MEASURE N COMMISSION
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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure N - College & Career Readiness - Commission

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Memo

To	Board of Education
From	Measure N Commission
	Jason Gumataotao, Chairperson
	Louise Waters, Vice Chair
	Whitney Dwyer, Secretary
	Emma Paulino, Member
	James Harris, Member
Board Meeting Date	April 21, 2021
Subject	2021-2022 Measure N Education Improvement Plan
	Services for: Skyline High School
Action Requested and Recommendation	Adoption by the Board of Education of Rudsdale Continuation ($144,342.59) and Rudsdale Newcomer ($133,455.35) proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed $277,797.94.

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

Adoption by the Board of Education of Rudsdale Continuation ($144,342.59) and Rudsdale Newcomer ($133,455.35) proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed $277,797.94.

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- Measure N Education Improvement Plan

2021-2022 MEASURE N BUDGET

School: SKYLINE HIGH SCHOOL

Resource	Allocation	Total Expended	Total Remaining
Measure N	$1,386,350.00	$1,386,350.00	$0.00

Site #: 306

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
306-1	Allocation of $28,125.00 to the Computer Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Pathway Tab)	$0.00	4399	Surplus			Computer Science & Technology Academy
306-2	Allocation of $28,125.00 to the Education and Community Health Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education & Community Health Pathway tab)	$0.00	4399	Surplus			Education & Community Health Academy
306-3	Allocation of $28,125.00 to the Green Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Green Pathway tab)	$0.00	4399	Surplus			Green Academy
306-4	Allocation #1 of $28,125.00 to the Skyline Visual and Performing Arts Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see VAPA Pathway tab)	$0.00	4399	Surplus			Visual & Performing Arts Academy
306-5	Additional #2 allocation of $71,875.00 to the Visual and Performing Arts Pathway Program. Equitable allocation of funding to pathways based on the various different funding that is available to the pathways. (see Visual & Performing Arts Tab)	$0.00	4399	Surplus			Visual & Performing Arts Academy
306-6	Allocation of $5,000.00 to the 9th Grade Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see 9th Grade tab)	$0.00	4399	Surplus			9th Grade
306-7	Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning	$90,313.75	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
306-8	Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	$83,369.42	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Science & Technology Academy
306-9	Hire a College and Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will assist with college tours, applications, financial aid, admissions, college representative recruitment visits, regularly meet with students and families to further a college going culture.	$114,613.56	5825		College & Career Readiness Specialist	1.0 FTE	Whole School
306-10	Hire .60 FTE of Counselor salaries to bring our total allocation up to # of counselors and be able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio of counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate.	$61,046.35	1205	Pupil Support Salaries / Counselor	Counselor	.60 FTE	Whole School
306-11	Hire an additional 1.0 FTE of Counselor salaries to bring our total allocation up to # of counselors and be able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio of counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas).	$80,500.10	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Whole School

306-12	Hire an Administrative Assistant 2 Bilingual, at .40 FTE. The Admin will make sure we are compliant with the vast amount of Measure N paperwork and compliance measures .	$38,398.39	2405	Clerical Salaries	Administrative Assistant 2 Bilingual	.40 FTE	Whole School
306-13	Hire an CTE Teacher, at .60 FTE for the Green Academy. The CTE Teacher will ensure every student in the Green Academy Pathway has access to a core CTE sequence.	$68,639.47	1105	Teacher Salaries	TCHRSTRENGIM	.60 FTE	Green Academy
306-14	Hire an CTE Teacher, at 1.0 FTE for the Green Academy. The CTE Teacher will ensure every student in the Green Academy pathway has access to a core CTE sequence.	$75,510.87	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Green Academy
306-15	Hire an CTE Teacher, at .60 FTE for the Computer Science & Technology Academy. The CTE Teacher will ensure every student in the Computer Academy pathway has access to a core CTE sequence.	$54,523.46	1105	Teacher Salaries	TCHRSTRENGIM	.60 FTE	Computer Science & Technology Academy
306-16	Hire an CTE Teacher, at .80 FTE for the Education & Community Health Academy. The CTE Teacher will ensure every student in the Education & Community Health Academy pathway has access to a core CTE sequence.	$82,306.82	1105	Teacher Salaries	TCHRSTRENGIM	.80 FTE	Education & Community Health Academy
306-17	Hire an CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence.	$73,780.15	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Visual & Performing Arts Academy
306-18	Hire an CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence.	$108,590.45	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Visual & Performing Arts Academy
306-19	Hire an CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence.	$103,771.53	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Visual & Performing Arts Academy
306-20	Teacher Salaries Stipends: Extended Contracts for Pathway Integration. Extended planning time for teachers to integrate the pathway theme into their core content curriculum and align across pathways. This time will be used to calibrate student experience across pathways to ensure equitable alignment in all pathways. This expenditure will improve student engagement by supporting teachers to be aligned within and across pathways, and support teachers in build their capacity to engage students more deeply and effectively. This will serve all Skyline students (~1,600). (Salary & Benefit Costs)	$31,000.00	1120	Teacher Salaries Stipends			Whole School
306-21	Conference Expenses: Travel expenses for staff to visit other pathways, attend conferences and professional development to learn about and implement best pathway practices.	$15,000.00	5220	Conference Expenses			Whole School
306-22	Facility Rental for All Pathway Retreat: Rent a facility space for a retreat where all staff can plan and engage in professional development on rigorous academics in support of all students learning and moving toward graduation successfully. This will impact all Skyline students by creating equitable opportunities across all pathways - focus of retreat will be alignment of student experience in service of the 4 linked learning pillars.	$60,000.00	5624	Rentals - Facility			Whole School
306-23	Teacher Substitutes: Substitute coverage for pathway teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other pathway specific activities to learn about best pathway practices in order to integrate back into their own classrooms and pathways. (Salary & Benefit Costs)	$5,610.68	1150	Teacher Substitutes			Whole School
306-24	Consultant Contract with Oakland Ed Fund to hire an Intensive Case Management Support Person. Provide African American Female support in partnership with the EdFund to provide wraparound and targeted intensive support in all pathways to ensure social emotional and academic success for all students.	$50,000.00	5825	Consultant Contract			Whole School

306-25	Teacher Salaries Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum with Green Pathway CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Green Pathway (~350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. (Salary & Benefit Costs)	$16,000.00	1120	Teacher Salaries Stipends			Green Academy
306-26	Conference Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, etc). Funding will be used for travel expenses, registration fees, and applicable meals.	$7,000.00	5220	Conference Expenses			Green Academy
306-27	Teacher Substitutes: Substitute coverage for the Green Academy teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs)	$5,125.00	1150	Teacher Substitutes			Green Academy
306-28	Teacher Salaries Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum with Computer Pathway CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Computer Pathway (~350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. (Salary & Benefit Costs)	$24,000.00	1120	Teacher Salaries Stipends			Computer Science & Technology Academy
306-29	Teacher Substitutes: Substitute coverage for the Computer Science & Technology Academy Pathway teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Pathway specific activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (Salary & Benefit Costs)	$4,125.00	1150	Teacher Substitutes			Computer Science & Technology Academy
306-30	Teacher Salaries Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum with ChEd Pathway CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the ChEd Pathway (~350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. (Salary & Benefit Costs)	$15,000.00	1120	Teacher Salaries Stipends			Education & Community Health Academy
306-31	Conference Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers / Linked Learning etc). Funding will be used for travel expenses, registration fees, and applicable meals.	$5,000.00	5220	Conference Expenses			Education & Community Health Academy

306-32	Teacher Substitutes: Substitute coverage for the Education & Community Health teachers to visit other pathway teachers' classrooms, attend field trips, communities of practice, conferences and other Education and Community Health Pathway specific activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (Salary & Benefit Costs)	$3,125.00	1150	Teacher Substitutes		Education & Community Health Academy
306-33	Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different organizations aligned with the Education & Community Health Pathway theme.	$4,000.00	5826	Transportation Costs		Education & Community Health Academy
306-34	AC Transit / BART Tickets to provide students with transportation to internships, college and career field trips, and work based learning opportunities.	$1,000.00	4310	Supplies & Materials		Education & Community Health Academy
306-35	Classified Support Salaries: Clerical ET/OT for Paraeducators to attend extended collaboration or professional development time. Paraeducators will work with the Visual & Performing Arts Pathway Team during after school to collaborate and to build student support systems including home visits, grade & attendance tracking and to attend pathway retreats. ET/OT will be for services outside of their contracted work hours. (Salary & Benefit Costs)	$15,000.00	2205	Classified Support Salaries	Paraeducators	Visual and Performing Arts Academy
306-36	Classified Support Salaries Overtime: Clerical ET/OT to pay classified employees to work with the Visual & Performing Arts Pathway team during after school to collaborate and to build student support systems including home visits, grade & attendance tracking and in some cases attend pathway retreats. ET/OT will be for services outside of their contracted work hours. (Salary & Benefit Costs)	$5,000.00	2225	Classified Support Salaries Overtime		Visual and Performing Arts Academy
306-37	Conference Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into the Visual and Performing Arts Academy pathway (Educating for Careers / Linked Learning etc). Funding will be used for travel expenses, registration fees, and applicable meals.	$10,000.00	5220	Conference Expenses		Visual and Performing Arts Academy
306-38	Teacher Substitutes: Substitute coverage for the VAPA teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Visual and Performing Arts Academy activities to learn about best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs)	$5,000.00	1150	Teacher Substitutes		Visual and Performing Arts Academy
306-39	Admission Fees for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admissions, meet and interact with professionals in different organizations aligned with the Visual and Performing Arts Academy Pathway theme.	$2,500.00	5829	Admission Fees		Visual and Performing Arts Academy
306-40	Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admissions, meet and interact with professionals in different organizations aligned with the Visual & Performing Arts Pathway theme.	$13,000.00	5826	Transportation Costs		Visual and Performing Arts Academy
306-41	AC Transit / BART Tickets: to provide students with transportation options for internships, college and career field trips, and work based learning opportunities.	$4,000.00	4310	Supplies & Materials		Visual and Performing Arts Academy

306-42	Supplies & Materials: Purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	$30,000.00	4310	Supplies & Materials			Visual and Performing Arts Academy
306-43	Book other than Textbooks: Purchase books-other than textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	$2,000.00	4200	Books-Other Than Textbooks			Visual and Performing Arts Academy
306-44	Student Internships during school year: To provide opportunities for students to engage in real world visual and performing arts work experiences and organizations. (Provide 10 student internship opportunities paid out at $500 after ~20 hours of work with local arts organizations)	$5,000.00	5825	Consultant Contract			Visual and Performing Arts Academy
306-45	Assemblies / Classroom Presentations: pay for specialized experts within the Arts to come on campus and share their profession with the students in the Visual and Performing Arts Academy. These experiences will align with the CTE courses in the pathway, be focused on specialized Work Based Learning trainings / opportunities, or be geared towards offering access to expertise in the Arts and that compliments the expertise provided by pathway teachers.	$2,000.00	5828	Assemblies / Classroom Presentations			Visual and Performing Arts Academy
306-46	Licensing Agreements: Purchase software aligned to industry standards for CTE courses to continue to grow our digital arts programming.	$1,500.00	5846	Licensing Agreements			Visual and Performing Arts Academy
306-47	Equipment: purchase equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway. In particular, funds will be used to grow our photography darkroom and digital arts program.	$1,000.00	4410	Equipment			Visual and Performing Arts Academy
306-48	Purchasing Computers: to provide CTE aligned, creative-capable media workstations specifically for building out our graphic design/digital arts courses.	$4,000.00	4420	Computers			Visual and Performing Arts Academy
306-49	Teacher Salary Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum among Atlas Houses, focused on transitioning students from the 8th into the 9th grade in order to be successful in high school and beyond. Extra Duty pay will be for extra hours of service for Atlas specific services, projects and/or outreach to more deeply align or develop the Atlas houses. (Salary & Benefit Costs)	$5,000.00	1120	Teacher Salaries Stipends			Atlas House

School:	SKYLINE HIGH SCHOOL						School ID:	306	

School Description

Skyline High School is a comprehensive four-year secondary school enrolling students in grades 9 through 12 and located on a beautiful 47-acre campus at the crest of the Oakland hills. Our student population closely mirrors the city of Oakland and represents a very diverse community with a wide range of social, economic, and ethnic backgrounds. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling.

