferences with struggling students. 0.4 FTE for SRI testing, coordination, and working with teachers around implications of SRI outcomes. All Atlas English teachers had 2 periods a week of intensive push in to support students.	Fully Implemented	Somewhat Effective	Anecdotal evidence shows that students are using designated vocabulary fluently in class discussions, students report greater feelings of confidence as they approach the work, teachers report that working with students during the 2 periods weekly for intensive push in has resulted in stronger student/teacher relationships and better academic outcomes for students. We expect final SRI data to quantify and support these assertions.

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	100% of students will increase at least 50 lexile points from Fall 2018 to Spring 2019.	All Students	NA	NA	Increase 17-18 by 10%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students
Common Core	All teachers will implement and practice Titan 21 academic vocabulary and four common school-wide literacy practices (see tab #13 for more details).	All Students	NA	NA	Increase 17-18 by 10%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students

THEORY OF ACTION

Theory of Action	<p>1) Every teacher will learn a framework for teaching in a block schedule that includes 4 high-leverage literacy strategies and 3-5 core routines. 2) Design/chunk a block lesson Examples: Activator/Do Now Sustained Silent Reading or Paired Reading (Teacher confers 1-on-1 or with small group.) Modeling Guided Practice Project/Work Time Closing/Formative Assessment</p> <p>Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per month, and model them daily.</p> <p>Strategy 2: Teach students to use context clues to discover meaning.</p> <p>Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.</p> <p>Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)</p>			
How are you supporting English Language Learners?	<p>We have a really solid curriculum in the district and we need to get our ELD teachers to get trained in the curriculum. Create a mandatory second or support class for English Language Learners and we need to strategically support based on Lexile, English Grade and GPA to place them in reading classes. We will dedicate 1.6 FTE to the additional class. .4 FTE will be dedicated in the 9th grade for English Language Learners and embed them in 2 houses. Atlas EL: EL classes, scaffolded assignments in all Atlas core classes, stronger collaboration between Atlas houses and EL teacher to have common scaffolding/instructional practices; train new EL 2018-19 teacher to ensure that EL teacher uses district-purchased curriculum. Atlas Reading Support: Atlas Reading Support classes; continue using STARl curriculum by training Reading Support 2018-19 teacher; design protocol and and expectations for Atlas lead teachers to support Atlas Reading Support teacher (vice versa).</p>			
How are you building conditions for students and adult learning?	<p>Pathways: Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture in to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional development is planned in manner in which there are opportunities for a variety of learning activities / learning styles. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery. Continuing room placement priority to support contiguous Pathway space. Fully stocked library and support personnel. Provide APand counselor over each pathway, allowing more autonomy for pathways to be more "school within a school" esque.</p>			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	SSC, Student Leadership, and ILT	Carlisa Johnson, Michael Knox, Shane Durkan, Heather Meriovich, Tracey, Williams, Usrey, Blumberg-Long, Zapeta, Barbuto, Akatugba	Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba How do we align the 9th grade houses to the pathways.	English, Math, Science, Arts, History, social Studies,

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 ELD teacher to provide supports for LTEL students through pullout intervention and support (.2 FTE Supplemental)	English Learners	LCFF Supplemental	\$88,963.77	1105	K12TCH0398	Rigorous Academics	A1.3 A-G Completion
.8 FTE for 9th grade teachers to provide STARl English intervention for newcomers.	Long-Term English Learners	LCFF Supplemental	\$104,160.00	1105	Various	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
.2 for Atlas teacher for intervention period to support student actions.	Foster Youth	Title I: Basic		1105	Various	Comprehensive Student Supports	A1.3 A-G Completion
1.0 (12 month) TSA Literacy Coach to support ELA department, co-lead ILT Committee, organize lexile testing and Lexile school-wide data analysis, and co-coordinate MYP/IB implementation with 1.0 (12 month) TSA Math Coach	All Students	General Purpose Discretionary	\$165,307.48	1105	Various	Rigorous Academics	A1.3 A-G Completion
1.0 FTE English Teacher to provide reduced class sizes in the 9th grade to support the Atlas House structure and begin the alignment of Atlas houses to pathways.	All Students	Measure N	\$69,402.20	1105	K12TCH2556	Rigorous Academics	A1.1 Pathway Programs
English TSA to provide supports and interventions and supports and coaching for ELA teachers to imlement the school's literacy strategies.	Low-Income Students	Title I: Basic	\$92,572.19		NH0-367		A3.2 Reading Intervention

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	NA	NA	2.5	Varies by pathway: all pathways are tied to a CTE industry sector, however, some pathways do need to develop a clearer theme.
Integrated Core	NA	NA	2.5	Varies by pathway: we have allocated PD funds to further integrate the pathway theme into core classes.
Cohort Scheduling	NA	NA	2.5	Varies by pathway: we are approx 90% in core classes.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	NA	NA	2.5	Varies by pathway: we have allocated PD funds to further integrate the pathway theme into core classes as well as PD for the MYP framework.
Collaborative Learning	NA	NA	2.5	Varies by pathway: all pathways have at least one PBL unit per year.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	NA	NA	2.5	Varies by pathway: 37% of pathways teachers are engaged in regular peer observations.
Collaboration Time	NA	NA	3+	92% of pathway teachers have shared collaboration time.
Professional Learning	NA	NA	3	PL this year focused on PBL, Grad Capstone, PBIS, Block Schedule.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway coach provided school-wide PD on graduate capstone, standards-aligned interdisciplinary units/thematic units on 9/20, 11/29, 2/28, 5/23 & 5/30. 9th Grade: IB/MYP Training; common unit plans and assessments (all six marking periods) in all SLC core classes (ELA I, Ethnic Studies, Algebra/Geo 9, and Biology 9); Literacy Focus goals (school-wide) via ILT Committee which includes Titan 21 Academic Words and four common school-wide instructional practices to implement Titan 21 academic vocabulary.	Partially Implemented	Somewhat Effective	9th Grade: teachers are able to compare house and content area data; thus, teachers are able to compare/contrast their instructional practices based on data outcomes. As for the Titan 21, we had to put this process on pause due to the block schedule selection process (via staff meetings, ILT PDs, and department meetings). Now that we have chosen a block schedule design, we are creating our PDs so that it incorporates Titan 21 and other literacy practices into block schedule design.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Standards Based Instruction/ Project-Based Learning	Each pathway will implement one standards-based PBL unit per grade-level (10th, 11th and 12th) in order to build alignment across the pathways by integrating academic discourse and CTE aligned writing with evidence.	All Students	NA	Each pathway will implement one standards-based PBL unit: 4 PBL Projects	12 PBL Integrated Projects	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Graduate Capstone/Culminating Experience	Each pathway will support all 12th grade students to complete a pathway-aligned Capstone Project which utilizes the OUSD Grad Capstone Rubrics: a minimum of two pathway teachers will collaborate around implementing this project.	All Students	NA	3 capstone Projects among 4 teachers	4 Capstone Projects among at least 8 teachers	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Course Passage Rates	By the end of 2019, 80% of our students will have met their A - G requirements via passage of required A-G courses and the school will reflect on the data through collaboration time.	All Students	NA	50% of 12th grade students met A-G requirements	80% of 12th grade students meet A-G requirements	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

THEORY OF ACTION

Theory of Action	Skyline will implement the MYP framework in grade 9 (Biology, Math, ELA, Ethnic Studies) in 2018-19 SY to increase academic rigor. 10th Grade CTE Teachers or pathway directors will be trained in the MYP framework in order to implement the Personal Project in each pathway. In the 10th-12th grade, we will work closely with pathways to create integrated standards aligned integrated project based learning within each pathway to allow for teachers to build it based on Common Core State Standards, Career Technical Education Standards throughout the pathway. Each unit should culminate in a performance based assessment that is supported by the MYP rubrics in grades 9 and 10 and build to the graduate capstone rubric in 11 and 12.. Throughout these projects, we will integrate the language and literacy focus of the school and support teachers to shift instruction to teach within the block.				
How are you supporting English Language Learners?	We currently have five sections of EL classes. The majority of the students who are enrolled in an EL course are also enrolled in their grade appropriate ELA course. Also, the Atlas teachers are implementing EL strategies in all of their unit plans. To assess their implementation of these EL instructional practices, they have completed at least two literacy rounds with a focus on EL strategies. Work with district personnel to identify newcomers and administer the ELPAC test 2. ELD will be integrated into ELA curriculum for 2018-19 3. Designated administrator works with SELL committee and attends monthly meetings 4. Skyline and Host events such as TitanTalk where non-English speaking parents check in with teachers regarding A-G requirements, scheduling, reclassification, course selection, etc. Student translators will be participating.				
How are you building conditions for students and adult learning?	Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional development is planned with opportunities for a variety of learning activities / learning styles which is supported by theories of adult learning. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery.				
Engagement	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams	

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	SSC, Student Leadership, and ILT	Carlisa Johnson, Michael Knox, Shane Durkan, Heather Meriovich, Tracey, Williams, Usrey, Blumberg-Long, Zapeta, Barbuto, Akatugba	Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba How do we align the 9th grade houses to the pathways.	English, Math, Science, Arts, History, social Studies,
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STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Stipends for teacher for week of summer planning time for MYP for 9th grade teachers and 10th grade pathway teaches	All Students	General Purpose Discretionary	\$15,000.00	1120	N/A	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Coaching for our Instructional Teacher Leader /ELA Coach, no funding necessary as long as the district office can provide this training support around whole school supports and leading teams to integrate the MYP/Graduate Capstone and increasing text complexity and writing with evidence across the curriculum.	All Students	Other	no cost	N/A	N/A	Building the Conditions	A2.4 Teacher Recruitment & Retention
Training and implementation of introductory project-based learning practices into the 9th grade curriculum, so the 9th grade students have a smoother transition into pathways during their 10th grade year. Needs: training and time to plan AND connection to MYP/IB, so it does not feel like they are implementing two NEW separate practices.	All Students	Measure N	\$20,000.00	5520	TBD	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Instructional Leadership Team (ILT) continues to plan PDs with Literacy Goal and block schedule lesson planning with supports from Engaging Schools. These professional learning opportunities will develop the instructional strategies necessary to implement project based learning.	All Students	LCFF Supplemental	no direct cost	1120	TBD	Rigorous Academics	A1.1 Pathway Programs
.6 FTE for construction classes to build a construction strand to the Green Energy Academy	Low-Income Students	Measure N	\$41,641.53	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs

.175 for Multi-Core Craft course that will be piloted at Skyline to support the development of student apprenticeships and specifically target homeless and foster youth that may benefit from apprenticeship training..	Foster Youth	Grant	\$15,400.00	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs
Professional development for the staff as the school moves to block scheduling to support integrated projects and improved instructional quality.	Low-Income Students	Measure N	\$35,000.00	5825	N/A	Rigorous Academics	A1.1 Pathway Programs
9th Grade MYP training. MYP conference attendance, registration, travel and lodging to support teachers to developing integrated units and projects that incorporate rigorous standards and prepare students for the Linked Learning Pathways.	All Students	Measure N	\$21,000.00	5220	N/A	Rigorous Academics	A1.3 A-G Completion
Supplies for Title 1 students and support materials and text for homeless youth	n/a	Title I: Basic	\$4,793.13	4310	N/A	Rigorous Academics	A1.1 Pathway Programs
Supplies for Dual Enrollment courses including text books and materials to support pathway students, GATE students, and students seeking early college credit.	All Students	Measure N	\$15,000.00	4310	N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

Work Based Learning

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	NA	NA	3	Skyline High School offers a variety of work based learning experience through that pathways that is integrated into teh CTE experiences. This does support the overall CTE sequence embedded in the pathway. The developing pathway, SVPA, has sligly lower scores than the other pathways in that they are still developing the systems and integrating WBL experiences into the program of study. Computer Academy is developing more work based learning experiences for the film strand within the pathway.
Pathway Outcomes	NA	NA	3	WBL has been intentionally embedded into the student experience in all pathways, which has provided students with a hands-on approach to further make sense of their academy, career and communtiy learning-based education.
Pathway Evaluation	NA	NA	2+	Collaboration teams do meet to discuss effectiveness of work based learning, and have developed a plan to evaluate the impact of work based learning. Evaluation plan needs to be used after every work based learning experience. Data needs to be input and evaluated further to create needs assessment. Partner organization evaluations of WBL experiences should also be discussed and reflected upon in coming school year.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Pathway: Each Pathway completed at least two career exploration visits and had at least two career awareness speakers in the CTE classes.	Fully Implemented	Effective	<p><i>All pathways have taken at least two career exploration visits with over 80% of students participating. All CTE classes will have at least two career awareness speakers before June 2018. We have deepened relationships with our industry partners by visiting their companies multiple years in a row and inviting employees to come to speak to Skyline students. We have also seen an increase of students from all pathways who will participate in an internship during summer 2018.</i></p> <p><i>The majority of our students exhibit their development and use of 21st century skills in the classroom during group work and outside the classroom during internships and other school activities. These skills are displayed during interviews for internship and job placements.</i></p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	
Career Awareness	Host at least two career awareness speakers per grade level per year in each CTE course that support student understanding of the future demands of the workforce. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	80%	90%	100%	Increase the number or Pathways to ensure all students are college and career ready
Career Exploration	Complete at least THREE career exploration visits 1 per grade level with a set preparation and follow up activities. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	80%	90%	100%	Increase the number or Pathways to ensure all students are college and career ready
Career Preparation	Each pathway implements ECCO lessons on resume building, interview skills, and needed education for various careers in their particular field. Seniors participate in professional networking activity and LinkedIn workshops For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	75%	90%	100%	Increase the number or Pathways to ensure all students are college and career ready