Here at Skyline we hold firmly our school vision: The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.

To accomplish this vision, Skyline provides all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values. Students are able to deepen and personalize their learning through our four linked learning pathways: Green Energy, Education and Community Health, Computer Science and Technology, and Visual and Performing Arts. As a full-service community school, we also offer a wide range of services and classes designed to address the needs of the "whole" student.

School Mission and Vision

The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.

School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	51.6%	48.4%	98.4%	71%*	12.2%	8.6%			

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	29.0%	0.3%	12.2%	36.9%	2.3%	2.3%	11.0%	4.5%	1.5%

Target Student Population	Which student population will you focus on in order to reduce disparities?		African American Male Students	

SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	87.3%	86.5%	95.0%				
Four-Year Cohort Dropout Rate	6.2%	5.7%	3.0%				
A-G Completion	58.2%	50.0%	80.0%				
On Track to Graduate- 9th Grade	57.0%	64.2%	71.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	56.1%	approx. 80%	90.0%				
Percentage of students who have passed dual enrollment courses with a C- or better	81.5%	71.3%	90.0%				
Percentage of students in Linked Learning pathways	95.0%	98.5%	100.0%	99.6%	100.0%		

Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	76.3%	70.6%	90.0%				
Four-Year Cohort Dropout Rate	13.6%	9.8%	3.0%				
A-G Completion	25.6%	21.6%	80.0%				

On Track to Graduate - 9th Grade	27.50%	49.2%	71.0%			
Percentage of students who participated in at least 1 Work-Based Learning activity	56.1%	approx. 80%	90.0%			
Percentage of students who have passed dual enrollment courses with a C- or better	88.2%	50.0%	90.0%			
Percentage of students in Linked Learning pathways (grades 10-12.)	92.6%	96.9%	100.0%	99.4%	100.0%	

ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge *What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?*	Root Cause Analysis *What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?*
Four-Year Cohort Graduation Rate	Overall graduation rates have continued to increase (78.8% in 2016-17, 88.7% in 2017-18, 91% in 2018-19). We attribute this to maintaining a consistent plan for student achievement over time that promotes linked learning as a priority learning model and structure.	- As early as 9th grade, 43% of our students are off-track to graduate. Students enter Skyline with wide gaps in achievement, often statistically mirroring the disparities that exist in our larger society within specific subgroups (e.g. race/ethnicity, English fluency, etc.) As a result, students require multi-tiered systems of support as early as 9th grade and continuing past graduation. - Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning and require personalized supports, explicit SEL instruction, multiple opportunities for intervention/support, and trauma-informed responses. - Striking the appropriate balance of allowing space for each pathway academy to utilize collaboration time to address individual pathway goals and needs, while focusing on equity between/within pathways and maintaining whole-site alignment and consistency for school improvement through researched and shared PLC best-practices has also been a challenge.	- Our site requires consistent focus on and analysis of on-track to graduate data and engagement data (e.g. attendance/chronic absence, student surveys, etc.), which has not been consistently emphasized in pathway collaboration or whole site PD. - Our achievement gaps require an equity plan that is constantly evolving and referenced in all school initiatives. While we plan for equity, we have not yet developed a comprehensive strategy that includes all functions of the site. This includes culturally responsive pedagogy in daily classes as well as multi-tiered systems of support provided by additional school personnel (e.g. case/care managers, counselors, pathway coach, etc.) - Although we have seen dramatic improvement over the last two years, prior staff turnover has contributed to inconsistent commitment to PLCs as a model for professional learning across the school as a whole.
Four-Year Cohort Dropout Rate	Overall drop-out rates have continued to decrease (13.8% in 2016-17, 8.2% in 2017-18, 6.2% in 2018-19). Trends are similar for EL students (16.7% in 2016-17, 12.9% in 2017-18, 9.4% in 2018-19). We attribute this to our continued movement towards a full wall-to-wall pathway model, with improving dedicated and personalized supports built into our pathway collaboration structure, as well as increasing non-pathway specific sheltered ELD support.		

A-G Completion	Overall A-G completion increased significantly from 35.1% in 2017-18 to 58.2% in 2018-19. Subgroup data for AAF and Latinx students increased significantly as well (AAF - 42.1% in 2016-17, 50% in 2017-18, 62.3% in 2018-19; Latinx - 32.8% in 2017-18, 57.9% in 2018-19). We attribute this to strengthening course offerings and providing more dedicated counseling student supports.	Subgroup data for AAM students shows significant disparities (23.4% in 2016-17, 32% in 2017-18, 27.7% in 2018-19). This data references the challenge of integrating and refining of dedicated systems of supports provided in each pathway academy and atlas house (e.g. case/care managers, pathway coach support, PLC collaboration, systems of intervention and follow through support for students starting in 9th grade, etc.) as well as as the challenge of fully engaging our AAM students.	
On Track to Graduate - 9th Grade	Site-based summer school program for R10/R11 students significantly reduced the percentage of students entering 10th grade off-track to graduate to 45%, as compared to 55.2% outgoing 10th graders in 2018-19. Approximately 50 students were able to make up credits in the summer of 2019, prior to their 10th grade year.	Students enter Skyline with significant disparities in achievement data. For example, of our incoming 9th grade class, 38.7% were multiple years below grade level and 40.2% were at or above grade level in reading according to the SRI. BTSC incoming 9th grade data showed similar gaps, with fewer students in the moderate group.	
Percentage of students who participated in at least 1 Work-Based Learning activity	Work based learning was offered to at least 90% of our students during the 19-20 school year; 80% of students were offered at least one outside guest speaker and 90% were offered a career exploration visit through their CTE course.	Unfortunately because of school closure due to the pandemic, 11th and 12th grade Computer CTE courses and 12th grade Green Energy were not able to participate in their scheduled career exploration visits to SFIFF and EBMUD. In general, attendance on career exploration visits can be improved, on most trips 15-20% of students do not attend. Finding engaging visits with more personalized experiences, like job shadows or virtual guest speakers, based on pathway theme as well as student interest can be a challenge when partnering with industries that aren't used to supporting adolescent groups. In addition, reporting and documenting of work-based learning experiences has not been consistent, which makes it a challenge for teams to appropriately intervene on an individual basis.	Currently, we lack a full array of engaging and student-friendly work based learning experiences that engage students to willingly attend at higher percentages (e.g. 90-100%). We also require a consistent reporting and documenting system of WBL experiences that would allow teams to identify and re-engage students in real-time.
Percentage of students who have passed dual enrollment courses with a C- or better	Overall percentages for students receiving an A in Dual Enrollment courses is steadily increasing from 32.3% in 2017-18 to 44.5% in 2018-19 and 47.9% for first semester of 2019-20, which can be attributed to sustaining engaging and popular courses over multiple years and building strong relationships with visiting course instructors.	Overall percentages for students receiving a failing grade in Dual Enrollment courses have also increased this year from 4.9% in 2018-19 to 15.9% for first semester of 2019-20, and 12.8 (12 students) withdrew from their dual enrollment courses. It can be a challenge for staff to recruit students into challenging courses that go beyond our already rigorous graduation required coursework.	In some courses, students lack the supplemental support it often requires to fully engage high school-aged students in college-level content, addressing both SEL needs and academic stamina (e.g. negative in-group stereotyping, providing safe conditions for taking academic risks, counseling for perseverance, etc.)

| Percentage of students in Linked Learning pathways | Pathway enrollment continues to increase as Skyline transitions to wall-to-wall pathways and refines our pathway selection process. Most notably, Skyline pathway academy selection process was highlighted by WASC as being committed to equitable enrollment practices. | Special programs are designed to meet the needs of special populations. It can be a challenge for stakeholders to strategically integrate students into site pathway academies in ways that do not compromise special program integrity. For example, some newcomer students require significant supplemental supports and credit recovery opportunities. It can be a challenge to require CTE courses when they have competing coursework requirements (e.g. English Language Development classes, core classes, missing a-g required courses, etc.) | The unanticipated addition of newcomers throughout the year, the development of a new sheltered newcomer program mid-year, a significant number of new students enrolling in January, and new special education teachers holding a wide range of special education programs have led to a mismatch in our schoolwide intent and outcomes for integration in each of our special programs. |

2020-2021: YEAR ONE ANALYSIS

Strategic Actions

| Strategic Actions
What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?	What evidence will you look for to know you are successful?
Provide consistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as core driver for student achievement and prioritizes equity between and within pathway academies.	- Highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs) as measured by PLC rubric, CHK student and staff surveys, increased and/or stable teacher retention data, etc.
- Includes all evidence from the next strategic action: Commit to equity and inclusive excellence as priority value for site-based decision making.
Commit to equity and "inclusive excellence" as a priority for site-based decision making.	- Continued philosophy of targeted universalism and commitment to equity when designing master schedule, budget, academic programming, etc.
- School structure reorganization around wall-to-wall pathway academies ensures that every student receives designated and personalized supports: Assistant Principal, Pathway Director, Counselor, and Case Manager.
- Aligned and strategically timed interventions that take advantage of leading indicators and occur at every grade level appropriately (e.g. trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, COST/SSTs, targeted support for at-risk students, etc.).
- Established, utilized, and referenced accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. with even distribution between and within pathways.
- Clear transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades (e.g. RJ community circles, assemblies, celebrations, etc.)
- 10% Decrease in disparity in achievement data for students who are historically marginalized. (SHS 2020-21 target subgroup: English Learners & African American male students.)
- Increasing and/or transitioning prior targeted AAM supports to include goals/reporting about A-G completion (e.g. OneGoal, AAMA, affinity groups, SPAAT, etc.)
- Piloting distributed leadership role, EL Ambassador, within each of our four pathway academies to support with communication and support of EL students in mainstream classes.
- Backwards mapped plan attached to essential resources for students in special programs to be strategically integrated into site pathway academies: newcomer students, students in special education (who are not already enrolled in our inclusion sped program), foster youth, etc. |

Transition from creating to refining pathway academy integration (e.g. calibrating standards alignment and pathway integration).	- Improvement in overall achievement data and engagement for all students, as measured by student achievement data, site-based learning walks, and classroom observations. - Professional Development plan that incorporates time for teachers to deepen disciplinary knowledge and calibrate instructional practices (e.g. standards calibration, student-directed learning protocols, pathway integration, integrated projects, etc.). - Established process for integrating and documenting pathway experiences into core content curriculum (such as career exploration visits, guest speakers, work based learning, etc.) - Well-informed and highly responsive network of industry and community partners who are consistently engaging with students inside and outside of the classroom, within all four pathway academies.
Developing and refining opportunities for authentic student leadership within pathways.	- Pathways provide support for students' exploration and expression of their identities. - Student leadership committees in every pathway with authentic roles to support in pathway academy improvement (e.g. learning walk participants, school improvement partners, capstone experience feedback, peer under/upperclassmen mentorship, etc.) - Opportunities for students to engage with other students on strengthening communication/collaboration skills and relationships both inside and outside of pathway academies.

Budget Expenditures

2020-2021 Budget: Enabling Conditions Whole School

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Allocation of $28,125.00 Computer Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Pathway Tab)	$0.00		Enter object code at left.			Computer Pathway
Allocation of $28,125.00 to Education and Community Health Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education & Community Health Pathway tab)	$0.00		Enter object code at left.			Education & Health Pathway
Allocation of $28,125.00 to Green Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Green Pathway tab)	$0.00		Enter object code at left.			Green Pathway
Allocation Of $28,125.00 to Skyline Visual and Performing Arts Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see VAPA Pathway tab)	$0.00		Enter object code at left.			Visual & Performing Arts Pathway
Equitable allocation ($71,875) of funding to pathways based on the various different funding that is available to the pathways. (see Pathway Budgets - Visual & Performing Arts)	$0.00		Enter object code at left.			All
Fund .50 FTE salary for the Pathway Coach: Maintain pathway coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning	$49,504.20	2305	Enter object code at left.	Pathway Coach	.50 FTE	All
Fund 1.00 FTE salary for the Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	$74,698.32	2405	Enter object code at left.	12 Month Case Manager	1.00 FTE	Computer

Fund 1.00 FTE salary for the Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	$74,781.36	2405	Enter object code at left.	12 Month Case Manager	1.00 FTE	Green
Fund 1.00 FTE salary for the College and Career Readiness Specialist: CCRS to assist with college tours, applications, financial aid, admissions, college representative recruitment visits, regularly meet with students and families to further a college going culture.	$66,601.69	5825	Enter object code at left.	College & Career Readiness Specialist	1.00 FTE	All
Fund .70 FTE salary for an additional Counselor: Additional Counselor to support a 1:1 pathway ratio of counseling services to ensure pathway integrity and a continuum of supports to ensure all students on track to graduate (5 counselors --> one for each pathway and one for Atlas).	$41,040.93	1205	Enter object code at left.	Academic Counselor	.70 FTE	Education & Community Health
Fund 1.00 FTE salary for a Health Lab CTE Teacher: Hire a CTE teacher to ensure every student in the health pathway has access to a core CTE sequence.	$53,313.00	1105	Certificated Teachers' Salaries	Certificated Teacher	1.00 FTE	Education & Community Health
Fund .20 FTE salary for a Digital Graphic Design CTE Teacher: Hire a CTE teacher to ensure every student in the performing arts pathway has access to a core CTE sequence.	$6,478.70	1105	Certificated Teachers' Salaries	Certificated Teacher	.20 FTE	Visual & Performing Arts
Fund .20 FTE salary for an Education Community Health CTE Teacher: Hire a CTE teacher to ensure every student in the Education & Community Health pathway has access to a core CTE sequence.	$13,709.45	1105	Certificated Teachers' Salaries	Certificated Teacher	.20 FTE	Education & Community Health
Fund .20 FTE salary for a Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	$11,234.39	1105	Certificated Teachers' Salaries	Certificated Teacher	.20 FTE	Visual & Performing Arts
Fund .20 FTE salary for an Education Community Health CTE Teacher: Hire a CTE teacher to ensure every student in the Education & Community Health pathway has access to a core CTE sequence.	$13,709.45	1105	Certificated Teachers' Salaries	Certificated Teacher	.20 FTE	Education & Community Health
Fund .40 FTE salary for an Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	$32,750.18	1105	Certificated Teachers' Salaries	Certificated Teacher	.40 FTE	Visual & Performing Arts
Fund .60 FTE salary for a Green Academy CTE Teacher: Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence.	$38,849.23	1105	Certificated Teachers' Salaries	Certificated Teacher	.60 FTE	Green
Fund .60 FTE salary for a Green Academy CTE Teacher: Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence.	$34,274.90	1105	Certificated Teachers' Salaries	Certificated Teacher	.60 FTE	Green
Fund .20 FTE salary for a Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	$10,472.01	1105	Certificated Teachers' Salaries	Certificated Teacher	.20 FTE	Visual & Performing Arts
Fund .20 FTE salary for a Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	$11,424.99	1105	Certificated Teachers' Salaries	Certificated Teacher	.20 FTE	Visual & Performing Arts
Fund a .40 FTE salary for Clerical Salaries, Part time clerical support: (New Hire) to make sure we are compliant with the vast amount of Measure N paperwork and compliance measures .	$27,426.82	2405	Clerical Salaries	Admin Assistant	.40 FTE	All
Consultant Contract to hire an Intensive Case Management Support: African American Female support in partnership with the EdFund to provide wraparound and targeted intensive support in all pathways to ensure social emotional and academic success for all students.	$50,000.00	5825	Enter object code at left.			All

ClassSuppt Salaries Overtime: Clerical ET/OT for Intensive Student Supports: Classified staff will provide after-school support for students falling below 2.0 GPA. Complete home visits before and after school for students in Team 2.0 and pathways and students identified as chronically absent. Home visits will be completed year round.	$10,000.00	2225	Enter object code at left.			All
ClassSuppt Salaries Overtime: Clerical ET/OT for case managers, translation services, SPED classified staff, and attendance clerk to hold meetings with families of off-track students in the pathway during non-school hours regarding attendance, behavior, discipline, and/or academic supports.	$10,000.00	2225	Enter object code at left.			All
Consultant Contract to hire an Intensive Pathway Case Management - Provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. This money will be distributed through the Oakland EdFund.	$48,000.00	5825	Enter object code at left.			All
Teacher Salary Stipends: Extended Contracts for the Summer Bridge Program - teachers: Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students to ensure they are on track to meeting all pathway requirements and graduation. Funding will be used for extended contracts to pay for teachers working during summer hours.	$70,000.00	1120	Enter object code at left.			All
Certificated & Administrator Salaries for the Summer Bridge Program - administrator: Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students to ensure they are on track to meeting all pathway requirements and graduation. Funding will be used for extended contracts to pay for principal working during summer hours.	$17,000.00	1320	Enter object code at left.			All
Teacher Salaries for Summer credit recovery for off track students so that students can remain on track toward high school graduation provided on site. This is in addition to summer school provided centrally - so that students can complete additional credits over the summer. 3-4 teachers plus one administrator at their hourly + benefits. We will serve over 100 current 9th and 10th graders.	$55,000.00	1105	Enter object code at left.			All
Teacher Salary Stipends: ECCO (Exploring College and Career Opportunities) Summer Stipends for teachers support students in summer internships by providing work based curriculum to students, assisting them to find internships and work site visits.	$40,000.00	1120	Enter object code at left.			All
Consultant Contract: ECCO (Exploring College and Career Opportunities) Student Internships to pay for the Summer ECCO student stipends for Skyline students participating in summer internships . This money will be distributed through the Oakland Ed Fund and the money will be used to issue student stipends for the summer internships.	$15,000.00	5825	Enter object code at left.			All
Consultant Contract: Y-PLAN (Youth – Plan, Learn, Act, Now) empowers young people to tackle real-world problems in their communities through project-based civic learning experiences. The partnership with Y-PLAN brings a dedicated coach that supports teachers with the curriculum; coordinates with a real world client like BART, Oakland Housing Authority, City of Oakland; and organizes community showcase events.	$10,000.00	5825	Enter object code at left.			All

Consultant Contract: Social Justice Oriented Internship & Campus Green Space Work- Facilitate opportunities for students to engage with creating environmentally aware educational green spaces for all students through on-campus mentorships & internships. Partner with Case Managers and all 4 pathways to support students identified as high risk (example: New Comers), as well as to bridge collaboration among students across pathways This money will be distributed through the Oakland EdFund.	$10,000.00	5825	Enter object code at left.			All
Supplies for Educational Green Space Mentorship Program: Supplies to support infrastructure and student program activities to creatively build green spaces on campus for all students. This will support on-campus mentorship program to high risk students across all pathways.	$20,000.00	4310	Enter object code at left.			All
Consultant Contract for Student Internships: funding to build social justice oriented student leadership positions to engage underrepresented student voices in building internal supports for students identified as high risk - particularly during the transition into 9th grade. This service will focus on providing key peer-to-peer mentorship to high risk students early on in their high school experience with the goal of building a strong culture of student support and success for targeted groups of students.	$10,000.00	5825	Enter object code at left.			All
Teacher Salary Stipends: Extended Contracts for Pathway Integration: Extended planning time for teachers to integrate the pathway theme into their core content curriculum and align across pathways. This time will be used to calibrate student experience across pathways to ensure equitable alignment in all pathways.	$15,000.00	1120	Enter object code at left.			All
Teacher Salary Stipends: Extended Collaboration Time, Additional pay for teacher collaboration to provide space for teachers to create interdisciplinary project based learning units to support pathway development, capstone and cornerstone projects to ensure students have richer pathway experiences.	$20,000.00	1120	Enter object code at left.			All
Conference Expenses: Funding for staff to travel and visit other pathways, attend conferences and professional development to learn about and implement best pathway practices.	$25,000.00	5220	Enter object code at left.			All
Conference Expenses for Staff Retreat: Staff will attend full site retreat focused on pathway development and alignment to monitor and support continuous pathway improvement.	$50,000.00	5220	Enter object code at left.			All
Retreat Facility Rental: Use of space where all staff can plan and engage in PD on rigorous academics in support of all students learning and moving toward graduation successfully.	$15,000.00	5624	Enter object code at left.			All
Teacher Substitutes: Sub Coverage money for teachers to visit other teachers' classrooms, field trips, communities of practice, conferences and other pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathways.	$5,000.00	1150	Enter object code at left.			All
Transportation Costs for Career Exploration Visits: Students will explore various pathway career options aligned to the WBL continuum and funding will be used for transportation.	$7,000.00	5826	Enter object code at left.			All
Admission Fees for Career Exploration Visits: Students will explore various pathway career options aligned to the WBL continuum and funding will be used for fees.	$3,000.00	5829	Enter object code at left.			All

Purchase Chromebook Carts to Support Integration of Pathway Theme: Computers for integration into the 10th, 11th and 12th grade CTE classes, such as Intro to Educational Psychology, Sustainable Systems, and into each of the pathways that will prepare students for the OUSD graduate capstone. Teachers in all of our pathways have developed integrated CTE/core content projects in their grade levels and projects require students to be able to access industry level CTE standards, which only certain types of chromebooks are able to process/access through their software and design.	$21,529.38	4420	Enter object code at left.		All
Purchase Computer Lock anti theft devices: Computer, SVPA, Green and Ed Community Health locking devices for industry standard technology housed in classrooms purchased out of Measure N funds and are specific to pathways.	$25,000.00	4420	Enter object code at left.		All