THEORY OF ACTION				
Theory of Action	Work-based learning in each pathway focused on career awareness, career exploration & career prep as it relates to post-secondary training and education, provides an opportunity for all students to apply academic content and technical training, while developing the skills that are critical to workplace & college success. Skyline will continue to fund a work based learning liaison to support the work based learning integration in the pathways and mapping out the work based learning for each pathway. There will be targeted supports for each pathway as each pathway expands into the 12th grade year. Skyline will survey the students at the completion of career exploration visits so each pathway can analyze the impact of the visit on student interests and further questions that students may have about the industry sector. For the Atlas houses, we will host a career day for each of our pathways sectors so that students can learn about the different career pathways prior to selecting into the pathway.			
How are you supporting English Language Learners and students reading below grade-level?	Each pathway has 15% English Language Learners embedded within the pathway. In the preparation leading up to the Work Based Learning opportunities, we can provide a differentiated approach for students and prior to each WBL event, students will read text associated with the planned experience. Work Based Learning serves multiple learning modalities for LTEL's and can help engage them in the learning.			
How are you building conditions for students and adult learning?	Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture in to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional development is planned in manner in which there are opportunities for a variety of learning activities / learning styles. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery. School-Wide: The goal is to have common collaboration practices so we can measure out goals and keep each pathway/Atlas houses accountable. Common protocols: (designed by ILT team) student interventions, data analysis/inquiry, student work analysis, instructional walks.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ILT)	Pathway Teams	Department Teams
	SSC	Admin Team	Pathway: Christina Macalino & Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba Atlas: Christina Macalino & Anya Gurholt - Jo Usery, Michael Knox, Maki Kasai, and Shane Durkan	same as ILT

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area

1.0 FTE for WBL Liaison to support pathways to develop work based learning experiences for students.	All Students	Measure N	\$92,587.60	2300	STLWBL0002	Work-Based Learning	A1.1 Pathway Programs
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males	Inkind	No Cost			Work-Based Learning	A2.9 Targeted School Improvement Support
Increased classroom presentations of internship opportunities within Latino Men & Boys Group to intentionally provide supports to students in pathways.	Latino Students	Inkind	No Cost			Work-Based Learning	A2.9 Targeted School Improvement Support
Organize/host onsite options fair for students to learn about summer employment and internship opportunities modeled off Oakland High	All Students	General Purpose Discretionary	\$500.00	4311		Work-Based Learning	A2.9 Targeted School Improvement Support
Outside Work Experience integrated into Academy Director role to provide support and academic credit for school year employment and internships	All Students	Other	In kind			Work-Based Learning	A2.9 Targeted School Improvement Support
WBL opprtunities in the 9th grade houses to raise awareness about the pathway options in the 10th grade. WBL Liaison, Pathway Coach and TSA English coach to help build 9th grade WBL awareness opportunities through career fair	All Students	None				Work-Based Learning	A2.9 Targeted School Improvement Support
Organize 9th grade career day that is integrated into the Atlas houses so that each 9th grade student is exposed to careers for each pathway.	All Students	Other				Work-Based Learning	A2.10 Extended Time for Teachers
Host application, resume, cover letter, and mock interview support each marking period. Services lead by pathway partners, Alumni, school community partners, and parents. So that students qualify for summer internships and school year internships	All Students	Measure N	\$400.00	4310		Work-Based Learning	A2.9 Targeted School Improvement Support
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students		No Cost			Work-Based Learning	A2.9 Targeted School Improvement Support

Provide refreshments for panel of 5 guest speakers (quarterly x 4) so that students can be exposed to industry trends and the future of the labor market	n/a	Measure N	\$400.00	4311		Work-Based Learning	A1.1 Pathway Programs
Marketing Materials for 50 guests / sites (Pens/cardstock glossy thank you notes/etc.) so that we can continue to build industry partnerships for student exposure opportunities.	n/a	Measure N	\$100.00	4310		Work-Based Learning	A1.1 Pathway Programs
Buses for WBL events, CEV's or CTE Open Houses at Peralta that are open to all students so that students are able to learn about the career, programs and opportunities available for students at Peralta community colleges	All Students	Measure N	\$3,200.00	5826		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	NA	NA	2	Varies by Pathway: Assumes collective responsibility for getting to know all pathway students Collaborates to identify student academic, personal, and socio-emotional needs Provides some targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of most students Communicates with families regarding the interventions provided to students
College & Career Plan	NA	NA	2	Varies by Pathway: Collaborates with counselors to support students in developing and implementing individualized college and career plans Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. Provides or arranges several college and career exploration activities per year

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Care Managers: URFs, Conflict Mediations, SART/SARB, passing period supervision; COST team	Partially Implemented	Somewhat Effective	Next year 18-19 care managers daily work schedule needs to be better aligned with pathway collaboration time, so that care managers can work with pathway teachers and provide individualized, targeted student support. Care managers will provide information about specific students needs to the pathway teams.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Conditions for Student Learning (School Climate and Culture)	Skyline needs sufficient school security officers. Skyline's URF process needs to be supported and implemented with fidelity. Each pathway AP will take responsibility over the pathway with case management, counseling services and administration to reduce URF and suspensions by 10%.	All Students	8.6%	8.3%	8.0%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
College Access	Increase college acceptance rates for two and four year colleges by 5%.	All Students				
Differentiated Interventions	All students in Mild/Moderate Special Education Programs will decrease Universal Referral Forms by 50% as measured by implementation of PBIS strategies school wide and by enforcing Behavior Intervention Plans in every class. Students in the Counseling Enriched and Intensive Counseling Enriched Special Education Programs will decrease the number of out-of-school suspensions by 50% as measured by utilizing MTSS and student IEPs to direct the level of student inclusion into general education classes.	Students with Disabilities				Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

THEORY OF ACTION

Theory of Action	Our theory of action is that if we provide appropriate and timely supports and interventions for struggling students then their outcomes will improve. Further, if we continually monitor their progress and modify interventions and supports as necessary we will see continued improvements in student outcomes.				
How are you supporting English Language Learners?	We employ a dedicated ELD teacher who works daily with all second language learners. We support these students with targeted curriculum and supports. Our SSC actively scrutinizes and monitors student progress. We are also actively exploring the possibility of adding a Newcomer program.				
How are you building conditions for students and adult learning?	Pathways: Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture in to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional development is planned in manner in which there are opportunities for a variety of learning activities / learning styles. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery.				
Engagement: Who do you need to	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams	

meet with moving forward to develop and then finalize this plan?	SSC, PTSA, Leadership students,	Admin team, ILT	Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba	All departments
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STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1 Case Manager to ensure each pathway has a Case Management support person	All Students	Measure N	\$83,000.00	2300	NH0-451	Comprehensive Student Supports	A1.1 Pathway Programs
Additional Counselor to support a 1:1 pathway ratio of counseling services (5 counselors --> one for each pathway and one for Atlas).	All Students	Measure N	\$102,899.00	5732		Comprehensive Student Supports	A1.3 A-G Completion
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$144,947.30	2000's	10APRH0058	Comprehensive Student Supports	A1.1 Pathway Programs
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	Low-Income Students	Central Resources	\$127,437.76		PRMGCS0037	Comprehensive Student Supports	A2.2 Social Emotional Learning
CCRS 1.0 FTE to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularlt meet with students and families to further a college going culture.	All Students	Central Resources	\$89,000.00	2300	NH0-472	Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff
1.6 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$148,800.00	1105	Various		A2.9 Targeted School Improvement Support
AAMA Facilitator to support the kings and provides schoolwide support for African American males.	African American Students	Title I: Basic	\$91,963.80	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning

.4 FTE implementation of OneGoal curriculum to address the needs of foster youth and homeless youth to give them access to college and career readiness curriculum	Foster Youth	Measure N	\$0.00	5733		Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy
MYP curriculum building. Develop curriculum and materials in order to ensure alignment to MYP standards and integration.	All Students	Measure N	\$10,000.00	1120		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials
10 Grade MYP Training MYP conference attendance, registration, travel and lodging	All Students	Measure N		5200		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials
MYP 10th grade testing fees to ensure that Skyline gets candidacy for MYP program	All Students	Measure N	\$20,000.00	4310		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Climate & Culture Team/Teacher Stipend to create systems to support and improve overall climate and culture and reduce suspensions.	All Students	Title I: Basic	\$4,000.00	1120		Building the Conditions	A2.2 Social Emotional Learning
Stipend for coordination of FASA implementation, dual enrollement, and on track for graduation for Pathway students for counselor during peak seasons	All Students	Measure N	\$10,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers
Special Education Inclusion Program alignment into pathways through intentional creation of modified curriculum, planning/collaboration time for teachers.	Students with Disabilities	LCFF Concentration	\$20,000.00	1120		Building the Conditions	A1.1 Pathway Programs
Mental Health Interns that are aligned to provide supports for 9th grade and pathway students and homeless youth.	Low-Performing Students	Measure N	\$36,000.00	5739		Comprehensive Student Supports	A1.1 Pathway Programs
Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students.	Low-Performing Students	Measure N	\$35,000.00	4399		Comprehensive Student Supports	A1.5 Summer Learning
.8 FTE for TSA teacher to support interventions within the Education and Community Health Pathway	Low-Income Students	Measure N	\$63,307.12	1119	C10TSA0217	Rigorous Academics	A1.1 Pathway Programs
Consulting contract for afterschool program	Low-Income Students	21st Century	\$249,088.00	5825		Comprehensive Student Supports	A1.6 After School Programs

Staff incentives for demonstrating a commitment to developing the climate and culture initiative						Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
The student incentives --> rewarding behaviors with educationally appropriate opportunities for recognitionBuilding the ConditionsA2.9 Targeted School Improvement Support							
SPED TSA							
ATLAS summer retreat							
Title 1 resources for parent participation activities to support school governance and inclusion	Low-Income Students	Title I: Parent Participation	\$7,851.00	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops

School WASC Goals

[illegible]

1. ABOUT THE PATHWAY									
PATHWAY:		Computer Science & Technology				School: Skyline High School			
Pathway Industry Sector:		Information and Communication Technologies				School ID: 306			
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 & 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									
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED Mild-Moderate	% SPED Severe
	63.0%	37.0%	TBD	77.0%	12.4%	11.0%	16.4%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	34.60%	2.40%	13.0%	36.60%	2.40%	1.00%	6.2%	2.70%	

2. PATHWAY NEEDS ASSESSMENT			
2A. Pathway Data Slides			
[LINK TO DATA SLIDES]			
2B. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators			
<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <p>• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</p> <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>			
Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
Pathway Graduation & Dropout Rates	Counselor dept in general and Reyes specifically for us engaging seniors actively around graduation requirements and status	[19% dropout rate schoolwide 2015-16, only ousddata.org available]	In concert with Admin, we need to develop intervention strategies that include Tier 2 and 3 interventions.

On Track to Graduate (11th Grade)	English 3 course begins development of students capacity for capstone project. Students in general, are not having problems passing their CTE classes.	Truancy is a big challenge. Also students are struggling with Math and English. Especially Math. We are currently at 28.3% on track to graduate for 11th graders.	10th grade teachers give "orientation" to 11th grade teachers in august collab
On Track to Graduate (10th Grade)	Students in general, are not having problems passing their CTE classes.	Truancy and undeveloped Tier 2 / Tier 3 interventions. Also students are struggling with Math and English. Especially English. We are currently at 30.2% on track to graduate for 10th graders.	Personalized Learning Plans and Student Planners / Calendars monitored by faculty
12th Grade A-G Completion	Students in general, are not having problems passing their CTE classes.	Students fallen behind beyond point of recovery. We are currently at 37.8% on track to graduate for 12th graders.	senior grad status audits at 1st marking period
Pathway Participation/ CTE Enrollment	Students are eager to sign up for our pathway.	We have had difficulty recruiting females into the pathway. We are close to 60/40 male/female.	Utilize more female recruiters from 11th and 12th grade to speak to the incoming students.

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.

FOCAL AREA	SMART Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Reduce dropout rate to 10% for all grade levels	19% schoolwide dropout rate schoolwid 15-16	10% or less dropout rate	Low-Income Students
On Track to Graduate (11th Grade)	Increase on track to graduate status at semester break to 50%	28.60%	50.00%	Low-Income Students
On Track to Graduate (10th Grade)	Increase on track to graduate status at semester break to 50%	30.50%	50.00%	English Learners
12th Grade A-G Completion	Increase Grade 12 A-G Completion at this semester break to 67%	43.9%%	67%	All Students
Pathway Participation/ CTE Enrollment	With two strands (Frey's AME and Christensen ICT) and film option (Spencer) already added, all students have opportunity to participate in CTE at each grade level	98%	100%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Mission and Vision	3+	3+	3+	We have a strongly defined program in terms of our offerings and vision.
Leadership Configuration	2-	2+	3	Through our collaboration, we have created a clearly defined management system that attempts to assign different tasks to different people.
Distributive Leadership	2-	2+	3	We now have two Pathway Directors. Our 12th grade English Teacher has taken on responsibility for the Senior project.

Pathway Leadership & Vision Goal for 2018-19:				Build an established relationship with one administrator who fully understands the Computer Pathway program of study and student needs.							
Pathway Leadership & Vision Strategic Actions				Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
In conjunction with Site administrator and counselor for pathway , implement and document attendance interventions with eye to identifying and replicating most effective interventions				Comprehensiv e Student Supports		\$0.00			A5.4 Root Causes of Chronic Absence		Computer Science & Technology
0.2 Director Release Frey				Building the Conditions	California Partnership Academy	\$18,500.00		1120	A1.1 Pathway Programs		Computer Science & Technology
0.2 Director Release Christensen				Building the Conditions	Measure N	\$18,500.00	CPA	1120	A1.1 Pathway Programs		Computer Science & Technology
Summer/Fall Faculty Retreat				Work-Based Learning	Measure N	\$15,000.00	3061690104		A1.1 Pathway Programs		Computer Science & Technology
Attend conference CSTA, SIGSCE or similar				Career Technical Education	Perkins	\$5,000.00	3061690104		A1.1 Pathway Programs	[Perkins] CTE Conference (5800)	Computer Science & Technology
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)				Building the Conditions	Measure N	\$10,000.00	306169103		A1.1 Pathway Programs		Computer Science & Technology
3B. EQUITY, ACCESS & ACHIEVEMENT		15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Open Access and Equitable Opportunities			3	3	Student choice similarly weighted (less regard to parental advocacy) yet demographics move many to 2nd choice						
Diverse Student Representation			3+	3+	Demographics match those of school, but older cohorts still skewed towards males						
Closing the Opportunity Gap			3	3-	High performers tend to still be disproportionately asian						
Pathway Equity, Access & Achievement Goal for 2018-19:											
Pathway Equity, Access & Achievement Strategic Actions				Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Implement Personalized Learning Plans for each student including goals and calendaring and adult monitoring (planners, calendars, software,etc)				Building the Conditions	Measure N	\$4,000.00	3061690104	4310	A1.1 Pathway Programs		Computer Science & Technology
Per advisory board recommendations, industry appropriate computers and software for AR/VR and 3d programs				Work-Based Learning	Measure N	\$25,000.00			A1.1 Pathway Programs		Computer Science & Technology

Per advisory board recommendations, industry appropriate computers and software for AR/VR and 3d programs	Work-Based Learning	Perkins	\$25,000.00			A1.1 Pathway Programs	[Perkins] Industry Standard Equipment (4410)	Computer Science & Technology
Extended contracts for faculty for additional student / family supports and interventions	Comprehensive Student Supports	California Partnership Academy	\$7,500.00			A1.1 Pathway Programs		Computer Science & Technology

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	<p>1) Every teacher will learn a framework for teaching in a block schedule that includes 4 high-leverage literacy strategies and 3-5 core routines. 2) Design/chunk a block lesson Examples: Activator/Do Now Sustained Silent Reading or Paired Reading (Teacher confers 1-on-1 or with small group.) Modeling Guided Practice Project/Work Time Closing/Formative Assessment</p> <p>Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per month, and model them daily.</p> <p>Strategy 2: Teach students to use context clues to discover meaning.</p> <p>Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.</p> <p>Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)</p>							
What will your pathway do to align to the schoolwide focus for 2018-19?	<p>Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per week, and model them daily.</p> <p>Strategy 2: Teach students to use context clues to discover meaning.</p> <p>Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.</p> <p>Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud).</p>							
Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Utilize Blended Learning online platform for differentiation and remediation - ELA software license required / math utilize Khan Academy zero cost	Comprehensive Student Supports	Measure N	\$7,500.00	3061690104		A1.1 Pathway Programs		Computer Science & Technology
Chromebook carts for teachers not already equipped	Comprehensive Student Supports	Measure N	\$27,000.00	3061690104		A1.1 Pathway Programs		Computer Science & Technology

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5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme		3	3+	Parallel themes of multimedia/film and CS (programming), two cohorts each
Integrated Core		3	3-	Other courses uncohorting has diluted cross curricular opportunities
Cohort Scheduling		3	2	Pathway classes not even maintained purity, much less cohorts
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning		3	3-	cross curricular projects not materializing and teacher effectiveness diminished due to high volume of sub coverage
Collaborative Learning		3	2	Students not cohorted, purity of classes diluted in recent year
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice		2	2	Collaboration seriously inhibited by teachers often asked to sub (major) or teachers having other meetings (minor) during collab time (IEP, BTSA, other)
Collaboration Time		3	2	Collaboration seriously inhibited by teachers often asked to sub (major) or teachers having other meetings (minor) during collab time (IEP, BTSA, other)
Professional Learning		3	3	PBL within single course improved through summer training

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Senior Capstone teacher collaborated with US History teacher to produce project that mirrored rubric of capstone to frontload juniors for next years capstone projects	Partially Implemented	Effective	select juniors were prepared to present along seniors at year end capstone presentations

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	Students produce website in conjunction with capstone project to highlight graduation readiness and exemplar for career portfolio	Low-Income Students	Film and English class collaborated for all senior capstone work	One of 3 senior cohorts to produce	2 of 4 junior cohorts to prepare	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

Graduate Capstone	Synthesize the experience of seniors across all 3 CTE options of Film Studies, AP CSA and Adv Digital Film in conjunction with English 4	All Students	na	transitional, helped us recognize the need	Clear cohesive capstone rubric across all 3 CTE courses	
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5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action	If we focus on integrated, project-based learning (aligned to the graduate capstone rubrics) then we will see increased student engagement and achievement.
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Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
10th, 11th, and 12th grade students experience two rigorous standards based cross curricular Project Based Learning experiences (one per semester)	Rigorous Academics	Measure N	\$1,000.00	3061690104		A1.1 Pathway Programs		Computer Science & Technology
Extended contracts for faculty for after school integrated, project-based or MYP-aligned curriculum development	Comprehensive Student Supports	California Partnership Academy	\$5,000.00	CPA	1120	A1.1 Pathway Programs		Computer Science & Technology

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences		2+	3-	All students had the opportunity to participate in at least one career exploration visit and all 11th grade students
Pathway Outcomes		3-	3-	Deepened partnerships with companies that will now offer students summer internships.
Pathway Evaluation		3-	3+	Developing familiarity and skill using OUSD dashboards, continuing to build evaluation tools and systems

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Utilize WBL coordinator for field trips that include college visit and career exploration component as well as utilizing technology to present information to students clearly and consistently	Partially Implemented	Somewhat Effective	Projections indicate increase in participation rate of juniors rising to seniors cohort participation in both summer school and internships
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6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of students hear career guest speakers, explore careers of interest to build awareness of the variety of careers available and the role of postsecondary education to broaden student options.	All Students	unsure participation rate but several opportunities created amongst all grade levels	90% of students participate in WBL activities	100% of students participate in WBL activities	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Career Exploration	100% of students engaged in at least one form of career exploration for the purpose of motivating students and to inform their decision making in high school and postsecondary education.	All Students	all students given opportunity to attend field trip	90% of students participate in WBL career exploration visits	100% of students participate in WBL activities	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Career Preparation	100% of students have updated resumes, reference page and have received coaching & feedback on interview skills and resume to prepare for participation of a paid internship through the pathway the summer before their senior year. All juniors and seniors are able to apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.	All Students	in transition	developing at writing for summer internships	Students provided classroom support in preparation of materials and skills - course yet to be identified	Increase the number of Pathways to ensure all students are college and career ready

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

Theory of Action	If we focus on preparing students for interviews and job expectations then we will.....see an increase in internships and work based learning participation rates							
Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Juniors engage in summer internship reflecting their career objectives	Work-Based Learning	California Partnership Academy	\$30,000.00	3061690104				Computer Science & Technology

Faculty supervise internships (2 positions)	Work-Based Learning	California Partnership Academy	\$30,000.00	3061690104				Computer Science & Technology
CEV and college trips (substitutes, admission fees, transportation, lunches)	Work-Based Learning		\$20,000.00		5826			Computer Science & Technology
supplies and materials for meetings with community partners and/or Advisory board	Work-Based Learning		\$300		4310			Computer Science & Technology

7. COMPREHENSIVE STUDENT SUPPORTS

**Previously called Integrated Student Supports*

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3-	3-	3	Students demonstrate connectedness and receptivity to pathway faculty, but no systems of support developed
College & Career Plan	3-	3-	3	Top students navigate to college, but data systems yet to be developed to determine effectiveness of interventions and supports

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Utilized OUSD data dashboard to identify on track to graduation status for both identifying individual student interventions and identifying pathway wide needs for interventions, particularly identifying ELA and math supports needed	Not Implemented	Somewhat Effective	Initial efforts have been effective with individual students developing an action plan, but too early to tell if those plans will come to fruition

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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1. ABOUT THE PATHWAY									
PATHWAY:		Education & Community Health				School: Skyline High School			
Pathway Industry Sector:		Education/Child Development/Family Services				School ID: 306			
Pathway Description:		<p>In the Education & Community Health Pathway, you will analyze some of the most pressing issues in education and explore careers dedicated to transforming the lives of young people. Students will graduate from this pathway proficient in public speaking, research skills, and interpersonal communication.</p>							
Pathway Mission & Vision:		<p>Vision The Education & Community Health Academy at Skyline High School is committed to bringing a rich understanding of education equality, social justice, and local and global public health issues to our students. Students leave us with knowledge, skills, training, and opportunity that provide a foundation for them to explore their own path to ultimately transform their schools and community.</p> <p>Mission The Education & Community Health Academy is a 3-year program where students become critical scholars, analyzing their own educational experiences as well as historical and current movements in public education and health. Our teaching team collaborates to bring cross-disciplinary projects that engage our students in civic action about issues relevant to the community in which we live. Our students explore careers dedicated to transforming lives of young people: teachers, school psychologists, educational researchers & activists, administrators, coaches, social workers, and health care professionals.</p>							
Pathway Demographics									
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	% SPED	%
	34.0%	66.0%	TBD	79.0%	14.81	\$11.93	12.75	NA	NA
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	28.7%	0.6%%	9.0%	46.6%	1.1%	\$0.04	3.9%	3.4%	N/A
2. PATHWAY NEEDS ASSESSMENT									
2A. Pathway Data Slides									
[LINK TO DATA SLIDES]									
2B. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators									
<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <p>• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</p> <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>									
Measure N Indicators	Strengths			Challenges			Possible High-Leverage Actions to Address Barriers		

Pathway Graduation & Dropout Rates	current 12th graders all on track to graduate; several of them are demonstrating increased motivation as they get close to graduation	[19% dropout rate schoolwide 2015-16, only ousddata.org available] Too many of our students are deficient in credits and GPA upon entering Pathway in 10th grade.	Expand pathway supports and resources, college visits and enriching WBL experiences into 9th grade Atlas House so that more R10 students are on track to graduate. Consider working explicitly with 1 Atlas house that then feeds into Ed Pathway
On Track to Graduate (11th Grade)	Inteventions occuring sooner than previous yrs to move sts out that are not on track. hired a part-time Student Support teacher who works 1-on-1 w teacher-identified sts	sts counselled out very slowly given a lot of chance to get back on track. this can be bad for class culture. too many sts with credit recovery needs	Consider hiring part-time Ed Pathway alumni for tutoring in math and English w focus on 11th grade
On Track to Graduate (10th Grade)	Hired a part-time Student Support teacher who works closely w teacher-identified sts	Care manager support position put in place to that engage students struggling w motivation (in place at beg of year) was not effective and work was not overseen appropriately; this staff person left towards beg of school year	Expand pathway supports and resources, college visits and enriching WBL experiences into 9th grade Atlas House so that more R10 students are on track to graduate. Consider working explicitly with 1 Atlas house that then feeds into Ed Pathway. Reconsider how a Care Manager could better utilized and supported.
12th Grade A-G Completion	Pathway counselor is dedicated to Ed and CH students and is meeting regularly with at-risk students and communicating grad status with pathway teachers.	12th grade is not cohorted this year outside of CTE teacher. English 4 is taught by 2 teachers who do not collaborate with other teachers and many students are taking AP English with a 3rd teacher. There are three teachers instructing our students in Gov Econ. The only thing linking our seniors to the pathway is the CTE course Peer Education, which makes it difficult to coordinate interventions and support.	Design a master schedule where there are opportunities for seniors to have 1 consistant English 4 teacher and 1 Gov Econ Teacher, so that the entire 12th grade program is not run through 1 cte CLASS. This will increase the opportunities for integrated projects, distributed Capstone support, distributed grade level leadership, team interventions and supports.
Pathway Participation/ CTE Enrollment	All students taking CTE courses. Increased WBL experiences in 10th, 11th, and 12th Grade Comm Health strand.	Participation in WBL not doubled simply bc we doubled in cohort size. Logistical issues harder w/so many sts. Also enthusiam down if sts did not choose pathway, largest competing element for WBL summer participation is need for credit recovery	Intentionally addressing and enriching college & career readiness in 9th and 10th grade will help with this. We need to do a better job involving our parents.