2021-2022: YEAR TWO ANALYSIS

Strategic Actions

2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Provide consistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as core driver for student achievement and prioritizes equity between and within pathway academies.	-ILT, Administration, and teachers within their PLCs are guided by a theory of action based in considering data with an equity lens and developing plans in pathways that center both targeted student interventions and WBL. -Student achievement data considered includes the following: Overall graduation rates (including special education certification of completion) have continued to increase (78.8% in 2016-17, 88.7% in 2017-18, 91% in 2018-19, 91.8% in 2019-20). In addition, drop-out rates have continued to decrease (13.8% in 2016-17, 8.2% in 2017-18, 6.2% in 2018-19, 5.7% in 2019-20). Overall A-G completion also increased significantly from 35.1% in 2017-18 to 58.2% in 2018-19. Finally, overall percentages for students receiving an A in Dual Enrollment courses is steadily increasing from 32.3% in 2017-18 to 44.5% in 2018-19 and 47.9% for first semester of 2019-20. Over the past 3 years, the percentage of students passing 1 or more AP exams has increased (21% in 2016-17, 21.9% in 2017-18, 31.7% in 2018-19), percentage of SHS graduates enrolling in a four year college has increased (from 30% - 31.1% - 33.5%). In addition, our College and Career Center noted, 130 seniors submitted 690 college applications virtually in CCC, 202* seniors out of the 291 eligible (or 69%) submitted FAFSA/Dream Apps before the March 2nd deadline and these numbers may increase by end of month due to currently unprocessed apps that were received on March 2nd. A-G completion for 12th grade AAF, Latinx, and special education graduates show positive trends (AAF - 42.1% in 2016-17, 50% in 2017-18, 62.3% in 2018-19; Latinx - 32.8% in 2017-18, 57.9% in 2018-19; (SPED - 14.5% in 2016-17, 21.4% in 2017-18, 18,3% in 2018-19). Decreased dropout rates for AA and EL student subgroups - (AA 18.3% in 2016-17, 4.2% in 2017-18, 7.9% in 2018-19, 6.8% in 2019-20), (EL -16.7% in 2016-17, 12.9% in 2017-18, 9.4% in 2018-19, 12.2% in 2019-20), (Latino males -12.9% in 2016-17, 17.3% in 2017-18, 9% in 2018-19, 3.1% in 2019-20). (See more focal group data in "Student/Family Supports" section.) -Using an equity lens within and across pathways this year has included a strong focus on the impact of the pandemic and distance learning on student retention and engagement and academic performance. Student intervention trackers and credit recovery planning have been at the center of all pathways' work. -Our data shows a perpetuation and exacerbation of equity gaps that our site must overcome. Leveraging practices developed over this pandemic for engaging and retaining our most vulnerable students will be critical in the coming years as we continue to refine, connect, and align systems of support across pathways, partnerships, and other school and community spaces.

Commit to equity and "inclusive excellence" as a priority for site-based decision making.	- Pathway organization and professional development supports an ongoing dedication to equity. For example, case managers, SPED teachers, and administration have worked with pathway teams to plan for equitable inclusion of special populations. SPED students have first choice of pathway selection and SPED teachers regularly provide guidance in inclusion best practices to teachers. In addition, teachers engaged in a year-long PD cycle on equity and antiracism, with teachers examining how Senior Capstone can act as culturally responsive/sustaining assessment. Teachers across pathways are developing equity lenses that improve practice, culture, and equitable outcomes. -Strategic and targeted student/family supports have led to positive trajectories in much of Skyline's engagement data. For example, satisfactory attendance (95% or better) improved from 7.2% in 2018-19 to 48% in 2019-20 to 68.5% by March of 2020-21. This positive trajectory in satisfactory attendance is also reflected in subgroup growth (from 2018-March of 2021): 4.2%, 40.7%, & 58.3% for African American students, 6.4%, 41.2%, & 63.6% for Latinx students, 18.7%, 75.3%, & 85.4% for Asian students, 8.8%, 62.1%, & 89.6% for White students, 5.6%, 41.8%, & 50.8% for English Learners, and 5.7%, 39.5%, & 56.3% for students enrolled in special education programs.In addition, percentage of students suspended continues to decline (8.2% in 2017-18, 3.7% in 2018-19, 4.6% in 2019-20, & 0% by March of 2021. This holds true for most subgroup data. For example, percentage of African American students suspended remains significantly lower than compared to 2017-18: 16.1% in 2017-18, 7.6% in 2018-19, 8.5% in 2019-20 with only 4.4% of African American male students being suspended, and 0% in 2020-21. Finally, our Summer Programming continues to support students and families despite distance learning challenges: In 2019, 75 incoming 9th graders completed Summer Bridge and 55 upperclass students recovered credit. In 2020, 67 9th graders completed Summer Bridge, and 78 upperclassmen recovered credit.
Transition from creating to refining pathway academy integration (e.g. calibrating standards alignment and pathway integration).	- Pathway-based Professional Development this year has focused on instructional practices such as standards calibration, student-directed learning protocols, and engagement strategies. Distance learning and the pandemic have reduced collaboration time and narrowed our scope to focus primarily on student supports, distance learning pedagogy, and equity. - This year, pathways have improved CTE course sequences, CTE standards alignment, and partnership between CTE and core content teachers in deepening pathway-themed integrated projects and other learning. - Community partners have responded to the pandemic and distance learning challenges by offering new opportunities for student engagement, such as career panels, professional mentorship, internships, and other supports.
Developing and refining opportunities for authentic student leadership within pathways.	-Pathways are exploring authentic leadership opportunities along the lines of student run organizations, clubs and partnerships with industry advisors. Potentially forming alliances for students to work in internships that simulate more of an organizational structure. -TUPE student internship created to cultivate pathway-based student leadership development. The interns are working on participatory action research projects focused on building student engagement strategies to improve student attendance and retention. -Developing plans for student leadership group (3 students per pathway), focused on working with administration on school reopening planning.
For 2021-2022 are there any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions *- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** *- How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?*
Continue efforts to develop and refine opportunities for authentic student leadership within pathways.	Pathways will continue exploring/implementing student organizations that will provide student leadership opportunities, in a manner authentic to their pathways. As teams develop, pathways will collaborate and align practices to provide opportunities for cross-pollination.
Increase participation and accounting of student participation in work based learning opportunities (e.g. internships, career exploration visits, etc.)	ECCCO work will continue as it has with providing access to internships for all Juniors in their summer before Senior year. This year we are using an ECCCO Equity plan to maximize participation of students furthest from opportunity. This plan unites CTE teachers, summer ECCCO teachers, case managers, and community partner supports in targeting students who might not participate without individualized encouragement and support. To date, a record number (242) of students from all pathways have filled out summer internship interest forms and we anticipate meeting our goal of 50 students per pathway participating in internships this summer.
Continue pathway engagement in developing a mastery-based grading lens.	This year teachers in all pathways have been practicing using mastery based lenses for grading, from 30 teachers from all pathways participating in district mastery based grading workshops to developing mastery-based frameworks for credit recovery during this distance learning crisis. Next year we plan to support more systemic approaches to mastery based grading, ensuring that teachers' back-end interventions this year move toward front-end planning through a mastery based framework.

Continued commitment to equity and "inclusive excellence" as a priority for site-based decision making.	-This year, student support systems focused on confronting and changing the endemic opportunity gaps that impact a majority of Skyline students. We have been strengthening systems of personalized supports through consistent tracking, analysis, and targeted interventions. -Teachers have also been challenged to examine their lives, practices, and student outcomes through an equity lens through ongoing, teacher-led, deep- reaching professional development.

Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance Learning impacted our budget expenditures in that many of the items we initially planned for such as field trips/transportation for field trips/conferences/substitutes for field trips and conferences were ultimately not permitted/needed. However, we did see an increase in the need for more pathway specific projects and collaboration to adapt our pathway learning and community to a virtual/distance learning environment as well as more outreach and support of students and families. We also saw a need for more innovative virtual learning tools and equipment rather than in-person experiences and travel. Due to these changes, we adapted our budget expenditures to an increase in extended contracts for teachers to engage in this work and outreach as well as an increase in virtual programs and tools for students to continue to be challenged during distance learning.

The most effective use of resources was certainly the extended contracts for collaboration time. Teachers needed extensive time during this shutdown to develop whole new methods of teaching once the shutdown occurred. Teachers had to spend extensive time coming together, learning new software, new routines, and sharing best practices. Beyond this work in each individual pathway, work had to be done to come together to evaluate and continue to build together with the focus on equity of experience and access for students across pathways. This funding helped set aside the necessary time for teachers to re-learn and re-tool themselves for maintaining their pathways in the face of the transition to full online instruction, and to follow this with intentional reflection and building across pathways and leadership teams on campus to work towards equitable growth and targeted access during this year of distance learning.

We also found the use of resources towards consultants to be particularly effective as a means of building bridges with families and students that were fundamental to keeping targeted groups of students engaged during this unusual year of distance learning.

Additionally, although it might fall into the tab of our VAPA Pathway, we found the strategic action item that focused on equitable distribution of funds to VAPA to be crucial to this work to build equitable opportunities for students across pathways. Through increased supplemental funds to the development of this pathway, we were able to support an experience more aligned with industry standards, more aligned in vigor and opportunity as the other pathways which ultimately supported to increase the number of students who selected to participate in VAPA in the coming year - and a more equitable distribution of students across the pathways and Skyline as a whole.

Budget Expenditures

2021-2022 Budget: Enabling Conditions Whole School

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Allocation of $28,125.00 to the Computer Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Pathway Tab)	$0.00	4399	Surplus			Computer Science & Technology Academy
Allocation of $28,125.00 to the Education and Community Health Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education & Community Health Pathway tab)	$0.00	4399	Surplus			Education & Community Health Academy
Allocation of $28,125.00 to the Green Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Green Pathway tab)	$0.00	4399	Surplus			Green Academy
Allocation #1 of $28,125.00 to the Skyline Visual and Performing Arts Pathway Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see VAPA Pathway tab)	$0.00	4399	Surplus			Visual & Performing Arts Academy

Additional #2 allocation of $71,875.00 to the Visual and Performing Arts Pathway Program. Equitable allocation of funding to pathways based on the various different funding that is available to the pathways. (see Visual & Performing Arts Tab)	$0.00	4399	Surplus			Visual & Performing Arts Academy
Allocation of $5,000.00 to the 9th Grade Program to build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see 9th Grade tab)	$0.00	4399	Surplus			9th Grade
Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning	$90,313.75	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	$83,369.42	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Science & Technology Academy
Hire a College and Career Readiness Specialist, at 1.0 FTE. The College and Career Readiness Specialist will assist with college tours, applications, financial aid, admissions, college representative recruitment visits, regularly meet with students and families to further a college going culture.	$114,613.56	5825		College & Career Readiness Specialist	1.0 FTE	Whole School
Hire .60 FTE of Counselor salaries to bring our total allocation up to # of counselors and be able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio of counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate.	$61,046.35	1205	Pupil Support Salaries / Counselor	Counselor	.60 FTE	Whole School
Hire an additional 1.0 FTE of Counselor salaries to bring our total allocation up to # of counselors and be able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio of counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas).	$80,500.10	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Whole School
Hire an Administrative Assistant 2 Bilingual, at .40 FTE. The Admin will make sure we are compliant with the vast amount of Measure N paperwork and compliance measures .	$38,398.39	2405	Clerical Salaries	Administrative Assistant 2 Bilingual	.40 FTE	Whole School
Hire an CTE Teacher, at .60 FTE for the Green Academy. The CTE Teacher will ensure every student in the Green Academy Pathway has access to a core CTE sequence.	$68,639.47	1105	Teacher Salaries	TCHRSTRENGIM	.60 FTE	Green Academy
Hire an CTE Teacher, at 1.0 FTE for the Green Academy. The CTE Teacher will ensure every student in the Green Academy pathway has access to a core CTE sequence.	$75,510.87	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Green Academy
Hire an CTE Teacher, at .60 FTE for the Computer Science & Technology Academy. The CTE Teacher will ensure every student in the Computer Academy pathway has access to a core CTE sequence.	$54,523.46	1105	Teacher Salaries	TCHRSTRENGIM	.60 FTE	Computer Science & Technology Academy
Hire an CTE Teacher, at .80 FTE for the Education & Community Health Academy. The CTE Teacher will ensure every student in the Education & Community Health Academy pathway has access to a core CTE sequence.	$82,306.82	1105	Teacher Salaries	TCHRSTRENGIM	.80 FTE	Education & Community Health Academy

Hire an CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence.	$73,780.15	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Visual & Performing Arts Academy
Hire an CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence.	$108,590.45	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Visual & Performing Arts Academy
Hire an CTE Teacher, at 1.0 FTE Visual & Performing Arts Academy. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence.	$103,771.53	1105	Teacher Salaries	TCHRSTRENGIM	1.0 FTE	Visual & Performing Arts Academy
Teacher Salaries Stipends: Extended Contracts for Pathway Integration. Extended planning time for teachers to integrate the pathway theme into their core content curriculum and align across pathways. This time will be used to calibrate student experience across pathways to ensure equitable alignment in all pathways. This expenditure will improve student engagement by supporting teachers to be aligned within and across pathways, and support teachers in build their capacity to engage students more deeply and effectively. This will serve all Skyline students (~1,600). (Salary & Benefit Costs)	$31,000.00	1120	Teacher Salaries Stipends			Whole School
Conference Expenses: Travel expenses for staff to visit other pathways, attend conferences and professional development to learn about and implement best pathway practices.	$15,000.00	5220	Conference Expenses			Whole School
Facility Rental for All Pathway Retreat: Rent a facility space for a retreat where all staff can plan and engage in professional development on rigorous academics in support of all students learning and moving toward graduation successfully. This will impact all Skyline students by creating equitable opportunities across all pathways - focus of retreat will be alignment of student experience in service of the 4 linked learning pillars.	$60,000.00	5624	Rentals - Facility			Whole School
Teacher Substitutes: Substitute coverage for pathway teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other pathway specific activities to learn about best pathway practices in order to integrate back into their own classrooms and pathways. (Salary & Benefit Costs)	$5,610.68	1150	Teacher Substitutes			Whole School
Consultant Contract with Oakland Ed Fund to hire an Intensive Case Management Support Person. Provide African American Female support in partnership with the EdFund to provide wraparound and targeted intensive support in all pathways to ensure social emotional and academic success for all students.	$50,000.00	5825	Consultant Contract			Whole School

GREEN ACADEMY			
Mission and Vision	Mission Green Academy provides students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental control technology. The Green Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry level technical training position with career potential. Vision Green Academy prepares students to meet the criteria of the Oakland graduate profile and our pathway student outcomes of competency in the Career Technical Education aspect of our Green Energy Pathway. In providing this preparation students will gain skills in Communication, Critical Thinking, Creativity and Collaboration as well as industry specific knowledge related to the field of Green Energy. Green Academy students will graduate from Skyline with a clear plan for further pursuits in the college or career path of their informed choice. In 17-18 we started offering a pre-apprenticeship program open to all students in construction. The program is designed to target students with low engagement in academic courses and prepare them for a pathway through Peralta CTE programs into a local trade apprenticeship.		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	**Evidence of Strengths**	**Areas For Growth**	**Next Steps**

Rigorous Academics (pages 3, 4, 5 of rubric)	A strong collaboration culture between teachers and with outside organizations supports many of our strengths in this domain. We have established more relations with industry partners who come into our classrooms to work with our students, give presentations, take our students out on field work, and make it possible for our students to experience first hand what goes on in their organizations. Our teachers provide skills-focused instruction that focuses on 21st century skills that students will need in college and beyond. Skills such as: researching, collaboration, critical thinking skills, taking initiative, professionalism, effectively using sources. We are also teaching our students NGSS Science and Engineering practices and how to use real world sources. We have relevant, engaging and real world based integrated projects at all grade levels. We have also incorporated reading and comprehension, multiple perspectives, research writing and oral presentation skills into all grade level integrated projects. This was done to strengthen the quality and rigor of integrated projects at all grade levels starting from the 9th grade, thereby preparing students for the Senior Capstone Project. All grade level integrated projects are aligned with the Senior Capstone Project Rubrics and our Green Energy pathway theme. Our classes across different disciplines are aligned to our pathway theme. Majority of our pathway classes are "collaborative," with seating arrangements that support academic talk. Problem based learning focused on issues that connect with students' lives fosters strong critical thinking skills. Most of our classes use College Text, Cornell Notes, Analytical Writing, Continuity and change as the theme. Students read high-level texts and write thesis-driven analytical essays to demonstrate their understanding of core themes, author's intent, etc. Teachers are implementing and refining grade level interdisciplinary / 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. All students in the academy have been assessed on at least one 21st century skill. During the Summer of 2019, the majority of our pathway teachers participated in OUSD PBL Summer PD where we worked with industry partners and students to create additional relevant grade level integrated projects.	Increase repertoire of intentional and strategic protocols designed to encourage group discussions and equitable participation, paired with intentional and strategic student grouping and seating arrangements. Backwards planning and curriculum refining to develop more engaging lessons that encourage students to take on more ownership of their learning and be more self-directed in practice (e.g. helping students to respectfully ask each other questions, push each others' thinking, and build on each others' ideas).	Create a physical classroom arrangement that promotes student collaboration and group discussions. Implement classroom learning activators that promote active student engagement. Implement strategies for checking students' understanding in real-time during instruction.

CTE (pages 3,4,5 of rubric)	We have a well defined CTE course sequence from 9th through 12th grade. These classes are rigorous, engaging, hands-on and are all aligned to our Green Energy pathway theme. The courses are all A-G approved with two as "D" lab science classes and the other two as "G" elective science classes. The two "D" lab science classes double as both CTE and core Science classes. Our CTE classes cover material that are relevant to students learning. Industry partners come into our CTE classes to support learning activities, labs, and projects (Y-PLAN, Roller Coaster, Wind Turbines, Green Buildings, Raspberry Pi/Photosynthesis). We have had some success with integrated projects and/or curriculum at the 9th, 10th and 11th grade levels. Teachers are constantly collaborating with industry partners to fine tune and implement grade level interdisciplinary / 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. We have had a great improvement with our senior capstone project which is built into our 12th grade CTE class. The CTE teacher, core class teachers and pathway teachers are consistently collaborating and attending professional development aimed at strengthening the senior capstone project and promoting student success. Our pathway staff started senior capstone rubric calibration sessions during our collaboration meetings to ensure accurate and equitable evaluation of our students during senior capstone presentations.	Although we have a well defined senior capstone project, we still struggle with fully integrating CTE content into interdisciplinary projects at the 12th grade level due to master scheduling conflicts and competing opportunities. Ideally, all core content in academic classes (including AP classes, which are currently non-pathway specific) would tie in directly to the thematic content in CTE classes, but this is challenging when "purity" in all academic classes (English, CTE, Science, and Social Studies) at all grade levels cannot be achieved. Increase course requests for pathway specific Dual Enrollment courses (e.g. although substantial effort to promote the course Oakland Food Culture went in effect this year, course requests did not reflect staff effort.)	Continue to utilize pathway collaboration time to improve pathway theme integration into senior interdisciplinary projects. Advocate for pathway "pure" AP classes if possible. Research methods of increasing student interest in Oakland Food Culture and/or find alternative Dual Enrollment courses associated with Green Energy that will garner more student engagement and interest.

| **WBL**
(page 6 of rubric) | The Green Pathway offers a variety of work based learning experience that is aligned with the CTE standards. WBL has been intentionally embedded into the overall CTE sequence in the pathway which has provided students with a hands-on approach to further make sense of their pathway, career and community learning-based education. We have a multi-craft course with a fabrication lab which exposes our students to apprenticeships and trades.

Our students at all grade levels are engaged in both intellectual and experiential learning as reflected by the hands-on and minds-on projects, field trips, career exploration visits, dual-enrollment classes, community projects, summer internships, school-year internships and field work. Students participate in school year internships in collaboration with two local organizations with about 32 students. A third of our rising seniors also participate in a 5-week OUSD ECCCO summer internship. We are constantly working with industry partners to provide WBL experiences to our students in and out of the classroom such as guest speakers, professional mentors and career exploration visits.

We emphasize 21st century skills in all classrooms, teach skills aligned to the Energy, Utilities and Environment industry sector, and collaborate with businesses, nonprofits and government organizations. Some of our students currently interning with the City of Oakland are finding solutions to the problem of illegal dumping in the Bay Area. These students are using data collected, civic engagement experiences, materials and lessons created, and findings from their internship for their senior capstone project. | We also want to improve our pathway-specific support of a school-wide established, utilized, and referenced accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. with equitable distribution across the pathway.

Increasing current support, encouragement, and guidance to individual students to pursue job shadows aligned with both their career interests and their senior capstone projects.

Increase the number of students participating in internships. | Utilize and reference our accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc.

Backwards map a plan (with strategic and timely benchmarks throughout the year to analyze pln efficacy and impact) that we believe will increase the number of students participating in internships and more industry partners involved.

Create job shadow opportunities for students.