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and detemine five goals for pathway outcomes below.

FOCAL AREA	SMART E Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Planning year to expand pathway supports and resources, college visits and WBL into one 9th grade Atlas House, possibly adopting a house that feeds into Ed Pathway.	89.7 % Education Pathway Graduation Rate 2015- 2016 Data	92%	Low- Performing Students

On Track to Graduate (11th Grade)	Plan and hold a Parent Mtg for all 10th and 11th grade sts to get greater program buy-in from them. Increased collaboration at the beginning of school year with counselor to identify and intervene with students off track to graduate. Math is the # subject keeping our students off track: Integrate math teacher into pathway so that all of our students are able to take math with the same teacher who collaborates with grade level teams, is part of pathway community, has access to pathway resources, and is able to participate in integrated grade level projects.	28.7% 17-18 data	50%	Low-Performing Students
On Track to Graduate (10th Grade)	Implement planning year for ATLAS House adoption or expansion, so that Pathway resources can be allocated to 9th grade and increase freshman engagement and reduce the amount of students off track to graduate as they rise to 10th grade. Monthly meetings with Atlas team lead and Pathway Directors to plan adoption. Math is the # subject keeping our students off track: Integrate math teacher into pathway so that all of our students are able to take math with the same teacher who collaborates with grade level teams, is part of pathway community, has access to pathway resources, and is able to participate in integrated grade level projects.	45.8% 17-18 data	55%	Low-Performing Students
12th Grade A-G Completion	Design a master schedule where there are opportunities for seniors to have 1 consistent English 4 teacher and 1 Gov Econ Teacher, so that the entire 12th grade program is not run through 1 CTE CLASS. This will increase the opportunities for integrated projects, distributed Capstone support, distributed grade level leadership, team interventions and supports. Math is the # subject keeping our students off track: Integrate math teacher into pathway so that all of our students are able to take math with the same teacher who collaborates with grade level teams, is part of pathway community, has access to pathway resources, and is able to participate in integrated grade level projects.	37.1% (13 students, 2015-2016 DATA)	50%	Low-Performing Students
Pathway Participation/ CTE Enrollment	Identify individual sts not engaging in WBL and have 1-on-1's with them to identify interests and goals across 10th and 11th grade. Expand summer internship program for sts in credit recovery. Consider holding a Parent Mtg for all 10th and 11th grade sts to get greater program buy-in from them. Expanding CTE in 12th grade to offer a Senior CTE Course in Community Health with work based learning and college readiness embedded.	274 Students	All pathway students must be enrolled in CTE course.	Low-Performing Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Mission and Vision	3	3	3	We have not revisited this thoroughly for about a year						
Leadership Configuration	3	3	2+	There has been role confusion in our leadership config bc of several new people in leadership-type positions						
Distributive Leadership	2	2+	3	2nd semester, 2 core teachers taking leadership for pathway collaboration planning & facilitation. Core teachers beginning to lead industry visits and PBL work.						
Pathway Leadership & Vision Goal for 2018-19:				Team revisit and tune vision & mission. Continue to develop leadership in team teachers around collaboration, facilitation, and student achievement.						
Pathway Leadership & Vision Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway	

0.2 Director release	All Students	Career Technical Education	Measure N	\$15,000.00	306169103	1120	A1.1 Pathway Programs		
0.2 Director release	All Students	Career Technical Education	California Partnership Academy	\$15,000.00	CPA	1120	A1.1 Pathway Programs		Education & Community Health
Pathway Team Retreats	All Students	Building the Conditions	Measure N	\$15,000.00	306169103		A1.1 Pathway Programs		Education & Community Health
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)	All Students	Building the Conditions	Measure N	\$10,000.00	306169103		A1.1 Pathway Programs		Education & Community Health

3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Open Access and Equitable Opportunities	3	4	4	All students have access to select pathway and we strive to give all students access to work based learning, project based learning, field trips, dual enrollment, and internships regardless of behavior. academic achievement, attendance, abilities, and demographics. We do not have academic requirements to join or remain in the pathway. We strive to collaborate with diverse community partners that represent our student body and community and are culturally responsive, with equity and social justice at the center of their missions.						
Diverse Student Representation	2	3	3-	We continue to improve our enrollment nos of male students every year, however we are struggling to expand academic outcomes to male students now that we have more in our pathway.						
Closing the Opportunity Gap	3	3	3-	Too many of our 10th and 11th graders are currently off track to graduate.						
Pathway Equity, Access & Achievement Goal for 2018-19:			Continue to improve recruitment of male African-American sts and focus on academic supports for this group and Latino males.							
Pathway Equity, Access & Achievement Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway	
Counselor meet one-on-one with each Latino and African-Am male sts once per marking per (and advise teachers on which students to target)	African American Males	Comprehensiv e Student Supports	Other	InKind			A1.3 A-G Completion		Education & Community Health	
Teacher meet one-on-one with each Latino and African-Am male sts once per marking per to increase student achivement and partiipation in WBL / internships	African American Males	Comprehensiv e Student Supports	California Partnership Academy	\$8,000.00			A1.3 A-G Completion		Education & Community Health	

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

<p>Schoolwide Theory of Action</p>	<p>1) Every teacher will learn a framework for teaching in a block schedule that includes 4 high-leverage literacy strategies and 3-5 core routines. 2) Design/chunk a block lesson Examples: Activator/Do Now Sustained Silent Reading or Paired Reading (Teacher confers 1-on-1 or with small group.) Modeling Guided Practice Project/Work Time Closing/Formative Assessment</p> <p>Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per month, and model them daily.</p> <p>Strategy 2: Teach students to use context clues to discover meaning.</p> <p>Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.</p> <p>Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)</p>								
<p>What will your pathway do to align to the schoolwide focus for 2018-19?</p>	<p>Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per week, and model them daily.</p> <p>Strategy 2: Teach students to use context clues to discover meaning.</p> <p>Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.</p> <p>Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)</p>								
<p>Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i></p>	<p>Target Student Group</p>	<p>Related Linked Learning Pillar</p>	<p>Funding source (if relevant)</p>	<p>Cost</p>	<p>Org Key</p>	<p>Object Code</p>	<p>Associated LCAP Action Area</p>	<p>PERKINS & ATLANTIC ONLY: Which funding goal does this address?</p>	<p>Associated Pathway</p>
<p>Whole team works collaboratively to plan and use the above 4 strategies in all classrooms, revisiting the st data and outcomes periodically</p>	<p>All Students</p>	<p>Rigorous Academics</p>	<p>Other</p>	<p>none</p>			<p>A1.1 Pathway Programs</p>		<p>Education & Community Health</p>

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	3+	3+	Our pathway theme is driven by student interest in social justice and health equity and supported and reviewed by our industry advisory board. With two strands and 4 dual enrollment courses in psych, our pathway appeals to a broad array of students.

Integrated Core	3	3	3+	We are making gains in better integrating pathway theme into core classes with one integrated project per grade level.
Cohort Scheduling	3	3	2	With the expansion that began in 2017-18 (10th gd), sts were not cohorted, meaning W. History sts for Teacher A were not the same sts as 10th CTE Intro Ed. This made culture building more challenging than previous years and integrated projects difficult or impossible through these classes.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	3	3	3+	Increased collab time spent on integrated PBL and several team members attended PBL workshops resulting in one integrated project per grade level. 10th grade project stemmed from Educator Externship. Participation in workshops & hiring of CTE coach contributed to pushing rigor and having higher quality projects and improved 10th Intro Comm Health course specifically (2nd year)
Collaborative Learning	3	3+	3+	There is collaborative learning going on in all CTE courses and many core courses, particularly w integrated project. Use of collaboration rubric with students doing self-assessment and peer assessment.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	2+	3	3	Little gain has been made w sharing best practices as our time continues to be interrupted with teachers often asked to sub or teachers having other meetings during collab time (IEP, BTSA, other)
Collaboration Time	3	3+	3	Some gains have been made with collaboration in areas of students support and integrated project. Collab continues to be interrupted with teachers often asked to sub or teachers having other meetings during collab time (IEP, BTSA, other)
Professional Learning	3	3	3+	Increased collab time spent on integrated PBL and several team members attended PBL workshops resulting in one integrated project per grade level. 10th grade project stemmed from Educator Externship. Participation in workshops & hiring of CTE coach contributed to pushing rigor and having higher quality projects and improved 10th Intro Comm Health course specifically (2nd year)

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level.	Fully Implemented	Effective	Will be fully implemented by end of Spring. We anticipate higher st engagement, mastery project completion, and better prep for Senior Capstone the following year.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	Increase number of integrated PBL across pathway with improved rigor and quality and st demonstration of mastery through performance assessment	All Students	1 per year across all three grades	1 per year in grades 10-11-12	2 per year in grades 10-11	

Graduate Capstone	Improve mentorship capacity w/Senior Capstone projects, intentional scaffolding of Grad Capstone components like research & oral presentation in grades 10, 11	All Students	Some mentoring happening, some grad capstone scaffolding going on	research writing component added to 11th gr project, increased mentoring for projects	solidify grad capstone scaffolding alignment across 10th, 11th, 12th. All seniors have a mentor/expert for Grad Capstone project	
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5D. Rigorous Academics Pathway Theory of Action and Strategic Actions

Theory of Action

[illegible]

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	3	3+	Increased and improved experiences in 10th CTE Intro Comm Health (Nutrition education),
Pathway Outcomes	3	3	3	With deliberate addition of WBL experience in 10th CTE Intro Comm Health that parallels 10th Intro Ed WBL experience, now 100% of 10th graders participated in experiential mastery project related to their strand.
Pathway Evaluation	2	2-	2-	Currently individual teachers may do student evaluations but we do not require this nor do we do an evaluation re: overall pathway experience

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Curricular support for new 10th grade CTE course Introduction to Community Health (curriculum materials, consultant)	Fully Implemented	Highly Effective	10th CTE Intro Comm Health instructors received weekly coaching and made a lot of curricular improvements, including a robust WBL experience that parallels a similar experience that our 10th CTE Intro Ed sts do. They will be implementing an integrated project during 2nd semester on Health Equity. This project came out of an Educator Externship and is integrated among Eng2, W. History, and Intro Ed.

6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of sts hear career guest speakers, explore careers of interest	All Students	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects	All 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects	

Career Exploration	100% of students engaged in careerploration	All Students	all 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects	all 10th, 11th, and 12th explore careers through WBL experiences and career exploration projects, WBL expanded to 10th grade community health cohorts via students teaching nutrition in Elementary schools	expand WBL to seniors in comm health strand	
Career Preparation	100% of sts have updated resumes, reference page and have received coaching & feedback on interview skills and resume	All Students	half of 10th graders created resumes, all 11th created resumes, all 12th updated	half of 10th graders created resumes, all 11th created resumes, all 12th updated	All students create resumes and reference sheets in 10th grade and update in 11th and 12th grades. All seniors establish a cover letter template.	