Increase opportunities for more students to participate in internships. |

Comprehensive Student Supports (page 7 of rubric)	We provide comprehensive student support at all grade levels. We have dedicated one of our weekly collaboration periods to planning and providing individualized academic and behavioral support to students we have identified in need. We also provide one-on-one support for our seniors on their capstone projects. Our teachers collaboratively review senior capstone project topics/ problems and provide feedback aimed at guiding students with their research and civic engagement. We have regular Student Support Protocols and SST's with students, parents, teachers care manager, counselors, and assistant principal to help our students to be on track with attendance, behavior and academics. Our staff used the Relationship Mapping strategy to identify students who do not currently have positive connections with school adults and we are investing time to make sure that every student in our pathway is truly "known" by at least one adult. We are also integrating our counselor and case manager more deeply into our Pathway Collaborations. Our counselor has carried out transcript audits of Seniors on track to graduate and transcript audits of Juniors in order to collaborate with pathway teachers and develop action plans for students who may be off-track to graduate. We met with Seniors and their families during "Senior Night," and audited transcripts of Sophomores to better plan and implement interventions for our younger students. Teachers and staff members also reach out to students' families to communicate students' progress and general updates routinely. We also launched our Pilot Green Student Leadership program which is aimed at empowering students to take leadership roles so they can control their own school experience in order to improve participation, engagement and outcomes for themselves and each other. We have strong classroom discipline due to the implementation of common academic and behavioral expectations and classroom and discipline procedures across the pathway.	We recognize the importance of each student having a positive and stable relationship with a caring school adult. There is also a need to emphasise relationship building across the pathway between students and teachers and between students in the classroom. Cell phone use during class is a large distraction for some students. This is difficult to manage at the classroom level and may require a school-wide approach. However, consistently implementing across our pathway academy may provide insight on how the school can approach this work in the future. A number of students do not have computers and/or internet access at home to complete homework and access online resources.	Implement a pathway wide effort to intentionally build relationship between teachers and students, and amongst students Students identified through the Relationship Mapping strategy as needing positive connections with school adults will be paired with a supportive adult mentor within the pathway. Throughout the year, mentors will support each other through the successes and challenges of building relationships with students, and routinely communicate to determine how well the process is going. At the end of the year, we will convene to talk about how our efforts may have positively affected students. Mentors may also choose to pay particular attention to "at risk" students as these connections may be particularly important for students who are having a hard time at home or in school. This can include matching students with appropriate supports (e.g. using pathway academy resources to support with equitable access to technology and internet, promoting tutoring programs in partnership with Youth Together, etc.) Transition the Green Pathway pilot student leadership program into an established student leadership program that give students more choice on how decisions are made and how student led programs are organized.
Pathway Student Outcomes (page 2 of rubric)	We have established practices and policies that promote open access and diversity through collaboration with business and community partners. We do not track students once they're enrolled within the pathway and do not have academic achievement requirements to continue within the pathway. We have multiple years of evidence that shows diversity with respect to student demographics that reflects Skyline and Oakland.	There is a need to improve the academic achievement for our subgroup populations that are historically marginalized (e.g. African American and Latino students, and SPED and ELL students.) Not all students are successfully meeting all benchmarks for student achievement relative to other subgroups in the pathway.	Close the achievement gap for our African American, Latino students, SPED and ELL students through continued weekly collaboration focused on personalized supports for students in these subgroups. Utilize this time to also research and implement research-based and culturally responsive practices that have been proven to support these subgroups.
2020-2021: YEAR ONE ANALYSIS			
Pathway Strategic Goals			

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
All teachers in the pathway share leadership in developing and implementing improved protocols and procedures for student support and interventions, as well as restorative practices and culturally responsive pedagogy	- By 2021, 97% of 12th grade students will have the skills to pass a Senior Graduate Capstone Project on first attempt (Benchmarks 90% 2019, 95% 2020, 97% 2021) - By 2021, all pathway classes will have seating arrangements that promotes student collaboration and group discussions, as documented by peer observation and reflection data - By 2021, 98% of students will be actively engaged in pathway classrooms during instruction, labs and projects, evidenced in staff and administration learning walk data - By 2021, all students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data
Close the achievement gap for SPED, EL, African American and Latino students	- Pathway collaboration regularly features analysis of student work - Continuous improvement in rates of graduation, A-G, academic and other data for SPED, EL, African American, and Latino students in pathway.
Pathway will serve as an exemplar of PBL, WBL and CTE integration, to promote linked learning best practices, district-wide and state-wide	- Our collaboration notes and agendas will reflect our PBL retreats and work done by grade level teams to refine existing integrated projects and create new projects - Increase in the number of industry partners, professional mentors and guest speakers working with our teachers and students. - Continued and increased collaboration with industry partners to refine rigorous integrated projects aligned with the senior capstone project and industry theme. - All students attending Career Exploration Visits in 9th -12th grade to various industries aligned with our pathway theme. - Students in the 10th and 11th grade CTE class are all prepared and placed into various internships positions in organizations across the Bay Area through the Linked Learning office ECCCO program. - More students participating in summer internship program and year-long internship programs. - All students in each grade level will visit an organization aligned to our pathway theme to explore associated careers. - All 11th grade students will be prepared for internship during the summer with the OUSD ECCCO Internship program and other internship programs within the Bay Area. - All 11th grade students will create their resumes, cover letters, develop skills to introduce themselves, to conduct interviews, and to be interviewed. - Increase in the number of 10th and 11th grade students participating in internships each year. - Documented communications, meetings and collaboration work with industry partners - Students' access to supplies and materials for their CTE projects and increased use of laptops in the classroom and computer lab. - Successful completion and presentation of senior capstone projects and integrated projects - 100% of students will hear from career guest speakers, work with industry professionals and explore careers of interest. - Professional mentors working with students on projects and introducing students to their respective careers.
Green Academy will create a model student leadership program, in which students are fully integrated into pathway planning and continuous improvement	- Involve pathway student leadership in the planning, development and implementation of pathway events and educational activities. - Student leadership representation at pathway teachers' retreats, advisory board meetings and some professional development. - Student Leadership learning walk and reflection data

Pathway Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	What evidence will you look for to know you are successful?

- Provide professional development on closing achievement gap for all pathway staff. PD on the following: supporting SPED and EL students in pathway classes, supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically.	- Professional development to support teachers in pathway classes to improve attendance, participation, student engagement, performance and classroom management. - Ongoing analysis of student attendance record, discipline record, and academic performance data (SRI, CAST, OUSD Dash Board data, etc.), along with other anecdotal data, in Collab - Collaboration notes and agendas reflecting consistent individualized and one-on-one student support and work done by pathway teachers to support seniors with their capstone projects. - Collaboration notes and agendas reflecting consistent student support protocol with major stakeholders aimed at supporting our students with attendance, behavior and academic needs. - Working collaboratively, Green Energy Pathway teachers will close the opportunity /achievement gap by continuing to build an adult culture that is unified around this vision. -Reduce the achievement gap for SPED, EL, African American and Latino students by providing Math and English Intervention classes and targeted student support.
- Improve student A-G completion by providing pathway specific intervention courses in English and Math aligned with the Green Energy Pathway theme and by providing targeted student support.	- Staff retreat to review grade-level integrated projects, capstone project, grouping strategies, literacy strategies, student leadership, pathway-wide behavior / academic procedures and expectations, and intervention strategies. - Summer and School Year Project Based Learning PD (retreats) aligned to pathway outcomes and graduate profile for teachers in the pathway. - Continue to plan and implement integrated projects that include anchor texts and other documents; include literacy as a focus in all of these projects. - Continue to use the Claims, Evidence and Reasoning (CER) Organizer and Graduate Capstone Rubrics to enhance students' Reading and Comprehension, Multiple Perspectives, Research Writing and Oral Presentations skills from 9th grade to 12th grade. - Analyzed student work - Student graduation, A-G, and academic performance data (SRI, CAST, OUSD Dashboard data, etc.) - Successful completion and presentation of senior capstone projects and integrated projects - Ongoing continuous improvement process for pathway-specific Dual Enrollment courses.
- All students in Pathway will experience at least three college visits, three career exploration visits and complete one dual enrollment course. All students will have at least one internship experience and graduate with a resume, cover letter and a brag sheet.	- Students attending career expos and and skilled trades fairs in 11th grade. - Students assuming different professional roles when working on group projects. - Completed student resumes, cover letters, brag sheets, etc - Students using 21st century skills in the classroom during group work and outside the classroom during internships and other school activities. These skills are displayed during interviews for internships and job placements. - Increased Dual Enrollment participation across the pathway. - All 11th and 12th grade students will have updated resumes, reference page, cover letters and have received coaching & feedback on their interview skills and resumes. - Increase in 10th and 11th grade student participation in summer internship programs and year-long internship programs. - Continue to promote career awareness, exploration & development by providing workshops to help students develop 21st century skills and prepare students for career exploration visits, job shadows and field trips. - Professional mentors and in industry partners will continue to work with our students during PBL
- 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 and EL case managers. The Senior Capstone project will be modified to meet the individual students' needs.	- Student graduation, A-G, and academic performance data (SRI, CAST, OUSD Dashboard data, etc.)

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Teacher Salary Stipends: Extended Contracts for Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with green energy CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	$16,000.00	1120	Enter object code at left.		Green Academy
Conference Expenses for Conferences / Staff Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (Educating for Careers, etc). Funding will be used for travel, logistics, and registration.	$7,000.00	5220	Enter object code at left.		Green Academy
Teacher Substitute: Sub Coverage money for Green Energy teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Green Energy pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	$5,125.00	1150	Enter object code at left.		Green Academy

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals		
Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**	**What will you do different next year to continue to improve?**
All teachers in the pathway share leadership in developing and implementing improved protocols and procedures for student support and interventions, as well as restorative practices and culturally responsive pedagogy	- Invitational and distributive leadership within pathway: Sharing best practices, protocols, student leadership, distance learning instructional resources and technology, group work, student engagement, reaching out to students, calling homes, grade level student support as evidenced in collaboration meeting agendas and minutes. - Pathway attendance records, collaboration meeting agendas and minutes, and completion of student interventions. Teachers sign up for best practices every week. Teacher feedback indicates that they appreciate learning best practices from each other and use these strategies in their own classes.	- Continue to provide support for pathway leaders to build capacity and strengthen their various pathway leadership assignments.

Close the opportunity (previously known as achievement gap) for SPED, EL, African American, and Latino students.	- Critical data points concern inequitable A-G completion rate in the Green Pathway: as of 2018-19, 28.6% of African American students, 33.3% Filipino students, 58.8% Latino students, compared to 100% white students. Among our special populations, we see a 20% completion rate for SPED students, in comparison to 61.9% for non SPED students; 37.5% for EL students, in comparison to 61.7 non EL students. The following actions were taken to improve these outcomes: -Family engagement through pathway nights as well as individual phone calls home, with guidance from care managers on effective family engagement. - Pathway counselor holds family engagement meetings in addition to transcript audits for 11th and 12th grade students, leading to student and family knowledge and agency in regard to on-track-to graduate status and post-secondary planning. - Pathway teacher leaders invited to discuss specific student supports for target populations: SPED & EL. - Individualized student support and mentorship for SPED, EL, African American, and Latino students provided via SST meetings and follow up actions targeted toward each student's needs. - Personalized supports and interventions discussed during pathway collaboration on days designated for personalized supports: for example, student-by student interventions to date include over 100 documented per grade level. -This focus leads to changes in classroom practices in support of student growth.	- Invite potential teachers leaders within the pathway to specifically support African American and Latino students within the pathway by establishing official roles (e.g. Pathway EL Ambassador, etc.) - Engage with site-based parent coordinator and district translation services to help translate for parents during meetings and coordinated outreach. - Reteach and review how to use Talking Points/Parent Square and its translational features for family communication.
Pathway will serve as an exemplar of PBL, WBL and CTE integration, to promote linked learning best practices, district-wide and state-wide.	- Continued collaboration with other pathways to engage and prepare students and build capacity for summer internship participation at Skyline. - Invited and appointed a pathway leader in charge of dual enrollment and internship recruitment to help promote and ensure increased student enrollment and equity in WBL. - To date we have a record number of students interested in summer internships. More students have enrolled and participated in dual enrollment classes, and two more DE classes will be held in the summer, due to targeted student recruitment.	Continue to build upon and refine our current efforts in promoting PBL, WBL, and CTE integration and linked learning practices school-wide, district-wide and statewide.
Green Academy will create a model student leadership program, in which students are fully integrated into pathway planning and continuous improvement	- Green Energy student leadership program is in its second year and growing. Student leaders have proposed plans and projects within our campus and the community which involves presenting to and working with industry and community partners. Student leaders attend and participate in teacher retreats, decision making process, learning walks, conferences, and workshops. Student leaders also visit, share and learn from other schools' student leadership programs.	- Consider incorporating CTSO into the pathway leadership program. - Continue to support and strengthen current student leadership program.
Pathway Strategic Actions		
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Engaged all pathway staff in professional development on closing opportunity gap for target student populations, including PD on the following: supporting SPED and EL students in pathway classes, supporting African American, Latino, EL students and reclassified students who are below grade in SRI specifically.	- Practiced invitational leadership to provide ongoing lens and support for special populations within the pathway. - Developed a strong equity strategy ensuring one-on-one targeted supports for SPED and EL students, which enabled teachers to develop awareness of students' needs and innovate support strategies accordingly.	
Improve student A-G completion by providing pathway specific intervention courses in English and Math aligned with the Green Energy Pathway theme and by providing targeted student support.	- 9% increase in A-G completion (12th grade graduates) from 17-18 to 18-19. - Pathway specific intervention courses in English and Math remain pending, as site determines best approach to ensure equity and efficiency across the site as a whole.	