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

Theory of Action	If we focus on increasing WBL participation among African-American and Latino males then we will greatly increase overall WBL participation.								
Work-Based Learning Strategic Actions	Target Student Group	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
develop curriculum and projects for 12th grade CTE course	All Students	Career Technical Education	Atlantic Philanthropies	\$5,000.00		5220	A2.3 Standards-Aligned Learning Materials	[Atlantic] Curriculum development for health pathway (1120)	Education & Community Health
textbooks, other supplies for 12th grade CTE course	All Students	Career Technical Education	Atlantic Philanthropies	\$5,000.00		4100	A2.3 Standards-Aligned Learning Materials	[Atlantic] Curriculum development for health pathway (1120)	Education & Community Health

12TH Grade teacher Retreat to focus on integrating community/ industry with capstone and expanding civic engagement.	All Students	Rigorous Academics	Measure N	\$5,000.00		5220	A2.10 Extended Time for Teachers		Education & Community Health
extended contract for 1-on-1 mtgs with Latino and Afr-Am males once per marking pd to check in re:WBL and career experiences	African American Males	Comprehensive Student Supports	Measure N	\$3,000.00		5220	A2.10 Extended Time for Teachers		Education & Community Health
Parent Meeting after school to build parent buy in for WBL	All Students	Work-Based Learning	Measure N	\$1,000.00		5220	A6.5 Academic Parent-Teacher Communication & Workshops		Education & Community Health
CPR Manequins, Trainer	All Students	Work-Based Learning	Atlantic Philanthropies	\$10,000.00		6410	A2.3 Standards-Aligned Learning Materials	[Atlantic] Lab or other health supplies (4300)	Education & Community Health
training a teacher to give CPR/ First Aid Certification	All Students	Work-Based Learning	Atlantic Philanthropies	\$3,000.00		5220	A2.3 Standards-Aligned Learning Materials	[Atlantic] Professional development facility/conference/site visit (5800)	Education & Community Health
Externships for CTE teachers	All Students	Work-Based Learning	Perkins	\$3,000.00		5220	A3.4 Teacher Professional Development focused on Literacy	[Perkins] CTE Professional Development (5800)	Education & Community Health
Externships for pathway teachers	All Students	Work-Based Learning	Measure N	\$6,000.00		5220	A3.4 Teacher Professional Development focused on Literacy		Education & Community Health
CTE Annual Conference for CTE Teachers	All Students	Building the Conditions	Perkins	\$3,500.00		5220	A3.4 Teacher Professional Development focused on Literacy	[Perkins] CTE Conference (5800)	Education & Community Health
Ed for Careers & other conferences for CTE & pathway teachers	All Students	Building the Conditions	California Partnership Academy	\$6,000.00		5220	A3.4 Teacher Professional Development focused on Literacy		Education & Community Health
CEV and college trips (substitutes, admission fees, transportation, lunches)	All Students	Work-Based Learning	Measure N	\$20,000.00		5826	A1.1 Pathway Programs		Education & Community Health
internship stipends	All Students	Work-Based Learning	Measure N	\$18,000.00			A1.1 Pathway Programs		Education & Community Health
supplies and materials for work-based learning integrated project work	All Students	Work-Based Learning	Measure N	\$500.00		4310	A1.1 Pathway Programs		Education & Community Health
supplies and materials for meetings with community partners and/or Advisory board		Work-Based Learning	Measure N	\$300.00		4310	A1.1 Pathway Programs		Education & Community Health

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3	3+	3+	.7 FTE position of teacher support push in/pull out is making progress with a focus on 10th grade, pathway dedicated counselor has increased supports, significant collab time around student support
College & Career Plan	3	2+	3	College visits in 10th and 11th grade to CSU EB, SJSU, and UC Berkeley. Seniors completed 6 week college access and equity unit.

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Intensive Student Academic Support Coordinator (Student Interventions, Individual support for organization, study skills, and academic support with both push-in and pull-out strategies, after school and lunch-time support) - Direct Service, 1.0 FTE	Fully Implemented	Somewhat Effective	Care Manager support role not effective; this employee left at beginning of school year. However teacher and counselor support increased and was effective.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	Continue college and career visits each year. Increase supports by 12th grade teaching team for all seniors in pathway re: FAFSA, college apps, scholarships, personal statement	All Students	Students primarily seek out college supports from Skyline college & career center	Dijointed 12th grade teaching team due to Master Sched issues	Aiming for intact 12th grade teaching team with added new 12th CTE course both incorporate Senior Capstone	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

Diffentiated Interventions for Special Populations <i>(English Learners, African-American Students, Students with Disabilities)</i>	Increased engagement WBL and high rigor projects and academic experiences for EL's and AA students.	All Students	Low participation in internships, field trips, etc. . . for AA and EL students.	75% participation rate on all field trips, with internships, and other WBL assignments.	WBL participation matches the overall demographics of the pathway. no groups are participating more or less.	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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7D. Comprehensive Student Supports Theory of Action and Strategic Actions

Theory of Action	If we focus on supporting our students who are struggling the most to help them engage in meaningful high rigor academic experiences, then we will increase the quality of education in our pathway and thereby increase our pathway graduation rate from 89.7 to 92%.
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[illegible]

1. ABOUT THE PATHWAY											
PATHWAY:		Green Energy				School:		Skyline High School			
Pathway Industry Sector:		Energy/Environment and Utilities				School ID:		306			
Pathway Description:		Energy, Environment and Utilities. The Academy began in the fall of 2010 with the 10th grade through a grant from the Department of Education as a California Partnership Academy. In the fall of 2012, the Academy received an extended grant from the California Energy Commission that expanded the Academy to grades 9-12. The current grant extends to 2019. INDUSTRY SECTOR CAREER PATHWAY: Energy, Utilities and Environment -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 & Vision:		The mission of the Green Academy is to provide students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental technology. The Green Academy provides students with a comprehensive educational experience consisting of engaging and rigorous academics and hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the work force in an entry level technical training position with career potential. Our vision is to prepare students to meet the criteria of the Oakland graduate profile and our pathway student outcomes of competency in the Career Technical Education aspect of our Green Energy Pathway. In providing this preparation students will gain skills in Communication, Critical Thinking, Creativity and Collaboration as well as industry specific knowledge related to the field of Green Energy. Green Academy students will graduate from Skyline with a clear plan for further pursuits in the college or career path of their informed choice. Starting in 17-18 we will be offering a pre-apprenticeship program for 1 cohort of students. The program is designed to target students with low engagement in academic courses and prepare them for a pathway through peralta CTE programs into a local trade apprenticeship.									
Pathway Demographics											
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED	Newcomers			
	53.0%	47.0%	TBD	72.0%	14.0%	9.8%	14.0%	TBD			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial			
	25.9%	0.8%	16.1%	42.2%	2.1%	2.9%	5.5%	2.4%			

2. PATHWAY NEEDS ASSESSMENT

2A. Pathway Data Slides

[\[LINK TO DATA SLIDES\]](#)

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

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

• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).

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

Measure N Indicators	Strengths	Challenges	Possible High-Leverage Actions to Address Barriers
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Pathway Graduation & Dropout Rates	79% Graduation Rate	[19% dropout rate schoolwide 2015-16, only ousddata.org available]	English and a Math support class available for students in 10th and 11th grade to support students missing credits from 9th, 10th and 11th grade. Math and English intervention using UCCI curriculum and Project Based Learning.
On Track to Graduate (11th Grade)	Science and History CTE Physics ES class	English (52.1% on track) and Math (62.4% on track)	Literacy Strategies Support for AA and Latino students English and Math support classes Strategic interventions and supports for students with attendance issues Teacher support; peer observation and feedback
On Track to Graduate (10th Grade)	Science and History Students take two science classes in 10th grade	English (33.7% on track) and Math (58.2% on track)	Literacy Strategies Support for AA and Latino students English and Math support classes Strategic interventions and supports for students with attendance issues Teacher support; peer observation and feedback
12th Grade A-G Completion	Science and History Compulsory Science Class 95% on track to graduate	English (58.3% on track) and Math (65% on track)	Literacy Strategies Support for AA and Latino students English and Math support classes Support with senior transcript analysis from the beginning of the year
Pathway Participation/ CTE Enrollment	All 10th, 11th and 12th grade students (except 10th grade SDC and 11th grade CE) are enrolled in CTE class	SDC students in 10th grade and CE students in 11th grade are not enrolled in CTE class	Ensure all SPED and CE students are enrolled in the CTE classes for their grade level

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	By 2020 the graduation rate for African American and Latino students will have increased from 70% currently to 90%. This will be achieved by targeted support using the Student Support Protocol and enrolling students in Math and English support classes from 10th to 11th grade	33.3% AA students on track to graduate 33.3% Latino students on track to graduate	50% AA and Latino students on track to graduate by 2020	Latino Students
On Track to Graduate (11th Grade)	By the beginning of the 2019-20 school year there will be an English and a Math support class available for students in 11th grade to support students missing credits from 9th and 10th grade. The Green Energy Pathway will increase the number of teachers with Math credentials so that more teachers are available to teach Math intervention using UCCI curriculum and Project Based Learning.	28.2% on track to graduate	50% on track to graduate	Low-Performing Students
On Track to Graduate (10th Grade)	By the beginning of the 2019-20 school year there will be an English and a Math support class available for students in 9th and 10th grade to support students missing credits from 9th or 8th grade. The Green Energy Pathway will increase the number of teachers with Math credentials so that more teachers are available to teach Math intervention using UCCI curriculum and Project Based Learning.	21.4% on track to graduate	50% on track to graduate	Low-Performing Students

12th Grade A-G Completion	Green Pathway counselor needed before the end of 2018 school year to do early year student transcript audits for all grade levels to identify intervention classes needed.	58.5% met requirements	70% will meet requirements by 2020	African American Students
Pathway Participation/ CTE Enrollment	By the end of the first marking period of the 2018-19 school year all SDC and CE students will be enrolled in the CTE class with their Green Energy Pathway cohort. Ongoing teacher PD and collaboration with the Special Education Teachers will ensure that these students get the support they need.	3 SDC 10th grade and 2 CE 11th students not enrolled	0 SDC and CE students not enrolled	Students with Disabilities

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Mission and Vision	3	4	4	Linked learning office provide substantial support from purchase orders/budgets to professional development on how to grow and improve as a pathway. We have a director and an administrator with specific responsibilities to ensure efficiency. We are provided a linked learning coach who meets with the director and administrator regularly. Pathway teachers collaborate regularly and teacher are sometimes asked to facilitate meetings.						
Leadership Configuration	3	3	3							
Distributive Leadership	3	3	3+							
Pathway Leadership & Vision Goal for 2018-19:			Distribute the leadership of the pathway among two directors and a pathway AP. Each teacher in the pathway understands their role in supporting student achivement & pathway functions.							
Pathway Leadership & Vision Strategic Actions			Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
0.2 FTE Dirctor Release			Building the Conditions	CPA	\$25,000.00	CPA	1105	A1.1 Pathway Programs		Green Energy
0.2 FTE Dirctor Release			Building the Conditions	Measure N	\$20,000.00	3061690102	1105	A1.1 Pathway Programs		Green Energy
Extended contracts for teachers to complete essential pathway fuctions & distributed leadership (field trip logistics, mentoring, student activities, technology mamangement, SpEd collaboration, after school / weekend meeting, securing community partnerships, etc)			building the conditions	Measure N	\$25,000.00	3061690102	1120	A2.10 Extended Time for Teachers		Green Energy
Whole pathway team reviews, refines & updates the pathway mission & vision.			Building the Conditions	NA	\$0.00			A1.1 Pathway Programs		Green Energy
Pathway Admin continues to provide a structural and transparent student support process aligned with pathway expectations and with consistent feedback to and from teachers			Comprehensive Student Supports	NA	\$0.00			A5.1 School Culture & Climate (Safe & Supportive Schools)		Green Energy
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)			Building the Conditions	Measure N	\$10,000.00	3061690102	1120	A2.10 Extended Time for Teachers		Green Energy
3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						

Open Access and Equitable Opportunities	4	4	4	We have made a concerted effort to make our pathway more diverse, ethnically balanced as well as in Academic Achievement. We now have high a proportion of Latino students and African American students which reflects the population of the school. However our number of female Latino students is lower compared to males. All students are given the same opportunities. If one group of students is provided an opportunity, we ensure that all other students are given an equally beneficial opportunity. All career and college activities are provided to all students. However we have not been able to bring every student up to proficient with the academics and performance assessments though we are currently providing interventions through student support protocols and have a plan to address this with UCCI English and Maths intervention classes moving forward. We are also providing individualized support for our students who are struggling with their senior project.							
Diverse Student Representation	4	4	4								
Closing the Opportunity Gap	3	3	3								
Pathway Equity, Access & Achievement Goal for 2018-19:				By June 2019, Working collaboratively, Green Team teachers will close the opportunity /achievement gap by continuing to building an adult culture that is unified around this vision. Close the achievement gap for African American and Latino students by providing Math and English Intervention classes and targeted student support.							
Pathway Equity, Access & Achievement Strategic Actions				Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Make a concerted effort in collaboration with other Pathways to ensure that the Pathway enrollment in 10th grade reflects the whole school student demographics				Building the Conditions	NA	\$0.00			A1.1 Pathway Programs		Green Energy
Utilize Latina Pathway students to recruit 9th grade				Building the Conditions	NA	\$0.00			A1.1 Pathway Programs		Green Energy
Print flyers for 9th grade recruitment; ensure that these include Latina female students				Building the Conditions	Measure N	\$8,000.00	3061690102	1120	A1.1 Pathway Programs		Green Energy
Design, implement & offer 2 UCCI Math and 2 UCCI English intervention / remediation classes for 10th and 11th grade students				Comprehensive Student Supports	Measure N	\$60,000.00	3061690102	1120	A1.3 A-G Completion		Green Energy
CSETs for 2 Science teachers to obtain a Math credential (Extended contract for math teachers to write CTE aligned integrated math curriculum)				Comprehensive Student Supports	Measure N	\$1,500.00	3061690102		A1.3 A-G Completion		Green Energy
Provide targetted student support using student support protocol during collaboration				Comprehensive Student Supports	NA	\$0.00			A6.5 Academic Parent-Teacher Communication & Workshops		Green Energy

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	1) Every teacher will learn a framework for teaching in a block schedule that includes 4 high-leverage literacy strategies and 3-5 core routines. 2) Design/chunk a block lesson Examples: Activator/Do Now Sustained Silent Reading or Paired Reading (Teacher confers 1-on-1 or with small group.) Modeling Guided Practice Project/Work Time Closing/Formative Assessment
	Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per month, and model them daily.
	Strategy 2: Teach students to use context clues to discover meaning.
	Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.
	Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)
What will your pathway do to align to the schoolwide focus for 2018-19?	Continue to plan and implement integrated projects that include anchor texts and other documents; include literacy as a focus in all of these projects. Continue to use the Claims, Evidence and Reasoning (CER) Organizer and Graduate Capstone Rubrics to enhance students' reading and comprehension, Research Writing and Oral Presentations skills from 9th grade to 12th grade.

Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Continue to plan and develop integrated projects with literacy embedded	Rigorous Academics	California Partnership Academy	\$5,000.00			A1.3 A-G Completion		Green Energy
Provide pathway-wide professional development on use and integration of literacy strategies in instruction and integrated projects	Rigorous Academics	Measure N	\$5,000.00	3061690102		A3.4 Teacher Professional Development focused on Literacy		Green Energy
Build reading time into weekly instruction to allow for individualized support. (SSR, paired reading, read aloud)"	Rigorous Academics	NA	\$0.00			A1.3 A-G Completion		Green Energy
Implement pathway wide use of CER organizer as a literacy strategy	Rigorous Academics	NA	\$0.00			A2.1 Implementation of the CCSS & NGSS		Green Energy
Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words	Rigorous Academics	NA	\$0.00			A3.2 Reading Intervention		Green Energy

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	3	4	4	We have strong CTE classes that are rigorous and aligned to our pathway theme at all levels. We have had some success with integrated projects and/or curriculum at the 9th and 10th grade levels but have struggled at the 11th and 12th grade levels due to master scheduling. We struggle with having a fully
Integrated Core	3	3	3+	

Cohort Scheduling	3	3	3+	struggled at the 11th and 12th grade levels due to master scheduling. we struggle with having a fully integrated core at these two levels. Ideally, all content in the academic classes would tie in directly to the content in the CTE classes, but we can't do that when our academic classes are not pure. Hopefully, as we go wall-to-wall, it will be possible to create a master schedule which allows for pure academic classes and teacher collaboration at each grade level.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	3	3	3+	A strong collaboration culture between teachers and with outside organizations supports many of the strengths in this domain. We have established more relations with industry partners who come into our classrooms to work with our students, give presentations, take our students out on field work, and make it possible for our students to experience first hand what goes on in their organizations. Getting professionals into the classroom and engaging with students regularly is still a challenge due to scheduling issues and the added workload of teachers communicating with professionals.
Collaborative Learning	3+	4	4	
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	3+	3	3	All students in the academy have been assessed on at least one 21st century skill. The focus for our students this year is developing skills required for successful senior capstone project aligned with the graduate profile. Teachers are implementing or developing grade level inter-disciplinary / integrated projects that are aligned with the senior capstone project and graduate profile. These include presentation skills, writing proposals, creating and analyzing surveys, carrying out researches, scheduling and conducting interviews, analyzing data, presenting data and results etc. Students at all grade levels have either used some of these skills or are just now beginning to develop some of them. Teachers are collaborating within their grade levels and also with industry partners to create more integrated projects that are rigorous and engaging for our students. The biggest challenge remains finding time, both in planning and in implementing, to integrate new ways of teaching into our coursework. It is easiest in CTE classes, more challenging with the demanding schedules of core classes.
Collaboration Time	3+	4	4	
Professional Learning	3-	3+	4	

5B. Rigorous Academics Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Improve grade level integrated project outcomes aligned with the senior capstone project and graduate profile.	Partially Implemented	Effective	All 10th grade students presented individually at the end of the 2017 school year, as did all 12th grade students for the Graduate Capstone. All 11th grade students presented their design project at the end of the last semester however there is a need for a higher level of integration of other 11th grade subjects.

5C. Rigorous Academics Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	By 2021 each grade level will have at least one integrated project aligned with the graduate capstone	All Students	Integrated project in 10th grade (Chemistry, Sustainability and English with some History). Graduate Capstone in 12th Grade	Integrated projects in 10th and 11th grade. Graduate Capstone in 12th Grade	Integrated projects in 9th, 10th, 11th and 12th grade	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Graduate Capstone	By 2020, 95% of 12th grade students will have the skills to pass a Senior Graduate Capstone Project on first attempt (Benchmarks 80% 2018, 90% 2019)	Low-Performing Students	70% of 12th grade students will have the skills to pass a Senior Graduate Capstone project on first attempt.	80% of 12th grade students will have the skills to pass a Senior Graduate Capstone project on first attempt.	90% of 12th grade students will have the skills to pass a Senior Graduate Capstone project on first attempt.	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

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

Theory of Action	If we focus on integrated, project-based learning (aligned to the graduate capstone rubrics) then we will see increased student engagement and achievement.								
Rigorous Academics Strategic Actions		Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
AP training for Green Pathway English and History teachers (NMSI can support with AP English to offer pathway specific AP courses)		Rigorous Academics	Measure N	\$5,000.00	3061690102		A1.3 A-G Completion		Green Energy
Continue to plan and develop integrated projects for each grade level		Rigorous Academics	Measure N	\$10,000.00	3061690102		A2.3 Standards-Aligned Learning Materials		Green Energy
Increase presence of industry partners; mentors; guest speakers and career advisors. Involve advisory board members more in the planning and implementation of PBL in the classroom		Work-Based Learning	NA				A1.1 Pathway Programs		Green Energy
Provide pathway-wide professional development on use and integration of literacy strategies in instruction and integrated projects		Rigorous Academics	Measure N	\$5,000.00	3061690102		A4.4 Teacher Professional Development focused on English Learners		Green Energy
Collaboration with industry partners during the summer or during the school year to plan integrated projects aligned with pathway theme		Rigorous Academics	Measure N	\$5,000.00	3061690102		A1.1 Pathway Programs		Green Energy

Continue to develop Graduate Capstone skills at each grade level using the OUSD Graduate Capstone Rubrics	Rigorous Academics	NA				A2.3 Standards-Aligned Learning Materials		Green Energy
Plan and implement the Summer Solar Academy in 2019 which will help improve industry-specific math, science and engineering skills for Green Pathway students.	Rigorous Academics	Measure N		3061690102		A1.5 Summer Learning		Green Energy
Continue to develop and build out pathway-aligned dual enrollment classes to lead to engery & utilities associate degree certificates for our pathway students (textbooks, teacher of recors, DE class materials, etc)	Rigorous Academics	Measure N	\$5,000.00	3061690102		A1.1 Pathway Programs		Green Energy

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	3	4	4	Currently, we are providing several rigorous, rich, relevant and engaging experiences for our students inside and outside of the classroom. Our students are engaged in both intellectual and experiential learning as reflected by the hands-on and minds-on projects, field trips, career exploration visits, dual-enrollment classes, community projects, internships, and field work. We currently have a group of dedicated teachers who are helping with the coordination of these activities and this has helped to reduce some of the challenges we experienced previously. This school year we started a multi-craft course with a fabrication lab which is being developed to help introduce/ expose our students to apprenticeships and trades. We plan to expand this in the coming years in cohorts and levels. The lack of time still remain a great challenge for us as teachers.
Pathway Outcomes	3	3+	3+	
Pathway Evaluation	3	3+	3+	

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>PD on the following:</p> <ul style="list-style-type: none"> - Summer and Mid School Year Project Based Learning PD (retreats) aligned to pathway outcomes and graduate profile (for majority of teachers in the pathway) - professional mentors have been working with our students during PBL <p>Provision of resources and support for teachers to:</p> <ul style="list-style-type: none"> - advise and work with students to complete their senior capstone project - collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile. <p>Material and resources for:</p> <ul style="list-style-type: none"> - CTE Projects Supplies - Technology (5 laptop carts) to promote PBL - Pathway Summer Internship Salaries for 2 Teachers - Supplies for Solar Suitcase Summer Bridge Program - Buses for Field Trips <p>Multi-Craft and Apprenticeship teacher has been attending PDs for the class and the fabrication lab is currently being developed and furnished.</p>	Partially Implemented	Effective	<p>Career Awareness Students attend career expos in 11th grade and skilled trades fairs. Professional mentors working with students on projects introduce students to their respective careers. When working on group projects students assume different professional roles.</p> <p>Career Exploration All students attend Career Exploration Visits in 10th -12th grade to various industries aligned with our pathway theme. Students in 11th grade are all prepared and placed into various internships positions in organizations across the Bay Area through the Linked Learning office. Students can also participate in a year-long internship during the school year.</p> <p>Career Preparation All students participate in a series of career awareness workshops from 10th grade through 12th grade. These workshops help students to develop, use and practice the 21st century skills needed for various careers.</p> <p>The majority of our students exhibit their development and use of 21st century skills in the classroom during group work and outside the classroom during internships and other school activities. These skills are displayed during interviews for internship and job placements.</p> <p>Our collaboration notes and agendas reflect our PBL retreats and work done by grade level teams to create integrated projects.</p> <p>Students have had access to supplies and materials for their CTE projects and the increased use of laptops in the classroom this school year has improved the quality and timeliness of student work.</p>
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<p>Identify one annual SPSA goal for each focal area. Goals should be specific, measurable, and achievable within the plan's one-year timeframe. Each goal must relate to at least one School Performance Framework (SPF) indicator; many goals will relate to more than one indicator, so you may select a second SPF indicator from the list or may type in a new non-SPF indicator in the second box. Be sure to choose indicators for which you will be able to see short-term annual progress.</p>								
FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target			Related WASC Goal
Career Awareness	100% of students will hear career guest speakers, explore careers of interest	All Students	80%	90%	100%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.		Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

Career Exploration	100% of students will participate in career exploration visits each year	All Students	80%	90%	100%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.		Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Career Preparation	100% of 11th and 12th grade students will have updated resumes, reference page and have received coaching & feedback on interview skills and resume	All Students	80%	All 11th grade	100% of 11th and 12th	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.		Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

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

Theory of Action	If we focus on student internships and work based learning then we will improve student interest and engagement
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Extended contract: teacher to liaise with organizations and community partners to plan CEVs, plan internships, recruit community partners, book field trips and busses	Work-Based Learning	California Partnership Academy	\$10,000.00		1120			Green Energy
Provision of resources and support for teachers to collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile.	Work-Based Learning	Measure N	\$3,000.00	3061690102	5826			Green Energy
Pathway Summer Internship Salaries for 2 Teachers	Career Technical Education	Measure N	\$30,000.00	3061690102	5826			Green Energy
Pathway Summer Internship for 60 Rising Seniors	Career Technical Education	Measure N	\$24,000.00	3061690102	5826			Green Energy
Continued provision of training, resources and support for the Multi-Craft teacher	Career Technical Education	Other						Green Energy
Continued furnishing/ development of the fabrication lab	Career Technical Education	Other						Green Energy
CEV and College visits (transportation, admissions, lunches)	Work-Based Learning	Measure N	\$60,050.00	3061690102	5826			Green Energy
CEV and College visits (transportation, admissions, lunches)	Work-Based Learning	California Partnership Academy	\$40,050.00		1120			Green Energy

7. COMPREHENSIVE STUDENT SUPPORTS**Previously called Integrated Student Supports***7A. Comprehensive Student Supports Pathway Self-Assessment**