All students in Pathway will experience at least three college visits, three career exploration visits and complete one dual enrollment course. All students will have at least one internship experience and graduate with a resume, cover letter and a brag sheet.	- Despite the challenges of pandemic distance learning, all college visits in 9th through 12th grades are occuring in virtual format. - All seniors will be graduating with a resume, cover letter and a brag sheet. All juniors have already created their resumes, cover letters and brag sheets. - 33 Green Energy Academy students enrolled in a dual enrollment course in fall semester of 2019-20, as compared to 26 in fall semester of 2018-19. - Our 11th grade students attended the GreenBuild Career Expo in October/November 2020. We also had industry partners from the US Green Building Council, Washington DC and PGE present to our students about green careers via zoom.
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 teachers and EL support staff. The Senior Capstone project will be modified to meet the individual students' needs.	- EL 12th grade a-g completion data requires updating for 2019-20. (a-g completion in 2018-19 was 37.5% for ELs and 61.5% for non-ELs.) When district data is updated to include 2019-20 and 2020-21 data, we will be analyzing to see if our strategic actions were successful. - To date (3/15/21) a record number of 94 Green Energy students have filled out a summer internship interest forms. - Senior capstone teachers and teacher leaders worked regularly with SPED case managers to support individual students with their capstone projects. - EL Ambassador role will be reviewed as a potential pathway leadership role to support keeping a lens on EL student supports during collaboration.

For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions *-What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Engage pathway team in professional Development and collaboration focused on equity.	- Improvement in the performance of African American, Latino, SPED, EL and reclassified students in pathway classes. - Continue to use all available resources including technological, distance learning and online resources to to support our students.
Improve student A-G completion by continuing to seek innovative ways of improving grades in English and math core classes specifically.	- If pathway specific intervention courses in English and Math are unable to occur within the Green Energy Pathway cohorts, new and innovative ideas will need to be implemented in order to provide targeted student support.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures *- How did distance learning impact your budget expenditures?* *- What did you find was the most effective use of resources towards your goals and strategic actions and why?*
Distance Learning impacted our budget expenditures in that many of the items we initially planned for such as field trips/transportation for field trips/conferences/substitutes for field trips and conferences were ultimately not permitted/needed. However, we did see an increase in the need for more pathway specific projects and collaboration to adapt our pathway learning and community to a virtual/distance learning environment as well as more outreach and support of students and families. We also saw a need for more innovative virtual learning tools and equipment rather than in-person experiences and travel. Due to these changes, we adapted our budget expenditures to an increase in extended contracts for teachers to engage in this work and outreach as well as an increase in virtual programs and tools for students to continue to be challenged during distance learning.
The most effective use of resources was certainly the extended contracts for collaboration time. Teachers needed extensive time during this shutdown to develop whole new methods of teaching once the shutdown occurred. Teachers had to spend extensive time coming together, learning new software, new routines, and sharing best practices. This funding helped us set aside the necessary time to re-learn and re-tool ourselves for maintaining our Pathway in the face of the transition to full online instruction.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below.* *Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

Teacher Salaries Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum with Green Pathway CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Green Pathway (~350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. (Salary & Benefit Costs)	$16,000.00	1120	Teacher Salaries Stipends			Green Academy
Conference Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, etc). Funding will be used for travel expenses, registration fees, and applicable meals.	$7,000.00	5220	Conference Expenses			Green Academy
Teacher Substitutes: Substitute coverage for the Green Academy teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs)	$5,125.00	1150	Teacher Substitutes			Green Academy

COMPUTER SCIENCE & TECHNOLOGY ACADEMY			
Mission and Vision	Mission Computer Science & Technology Academy provides students with an opportunity to succeed in careers in computer science and technology and post-secondary education in the area of computer programming, coding and digital multimedia. The Computer Science & Technology Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry level technical training position with career potential. Vision Computer Science & Technology prepares students to become responsible adults who can use technology to improve both their lives and the lives of others by integrating career training and college preparation learning experiences. Within the curriculum, there is an emphasis on academic rigor, math and science content, cross curricular activities, and audience-informed, contextual writing. Students will learn about coding, digital art, animation, game design, web design, film production, audio/video technology and Computer Science. We partner with Berkeley City College, so students can receive college credit while taking high school courses, and all classes emphasize hands-on project based learning using the latest interactive technology.		
PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	**Evidence of Strengths**	**Areas For Growth**	**Next Steps**
Rigorous Academics (pages 3, 4, 5 of rubric)	-Students have access to a wide range of AP courses that reinforce and extend pathway theme curriculum. - CTE teachers have 70 years of combined teaching experience, with 15 years average experience of pathway teachers (including core academic teachers). - Weekly pathway collaboration focused on integrated projects. - Participation in Graduate Capstone Learning Series; emphasis on Graduate Capstones and teacher use of capstone rubrics across content and grade levels.	- Improve authentic integration of pathway specific themes in core content curriculum. - More opportunities for sharing best practices across our pathway team, including classroom visits, learning walks, and tuning protocols, with opportunities to unpack during dedicated pathway collaboration. - Plan for content-specific and pathway theme aligned Professional Development. - Integrating students enrolled in non-pathway specific AP classes, and ensuring they have equitably access to pathway culture and resources.	Share best practices of individual teachers who have achieved quality classroom rigor and incorporate practices/structures/protocols into integrated projects curriculum. Determine pathway-wide academic instructional strategies and academic norms that all teachers can agree to implement consistently. Consensus on lesson plan format when project planning. Routinize grade-level team classroom visits when teaching integrated projects. Make a plan for better integration of students in AP courses, exploring additional options for expanded DE.

CTE (pages 3,4,5 of rubric)	Students have access to a wide variety of CS related disciplines. In response to student interest and job market conditions, Computer Pathway is establishing a Game Design/VR pilot sequence for the 2020-21 academic school year. Continued and sustained formal relationship with Berkeley City College for streamlined student access to College classes.	Developing, refining, and integrating the Game Design/VR strand curriculum. Emphasizing equity in terms of gender representation and racial balance within the CS specific courses. Increasing well-planned PD specific to the new Game Design curriculum. Bringing CTE content and industry-methods deeper into core course curriculum and collaborative projects.	Finish developing the Game Design/VR strand curriculum. Incorporate gender and racial analysis of the CS profession and how that relates to current CTE classes during collaboration/ planning sessions. Consider options and determine action plan to address inequities, which may or may not include collapsing and/or integrating of course sequence offerings within our pathway. Plan CTE content specific PD into our annual pathway PD calendar. Develop and implement a strategy for increasing Skyline student enrollment in Berkeley city college classes. Provide time during pathway collaboration to share and incorporate ideas for CTE content and industry-methodology into core classes.
WBL (page 6 of rubric)	Strong partnership with SAP. Regular guest speakers invited to CTE classes, with resume and other WBL workshops included across all grade levels. Pathway students taking summer courses at BCC. Career exploration visits scheduled in all CTE courses, with smaller group trips as appropriate. Opportunities for students to showcase their work authentically (e.g. Film Festival & PSA hosted at Grand Lake Theater).	Increase the number of students participating in pathway related internships. Increase personalized job-shadow opportunities based on individual student interests. Integrate more work based learning into integrated projects. Incorporate more career readiness workshops hosted by pathway partner organizations. Grow opportunities for students to showcase & receive authentic feedback from industry partners on their integrated projects. We also want to improve our pathway-specific support of a school-wide established, utilized, and referenced accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. with equitable distribution across the pathway.	Organize more personalized job shadows for 11th grade. Organize opportunities for industry professionals to be included into the feedback and assessment of integrated projects & capstone work. Plan, research, and organize additional career readiness workshops. Create more opportunities for students to showcase their work and get authentic feedback (electronically and in-person) through sustained student portfolios. Utilize and reference our accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc.

| **Comprehensive Student Supports**
(page 7 of rubric) | Weekly (Friday) pathway collaboration dedicated to student interventions and supports, where we address specific student needs by grade level to support with resources through strategic classroom adjustments and our schoolwide Coordination of Services Team (COST).

Climate and Culture Support Team: Dedicated academic counselor, case manager and assistant principal for the computer pathway to build strong rapport and relationships with our particular pathway students and families. (E.g. Ms. Huggins and Ms. Marisol conduct weekly check-ins with students who have been identified by staff, teachers, family/guardians, and/or through COST in need of additional supports and check-ins related to academics and/or social/emotional wellness.)

Case manager position in Computer Pathway is held by Ms. Rodriguez-Sanchez who supports tremendously with outreach to Spanish speaking families.

Student intervention tracker used to document supports and next steps of supports for students in need of interventions (attendance, behavioral, academic, social emotional, health/wellness)

The newly adopted weekly newsletter communication that goes out to all students and families on Sunday evening that details schoolwide news and updates, as well as links to lessons and classroom expectations for the week for each pathway teacher.

Comprehensive and inclusive model to support students with IEP's within the pathway which make up 20% of all pathway students.

College outlook plan and push-in support in which staff dialog with pathway students regarding post-secondary options (e.g. Ms. Lindo and Ms. Villegas guest speak in CTE classes. Guidance lessons are provided to each grade level throughout the school year about academics, graduation requirements, and overall mental health and wellness led by Ms. Huggins and the School Counseling team. Individual check-ins with every student in the computer pathway (10-12th) twice a school year with Ms. Huggins to review their transcript, discuss their classes in relation to graduation requirements, discuss post-secondary plans, and discover if there are any additional supports that are needed to support student success.)

Dedicated student awards ceremony calendar where each marking period our team celebrates students that demonstrate commitment to academics, supporting others, attendance, and improvement in these areas throughout the school | Continued growth in regards to our alignment and partnership with Skyline's College and Career Readiness team (frequency of pushins and curriculum-based follow up, development of individualized College/Career goals and plans for all students, etc.)

Improvement in embedded SEL supports that increase the capacity of students that are in need of interventions and supports and developing a more efficient system for delivering, communicating, and assessing what interventions are being implemented.