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3-	3	3	Strengths are that we have a system that adequately identifies students who are in greatest need. Currently we are supporting our students who are behind in their senior projects. These students were identified and invited to our teacher collaboration meetings once or twice a week where they are provided individualized assistance with their senior project. This is being done in collaboration with the special education teachers and an administrator. In addition, all 12th students have been assigned to teachers who act as their senior project advisors. Each one of the advisors has about 6-8 students. Grade level teachers have collaborated and held intervention meetings with students who are having academic and behavioral problems along with their parents using the Student Concern Protocol. While some of these have been successful, others have not. We are currently developing a pathway-wide behavior and academic expectations, and classroom management procedures and strategies. Our greatest challenge still remain the purity of cohort classes. Lack of pure classes outside of CTE for our 11th especially, and our 12th means that it is difficult for these teachers to collaborate on supporting our students. This prevents us from having a coherent academy wide strategy for student support. Our students are prepared for college and career through college visits, career exploration visits, internships, and workshops which enables them to create their resumes, brag sheets, and to research colleges and careers.
College & Career Plan	3	4	4	

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>PD on the following:</p> <ul style="list-style-type: none"> - supporting SDC students in pathway classes - Summer and Mid School Year Project Based Learning PD (retreats) aligned to pathway outcomes and graduate profile (for majority of teachers in the pathway) - supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically. - supporting teachers in pathway classes to improve attendance, participation, performance and classroom management. - staff retreat to outline collaboration protocols and intervention strategies - implementation of pathway-wide student behavior expectations and classroom procedures <p>Provision of resources and support for teachers to:</p> <ul style="list-style-type: none"> - advise and work with students to complete their senior capstone project - collaborate with industry partners to develop rigorous integrated projects aligned with the senior capstone project and graduate profile. <p>Material and financial support for:</p> <ul style="list-style-type: none"> - CTE Projects Supplies - Technology (6 laptop carts) to promote PBL - Pathway Summer Internship Salaries for 2 Teachers - Supplies for Solar Suitcase Summer Bridge Program - Buses for Field Trips 	Partially Implemented	Effective	<p>Almost all of our targeted populations in the 12th grade level have been receiving constant individualized and one-on-one support during teacher collaboration aimed toward successful completion of their senior capstone project. Our collaboration notes and agendas reflect our consistent student support and work done pathway teachers to support seniors with their capstone projects.</p> <p>Most teachers are implementing literacy strategies in their curriculum and integrated projects to improve students SRI levels. We have seen some increase in SRI scores for our students especially at the 11 grade level. There has been some improvement in student attendance, behavior and classroom management. Our collaboration notes and agendas reflect our consistent student support protocol with major stakeholders aimed at supporting our students with attendance, behavior and academic needs. We still have some work to do in this area.</p> <p>There has been an increase in the number of industry partners, professional mentors and guest speakers working with our teachers and students. We need more professional mentors working directly with our students in the classroom.</p>
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7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	All students in Pathway experience at least two college visits, two career exploration visits and complete one dual enrollment course. All students will have at least one internship experience and graduate with a resume.	All Students	N/A--not in 16-17 SPSA	85% of our students in Pathway experience at least two college visits, two career exploration visits and complete one dual enrollment course. All students will have at least one internship experience and graduate with a resume.	90% of our students in Pathway experience at least two college visits, two career exploration visits and complete one dual enrollment course. All students will have at least one internship experience and graduate with a resume.	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

Diffentiated Interventions for Special Populations <i>(English Learners, African-American Students, Students with Disabilities)</i>	All of our EL students & students with IEPs will complete their A-G requirements with individualized academic and behavioral support via collaboration with the pathway SpEd case mangers. The Senior Capstone project will be modified to meet the individual students' needs.	Low-Performing Students	N/A--not in 16-17 SPSA	60% EL students & students with IEPs will complete their A-G requirements with individualized academic and behavioral support via collaboration with the pathway SpEd case mangers. The Senior Capstone project will be modified to meet the individual students' needs	80% EL students & students with IEPs will complete their A-G requirements with individualized academic and behavioral support via collaboration with the pathway SpEd case mangers. The Senior Capstone project will be modified to meet the individual students' needs	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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7D. Comprehensive Student Supports Theory of Action and Strategic Actions

Theory of Action	If we focus on pathway specific intervention courses in English and Math then we will improve student A-G completion							
Comprehensive Student Supports Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Extended contracts for teachers who will recruit and enroll students for dual enrollment classes	Rigorous Academics	California Partnership Academy	\$3,000.00		1120			Green Energy
Extended contracts for Summer and Mid School Year Project Based Learning retreats to work on grade level integrated project aligned to pathway outcomes and graduate profile and continuing implementation of pathway expectations and procedures. Look at student data and attendance, student data and literacy.	Rigorous Academics	Measure N	\$30,000.00	3061690102	1120			Green Energy
Promote Project Based Learning with Use Of Technology (6 laptop carts). This will enable each one of our non-CTE classes to have a laptop cart available for student use. There has been an increased demand on laptop cart use this school year.	Building the Conditions	Measure N	\$64,000.00	3061690102	1120			Green Energy
Materials, resources and supplies for student CTE Projects in classroom	Career Technical Education	California Partnership Academy	\$25,000.00		1120			Green Energy

Materials, resources, supplies and technological equipment for student science experiments	Comprehensive Student Supports	California Partnership Academy	\$20,000.00		1120			Green Energy
Buses / transportation/ admission for student field trips and reteats that enable students to access experiential learning; learn about college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Energy, Utilities and Enviironment Pathway theme	Comprehensive Student Supports	California Partnership Academy	\$70,000.00		1120			Green Energy
Summer Bridge Program (Solar Suitcase) planning and implementation	Rigorous Academics	Measure N	\$24,000.00	3061690102	1120			Green Energy
Teacher PD and extended contracts for planning and creating block schedule units	Building the Conditions	Measure N	\$18,000.00	3061690102	1120			Green Energy
Professional Development on supporting SDC students in pathway classes to improve participation and perfomance.	Comprehensive Student Supports	Measure N	\$6,000.00	3061690102	1120			Green Energy
Professional Development on supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically.	Comprehensive Student Supports	Measure N	\$6,000.00	3061690102	1120			Green Energy

1. ABOUT THE PATHWAY											
PATHWAY:		Skyline Visual & Performing Arts					School: Skyline High School				
Pathway Industry Sector:		Arts/Media/Entertainment					School ID: 306				
Pathway Description:		Visual and Performing Arts									
Pathway Mission & Vision:		<p>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.</p> <p>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.</p>									
Pathway Demographics											
Special Populations	% Male	% Female	% Oakland Residents	% Free/Reduced Lunch	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe		
	50.0%	50.0%	TBD	79.0%	24.1%	14.4%	13.94%	9.62%	5.77%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers		
	37.5%	1.0%	6.3%	39.9%	1.0%	1.9%	6.70%	3.4%	N/A		
2. PATHWAY NEEDS ASSESSMENT											
2A. Pathway Data Slides											
[LINK TO DATA SLIDES]											
2B. Pathway Strengths, Challenges, and High-Leverage Actions to Address College and Career Readiness Indicators											
<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <p>• Consider additional information from the Data Dashboard and any pathway-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</p> <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your Pathway's LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>											
Measure N Indicators	Strengths			Challenges			Possible High-Leverage Actions to Address Barriers				

Pathway Graduation & Dropout Rates	Many of the courses that need to be re-taken are those not part of the pathway *WH exception	59% Not on track with A-G completion / Will not have seniors until 2018-2019; [19% dropout rate schoolwide 2015-16, only ousddata.org available] / approx 59% Not On-Track / at least 18 Juniors need to re-take World History (pathway class) / majority of classes needed to be made up are from Freshman Year (pre-pathway)	* Keep 4 cohorts for students to be able make up courses taught within their pathway (WH, Eng, Sci, & Math) / * Assimilate a 9th grade house to better support core-content teachers (intervention for in-coming 9th graders) / More parent engagement and buy-in: possibly more off site events
On Track to Graduate (11th Grade)	41% of students are on track to graduate. Other than 18 students that need to retake some portion of World History (WH), most students are on track with their pathway courses.	59% - highest number WL & WH, 2nd geometry	World Language is provided off-site (concurrent enrollment)
On Track to Graduate (10th Grade)	41% - students are having a positive experience this year in World History	59% - highest number is algebra1, then English1	more indepth survey of why so many students struggled with Algebra 1 - possibly offer a pre-algebra elective for 9th graders as intervention for in-coming 9th graders and rising sophs <OR> offer a math course that meets UCCI requirements that caters to our demographics' interest
12th Grade A-G Completion	NA	NA	NA
Pathway Participation/ CTE Enrollment	8 students transferred to SVPA pathway 2017-2018 /	16 students requested to be transferred to another pathway for 2017-2018 school year	Stronger enlisting plan for rising 10th graders. More transparency of the big picture of our pathway presented at the beginning of the school year through - parent/student events off campus, promotional materials that assist students in planning (planners, notebooks, sketchbooks, binders, etc.) and community building activities, having a WBL Liason meeting with students throughout the year.

2C. Annual Pathway Goals

Task: Please review your Needs Assessment above and determine five goals for pathway outcomes below.

FOCAL AREA	SMARTE Goal for 2018-19	Current Data	2018-19 Target	Target Student Group to Monitor
Pathway Graduation & Dropout Rates	Maintain 4 cohorts for each grade level - providing intervention/supporting/make up classes specific to the Pathway	NA	85%	Low-Performing Students
On Track to Graduate (11th Grade)	World Language Courses provided off-site through Peralta Colleges to meet A-G graduation requirements. Pathway Specific spaces available in 10th grade courses for students to make up English 2, World History, Chemistry, CTE, or Math course	41%	80%	All Students
On Track to Graduate (10th Grade)	Data Collection specific to Pathway constantly updated and providing intervention support beginning of school year in connection to courses failed 9th grade.	41%	90%	All Students
12th Grade A-G Completion	Dedicated planning time with counselor & directors to fine tune senior year graduation plan - evaluating college, career, and certification attainability	NA	100%	Low-Performing Students
Pathway Participation/ CTE Enrollment	90% participation in beginning of the school year Community Building Event - Parent/Student/Teachers/Admin	65%	90%	All Students

3. PATHWAY SELF-ASSESSMENT OF LINKED LEARNING IMPLEMENTATION

3A. PATHWAY LEADERSHIP & VISION	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Mission and Vision	3	2	3-	Student led discussions allow students to develop planning skills and build relationships with peers. Teachers incorporate culturally relevant topics into daily instruction. Opportunities for teachers to collaborate with each other to develop grade level and pathway wide units and projects that establishes rigorous programs of studies.						
Leadership Configuration	2	2+	3	A more vested cohort of pathway teachers with a stronger sense of SVPA identity						
Distributive Leadership	2	1	2+	More transparency and division of roles, more consistent meetings and accessibility to Admin, District, Students, Teachers, and SpEd						
Pathway Leadership & Vision Goal for 2018-19:			Further the Diversity & Strength in Overall Pathway Leadership Roles							
Pathway Leadership & Vision Strategic Actions			Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Extended Contracts & Substitute Teachers for Pathway Educators for dedicated time to strengthen and diversify Leadership across entire Pathway - teachers, admin, liasons, parents, students, and Industry and Community Partners			Building the Conditions	Measure N	\$2,000	3061690105	1120	A1.1 Pathway Programs		Skyline Visual & Performing Arts
Director Release 0.4 (two directors at 0.2)			Career Technical Education	Measure N	\$30,000	3061690105	1105	A1.1 Pathway Programs		Skyline Visual & Performing Arts
Extended Contracts to support our Pathway Special Education teachers and para educators for more involvement in Pathway Mission and Vision, considering their student populations needs, strengths, and interests			Comprehensiv e Student Supports	Measure N	\$5,000	3061690105	1120	A1.1 Pathway Programs		Skyline Visual & Performing Arts
Extended Contracts for Pathway members to further recruit and build relationships with Industry and Community Partners (\$26.61/hour)			Career Technical Education	Measure N	\$5,000	3061690105	1120	A1.1 Pathway Programs		Skyline Visual & Performing Arts
Extended contracts for pathway director work after school, on weekends and over the summer (\$2,500 per semester)			Building the Conditions	Measure N	\$10,000	306169105	1120	A1.1 Pathway Programs		Skyline Visual & Performing Arts
				Perkins	\$8,000				[Perkins] Industry-appropriate supplies (4310)	Skyline Visual & Performing Arts
3B. EQUITY, ACCESS & ACHIEVEMENT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)						
Open Access and Equitable Opportunities	2	2	3	Consistent Pathway Teacher voice, education, and involvement in the furthering of the Pathway Vision and Mission						
Diverse Student Representation	2	3	4	Data						
Closing the Opportunity Gap	2	2	2+	Dedicated involvement with Pathway Academic Counselor, Pathway Teachers, and Directors						
Pathway Equity, Access & Achievement Goal for 2018-19:			Provide customized plans for all pathway students for Senior year and post-graduation & meet 85% goals identified by students based on results of customized plan							
Pathway Equity, Access & Achievement Strategic Actions			Related Linked Learning Pillar	Funding Source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway

Extended Contracts for Pathway Academic Counselor to assist with students developing Senior Year and Post-Graduation goals	Comprehensive Student Supports	Measure N	\$2,000	3061690105	1120	A1.3 A-G Completion		Skyline Visual & Performing Arts
Dedicated time in CTE courses to Expose students to differentiated achievements in Industry related fields	Career Technical Education		\$0.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Dedicated time in Pathway courses for College and Career Professionals to participate in portfolio building, mock interviews, and advisory	Career Technical Education		\$0.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Portfolio materials for Senior Capstone and Post-Graduate achievements - portfolio cases, technology, custom printed promotional materials (resumes, cards, etc.)	Career Technical Education	Measure N	\$5,000	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Organization Materials Promoting Graduation & A-G achievements (student planners, notebooks, binders, folders)	Comprehensive Student Supports	Measure N	\$5,000	3061690105		A2.2 Social Emotional Learning		Skyline Visual & Performing Arts
Industry and academic standardized furniture for all students to produce CTE Animation and Illustration work.	Career Technical Education	Perkins	\$12,500.00	3061690105	6432	A1.1 Pathway Programs	[Perkins] Industry Standard Equipment (4410)	Skyline Visual & Performing Arts
Substitute teachers to support our Pathway Special Education teachers and para educators for more involvement in Pathway Mission and Vision, considering their student populations needs, strengths, and interests	Comprehensive Student Supports	Measure N	\$2,000.00	3061690105	1150	A1.1 Pathway Programs		Skyline Visual & Performing Arts
Funds to purchase equipment for printmaking and digital art in CTE AP Studio Art . Funds to purchase art materials that need to be replenished each year for painting, drawing, collage, printmaking in CTE AP Studio Art	Comprehensive Student Supports	Perkins	\$9,000.00	3061690105		A1.1 Pathway Programs	[Perkins] Industry-appropriate supplies (4310)	Skyline Visual & Performing Arts
CTE Professional Drama and CTE Drama instructional materials, equipment, and curriculum aligned to course descriptions and industry standards that will build out the pathway experiences of the students. Master classes, teaching artists, fieldtrips and a culminating WBL and studytour.	Career Technical Education	Perkins		3061690105				

4. LANGUAGE & LITERACY PATHWAY STRATEGIES

Schoolwide Theory of Action	1) Every teacher will learn a framework for teaching in a block schedule that includes 4 high-leverage literacy strategies and 3-5 core routines. 2) Design/chunk a block lesson Examples: Activator/Do Now Sustained Silent Reading or Paired Reading (Teacher confers 1-on-1 or with small group.) Modeling Guided Practice Project/Work Time Closing/Formative Assessment
	Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per month, and model them daily.
	Strategy 2: Teach students to use context clues to discover meaning.
	Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.
	Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)

What will your pathway do to align to the schoolwide focus for 2018-19?	Work with the SVPA team throughout the 2018-2019 school year to develop logistics that align Skyline's Literacy Strategies amongst all SVPA teachers.							
	Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per week, and model them daily.							
	Strategy 2: Teach students to use context clues to discover meaning.							
	Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.							
	Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)							
Pathway Language & Literacy Strategic Actions* <i>*recommended but not required</i>	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	Which high quality CTE program goal does this address?	Associated Pathway
Creating universal unit and lesson plans that incorporate literacy strategies and "Titan 21" to encourage utilization of these strategies.	Rigorous Academics		\$0.00	3061690105				Skyline Visual & Performing Arts
Professional Development and pathway planning time aimed at teaching, modeling, and reinforcing teaching techniques that support Skyline Literacy Strategies.	Building the Conditions	Measure N	\$5,000.00	3061690105				Skyline Visual & Performing Arts
PBIS supports to reinforce desired student literacy goals and outcomes	Comprehensiv e Student Supports	Measure N	\$1,000.00	3061690105				Skyline Visual & Performing Arts
Use of Industry Specific documentation and correspondence procedures to encourage growth and provide relevance to courses of study.	Career Technical Education	Measure N	\$5,000.00	3061690105				Skyline Visual & Performing Arts

5. RIGOROUS ACADEMICS

5A. Rigorous Academics Pathway Self-Assessment

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	3	3	Increased number of students taking co-requisite/additional visual and performing arts courses
Integrated Core	1	2	3-	Consistent participation in collaboration by pathway core teachers
Cohort Scheduling	1	2	1	Students placed in incorrect pathway classes. Students moved into other pathways without consent. Students still placed in incorrect CTE classes. Students in pathway are still not enrolled in CTE courses.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2	2	2+	New teachers are beginning to develop engaging curriculum with an emphasis on project-based learning.
Collaborative Learning	2	3	3+	Created a student led conversation that creates opportunities for increased interaction between students. Several grade level and pathway wide projects are being developed by all teachers.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	3	3+	Shared Collaboration time with Pathway educators & opportunities for reflection and refinement
Collaboration Time	2	3	3+	Common collaboration & Prep periods, dedicated off-campus retreats for further collaboration

Professional Learning	2	2	2+	Industry related workshops, CTE AME conference		
5B. Rigorous Academics Pathway Needs Assessment						
What are the strategic actions have you taken to improve standards based instruction, graduate capstone, standards aligned interdisciplinary units/thematic units at each grade level and improved passage rates for students this year?						
Summary of 17-18 Strategic Actions		Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis		
Focus this year is on preparing our Sophomores and Juniors for Senior Capstones		Partially Implemented	Somewhat Effective	by implementing common practices that will be more fully utilized in their Senior Capstones - research, PBL practices, SEL practices in the classroom, and exhibitions of projects		
5C. Rigorous Academics Pathway Goals						
FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standard Aligned PBL Aligned to Theme	11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.	All Students	planning year	1 PBL project per year per grade level 1 pathway integrated project per year	2 PBL projects and Presentation s 1 pathway integrated project	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Graduate Capstone	Dedicated rubric with identifiable differentiation for Senior Capstone & Dedicated Location(s) and Protocols for Presentations Finalize 10th and 11th grade projects that scaffold skills necessary for succesful completion of Senior Capstone Project. Create logistics that allow for all SVPA pathway teachers to have significant role in Senior Capstone Project.	All Students	planning year	Designing our initial Senior Capstone Protocol Developing 10th and 11th grade projects Having conversation s around inclusion of all pathway teachers in Senior Capstone process	Pilot year of Senior Capstone Refining of Senior Capstone Project Designing of 10th and 11th Grade projects	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
5D. Rigorous Academics Pathway Theory of Action and Strategic Actions						
Theory of Action	If we focus on integrated, project-based learning (aligned to the graduate capstone rubrics) then we will see increased student enagement and achivement.					

Rigorous Academics Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Summer Externships for Pathway Educators to maintain Industry Level Standards in Courses taught	Career Technical Education	Measure N	\$33,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Off-site visits for student to present PBL (working with middle-school students interested in the AME industries, presenting to community and industry partners at their sites)	Rigorous Academics	Measure N	\$4,000	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Pathway Science Field Trips and extended learning opportunities	Rigorous Academics	Measure N	\$3,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Pathway History Field Trips and extended learning opportunities	Rigorous Academics	Measure N	\$3,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Pathway English Field Trips and extended learning opportunities	Rigorous Academics	Measure N	\$3,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
Student Interactive Notebooks for every SVPA student to increase student engagement. (SEL)	Rigorous Academics	Measure N	\$4,000.00	3061690105		A2.2 Social Emotional Learning		Skyline Visual & Performing Arts
12th Grade Pathway Field Trip to Competitive Visual and Performing Art Colleges In Southern California	Rigorous Academics	Measure N	\$23,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
11th Grade Pathway Field Trip to Competitive Visual and Performing Art Colleges in Southern California	Rigorous Academics	Measure N	\$23,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts
10th Grade Pathway Field Trip to Regional Colleges in Northern California with strong Visual and Performing Art Programs	Rigorous Academics	Measure N	\$6,000.00	3061690105		A1.1 Pathway Programs		Skyline Visual & Performing Arts

6. WORK-BASED LEARNING

6A. Work-Based Learning Pathway Self-Assessment

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1-	2	3-	Increased student-to-student discussions regarding opportunities to participate in internships
Pathway Outcomes	1	2	3-	Buy-in from pathway teacher teams have solidified pathway goals. This has created an environment where 80-90% of our students have a teacher that they can reach out to for support.
Pathway Evaluation	1	2	2+	

6B. Work-Based Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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Provide career exploration visits for all 10th and 11th grade SVPA students. Create opportunity for 30 SVPA rising seniors to participate in 5 week summer internship program with daily support provided by pathway internship teacher	Fully Implemented	Effective	Students have indicated in conversations with instructors and assignments that they have a clearer idea of careers they'd like to explore prior to graduation. Many of these students are currently seeking employment or internships in these industries.
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6C. Work-Based Learning Pathway Goals

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

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	100% of students hear career guest speakers, explore careers of interest to build awareness of the variety of careers available and the role of postsecondary education to broaden student options.	All Students	20% of 10th grade students had guest speakers in class	100% of students hear from guest speakers in fields related to CTE course and pathway theme	100% of students hear from guest speakers in fields related to CTE course and pathway theme	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Career Exploration	100% of students engaged in at least one form of career exploration for the purpose of motivating students and to inform their decision making in high school and postsecondary education.	All Students	80% of 10th grade students participated in a trip to the DeYoung and SF state	All 10th and 11th graders take at least one career exploration visit to industry partners	All 10th and 11th and 12th graders take at least one career exploration visit to industry partners. All 12th graders participate in an informational interview or job shadow.	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Career Preparation	100% of students have updated resumes, reference page and have received coaching & feedback on interview skills and resume to prepare for participation of a paid internship through the pathway the summer before their senior year. All juniors and seniors are able to apply learning through practical experience that develops knowledge and skills necessary for success in careers and postsecondary education.	All Students		All 11th graders create a resume and participate in mock interviews. 30 students participate in summer internship program	All 11th graders create a resume and participate in mock interviews. A 50% increase of students participation in summer internship program	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

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

Theory of Action	If we focus on the integration of the spectrum of work based learning activities- awareness, exploration, preparation and training then will have students who are able to make informed post-secondary education and career decisions.
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Work-Based Learning Strategic Actions	Related Linked Learning Pillar	Funding source (if relevant)	Cost	Org Key	Object Code	Associated LCAP Action Area	PERKINS & ATLANTIC ONLY: Which funding goal does this address?	Associated Pathway
Site Visits to Industry and Community Partner Headquarters	Building the Conditions	Measure N	\$400.00	3061690105				Skyline Visual & Performing Arts
Site Visits to Industry Level Sites for Pathway Work Based Learning	Work-Based Learning	Measure N		3061690105				Skyline Visual & Performing Arts
Industry relevant Workshops & Field Trips Costs	Work-Based Learning	Measure N	\$10,000.00	3061690105				Skyline Visual & Performing Arts
Creation of Advisory Board	Work-Based Learning	Measure N	\$250.00	3061690105				Skyline Visual & Performing Arts
Guest Speakers for promotion and advisory of WBL events on campus	Work-Based Learning	Measure N	\$1,000.00	3061690105				Skyline Visual & Performing Arts

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

7A. Comprehensive Student Supports Pathway Self-Assessment

INTEGRATED STUDENT SUPPORTS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	2	3	3+	Daily updates with pathway teachers and leads, pull out interventions, and specified time during collaboration period twice a week for additional student support
College & Career Plan	1	2	2+	This will be our first year of having juniors participate in internships and assessing transcripts & portfolios for college enrollment

7B. Comprehensive Student Supports Pathway Needs Assessment

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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	Partially Implemented	Effective	Pathway teachers met twice a week specifically on student support and focus on student successes. Pathway counselor audited every pathway student's transcript, providing data on A-G completion, and predictions for course recovery to raise the rate of student graduation for 2019 and 2020.

7C. Comprehensive Student Supports Pathway Goals

FOCAL AREA	JUNE 2021 GOAL	Target Student Group to Monitor	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
College and Career Transition Supports	95% of students enter into a post-secondary program with a realistic plan of study, complete with timeframe, sequence of study, and industry entry plan. (eg. Junior College -> UC -> Grad School)	All Students				Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Diffentiated Interventions for Special Populations <i>(English Learners, African-American Students, Students with Disabilities)</i>	SVPA will have a complete intervention plan for 100% of it's students (with a robust menu of interventions, supports, and incentives), designed motivate students and increase intrinsic motivation.	Low-Performing Students				Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

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

[illegible]