Improving documentation and frequency of phone call check-ins for each student in the pathway each marking period. | Summer planning and retreat that includes representatives from the College and Career Readiness team and our climate and culture support team as well as the team of educators within the pathway to develop and/or refine systems for comprehensive student supports such as:
- Refining our newsletter to support access issues for families.
- Refining our College and Career Readiness structures and personalized planning for our pathway students.
- Refining our systems of interventions and creating a more efficient and effective system for delivering, communicating, and assessing interventions and supports, including assigning each team an "advisory" list of families for individual teachers to make wellness checks for the families on their advisory list.

Following the summer retreat, having regularly calendared progress monitoring sessions in collaboration to determine which supports are working and which need to be refined or altered.

Additionally, we would like to provide support and training to achieve the following goals:
- More teachers involved in initial SSTs, with consistent follow up SSTs.
- More early academic interventions implemented with 10th grade students to keep students on track to graduate. |

| Pathway Student Outcomes (page 2 of rubric) | Increased percentage of seniors who completed A-G required coursework from 33.3% in 2017-18 to 58.9% in 2018-19.

Increased students on-track to graduate in 11th grade, from 49.1% in 2018-19 to 62.8% in 2019-20.

Increased attention to students who demonstrated perseverance during pathway celebrations. | Improve consistent analysis of student data during pathway collaboration.

Increased students off-track to graduate in 10th and 12th grades, from 42.7% in 2018-19 to 51.3% in 2019-20 in 10th grade and 14.6% in 2018-19 to 34.8% in 2019-20 in 12th grade. Dropout rates also increased from 2.8% in 2018-19 to 5.6% in 2018-19.

Improved lesson plan alignment (e.g. clarify student learning experiences/ expectations/ outcomes in our pathway, beginning to end.) | Develop a strong narrative for students about what it means to be in the pathway. Track student/family interpretation of the Computer Science & Technology Pathway over multiple years.

Make a plan for raising achievement rates of historically marginalized students as well as on-track to graduation rates for all students within the pathway by examining data and implementing data-responsive interventions across all pathway classes.

Dedicate time during pathway collaboration to calibrate lesson planning and provide peer/student feedback on how lessons and unit plans effectively address the "instructional core." |

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Fully developed CTE and core content specific professional development plan, so that CTE teachers (and Core teachers) are getting CS specific PD as well as professional development on collaboration and bridging content areas and CTE for a stronger student experience.	-All teachers participate regularly in content specific professional development -Teachers at each grade level do an integrated project 1/semester, reflect on successes and areas of growth, and continually implement adjustments in response to student progress -Increase in student engagement in all pathway classes, as measured in learning walks, student surveys,etc.
Equity plan for increasing gender/racial balances in pathway enrollment and academic success, as measured by improved on-track to graduate rates.	-Percentage of girls enrolled in the pathway at least 45% -10% increase of African American/Latino males in CS classes -Collab meetings track equity in CS achievement data, including enrollment, retention, and student outcomes and plan for interventions to address achievement gaps, especially for students who are historically marginalized -All teachers are continually improving practice around equity and inclusion in their content area, focusing steadily on students who are disproportionately struggling in academics -10-point increase in African American students on track to graduate -10-point increase in Latino students on track to graduate
Our PLC will be a professional learning hub where teachers learn from one another, create integrated projects that draw on the skills of each discipline, and collaborate to support student initiative and engagement.	-Cohesive and useful collaboration notes and documentation -A well-functioning system of distributed leadership where different individuals in the team hold specific responsibilities, like student awards, contacting families, etc. -Engagement of industry partners in all integrated projects -Content knowledge and skills from all involved classes fully incorporated in all integrated projects

Pathway Strategic Actions

Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?	What evidence will you look for to know you are successful?
Work to develop the curriculum for the Game Design strand in conjunction with Daniel Spinka and Sam Berg to ensure we have a fully developed sequence of instruction	Completed courses that students have successfully taken Even racial and gender balance and student outcomes in Game Design classes Partnerships, curriculum, CEVs, and internships contribute to a model WBL program in the Computer pathway
Prioritize gender and racial balance in the Computer Pathway through student-led recruitment strategies and a focus on women and people of color in work based learning opportunities	The gender and racial balance in the pathway matches the school's demographics At least one female guest speaker per CTE course per year Computer pathway students share responsibility for promoting equity in pathway participation and achievement

Pathway development focuses on understanding student experience and improving student engagement and success in all pathway classes	All pathway students are surveyed at least 1/semester about their experience in the pathway. Continuous improvement planning: all teachers analyze student responses in order to incorporate student feedback in classroom instruction Students report feeling engaged in pathway classes
Design and develop increasing numbers of collaborative projects implemented in grades 10-12 to make the goal of creating at least two collab projects per grade level	Collaboration notes and documentation reflect ongoing attention to assessment and progress Industry partners involved in every integrated project Pathway theme is evident in every integrated project Content skills and knowledge from every participating class is integral to every integrated project

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salary Stipends: Extended Contracts for Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with Computer Pathway CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	$24,000.00	1120	Enter object code at left.			Computer
Teacher Substitute: Sub Coverage money for Computer Pathway teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Computer Pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	$4,126.00	1150	Enter object code at left.			Computer

2021-2022: YEAR TWO ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Fully developed CTE and core content professional development plan, so that CTE teachers (and Core teachers) are getting CS specific PD as well as coordinated collaboration focused on bridging content areas and CTE for a stronger student experience.	-We hired a strong new CS teacher, who is working on his CTE credential. -In coordination with pathway leadership, this new teacher is collaborating closely with district support staff to strengthen course sequence and align curriculum with industry standards. -4 pathway teachers attended the February 2021 CPA conference, collecting and disseminating resources and best practices to support the pathways CTE focus across the content areas. -For the federal monitoring process of our CTE programs, CTE teachers reviewed curriculum and engaged in collaborative documentation. We leveraged the audit to serve as a generative form of professional development through reflection, discussion, and planning. Teachers finished the process with new ideas and energy to improve CTE in the pathway. -2 pathway teachers teach multimedia concurrent enrollment multimedia courses at BCC. Preparing for these classes and aligning with BCC programs enriches content knowledge and improves practice in the pathway, as evidenced by sustained engagement in learning by both students and teachers.	-We will focus on incorporating core content (non-CTE teachers) in professional development on CS. -We will pursue opportunities for Professional Development on building, sustaining, and growing teams (e.g. Art of Coaching Teams training.)

Equity plan for improving gender/racial balance in pathway enrollment and reducing subgroup (race, gencer, ability, language, etc.) disparities in academic achievement, as measured by improved on-track to graduate data.	-Pathway enrollment for 2021-22 is intentionally and strategically diverse and robust. -Pathway held events focused on bringing in scientists and engineers of color. Each 9th gr lead identified 15 students from underrepresented student populations to a special evening event with a computer scientist. -Additional events included partners such as SAP, Air BnB, Dropbox, and Salesforce. These events featured opportunities for women and students of color to see themselves in the fields of CS. It also provided them with networking and mentoring opportunities. -As we faced drops in student attendance, engagement, and academic performance due to the pandemic, we developed academic recovery plans, with an emphasis on mastery of content vs. deadlines. Students are using the opportunities we are providing to demonstrate content knowledge and earn academic credit. -The Computer Pathway hired two strong women in support roles: Our dedicated counselor and case manager build relationships and support teachers in building relationships so that female students feel supported in reaching their career goals. -On track to graduate rates for 11th graders rose from 38% in 2019 to 55% in 2020. However the effects of the pandemic are visible this year, as we see a slight drop to 48% to date this year.	-Continue to provide access to 9th grade students to networking and tech events approx. once per quarter to build interest and vision amongst students. -Expand career events focused on students who make up underrepresented subgroups in all grade levels. -Continual review and analysis of on track to graduate rates with an eye to improving on track to graduate rates for our most marginalized student groups.
Our PLC will be a professional learning hub where teachers learn from one another, create integrated projects that draw on the skills of each discipline, and collaborate to support student initiative and engagement.	-Traditional integrated projects were paused by the pandemic and the challenges of the split quarter system. Nevertheless, we are continuing a TUPE integrated project that we have been committed to for several years. This engages students in English and CTE classes in the Hear My Voice Conference in May, with PSAs and poetry emerging from students' interests and passions and demonstrating pathway knowledge and skills. This is an example of our partner organizations pivoting to meet students' needs during the pandemic, without in-person contact. -Pathway teachers participated in a SAP workshop in the fall, focused on how to recruit volunteers to support pathway needs and enhance students' pathway experiences. -Our new CS teacher has been learning how to bring industry professionals into the classroom on the Nepris platform. -Our new Physics teacher collaborated with an Art teacher to engage students in the Innovative Designers of Tomorrow (IDOT) group based at UC Berkeley. -Weekly in Collaboration meetings, teachers share best practices in distance learning, and experiment with implementing what they learn from one another to improve practice.	-Next year we will apply and extend what we have been learning this year. We will widen our use of Nepris and our engagement of community partners in events, classrooms, and other areas of student and teacher learning. -We will prioritize and re-energize integrated projects at each grade level.

Pathway Strategic Actions		
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Work to develop the curriculum for the Game Design strand in conjunction with Daniel Spinka and Sam Berg to ensure we have a fully developed sequence of instruction.	-Focusing on hiring a strong game design teacher and ensuring he is well supported has resulted in establishing a fully functioning game design program. Although distance learning didn't impact this process, accessing software has been a significant obstacle in day-to-day instruction. -Our enrollment for game design (60) and AP CS (20) remains low. We need to strategize on increasing enrollment in these courses.	

Prioritize gender and racial balance in work based learning opportunities in the Computer Pathway through student-led recruitment strategies with a focus on women and people of color.	- Deeper partnerships with industry professionals through the creation of events that provide prospective 9th grade students and current computer pathway students with access to networking opportunities with a diverse group of computer science engineers. This was evident by the demographic breakdown of students that selected the computer pathway as their first choice at the time of pathway selection for rising 10th graders.
Pathway professional development focused on understanding student experiences and improving student engagement and achievement in all pathway classes.	Moving our pathway focus to include a more holistic approach to student supports by incorporating social emotional learning and academic supports to ensure there is top-to-bottom support for the youth in the pathway has been a success for us this year as measured by the California Healthy Kids Survey and anecdotal feedback from students and parents. Attempts to provide socializing opportunities for youth during the pandemic on zoom have not been well attended, and our team is thinking through other opportunities to ensure socialization occurs by the use of group community builders in core and CTE classes.
Design, develop, and refine collaborative projects implemented in grades 10-12 to reach the goal of at least two integrated projects per grade level per year.	-We maintained and prioritized pathway collaborative periods, despite the pandemic. The splitting of our schedule into a quarter system created a negative impact on collaborative projects in that cohorts were broken up and some classes were no longer occurring simultaneously. Normally cohorts would all be taking English, History, and a CTE elective in the same semester and quarter, during distance learning they are split between two different quarters within each semester.

For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:

Strategic Actions -What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Work on developing a three course sequence for the Game Design strand of the pathway	We will have a three course sequence in place on the master schedule by the end of the 2021-2022 school year.
Solidify integrated projects so we can have a minimum of two per year per grade level and develop a professional grade culminating film project that provides exposure to industry professionals, job shadowing, and internships on site.	-Develop a master list of integrated projects sufficient to provide two integrated projects per year for all grade levels. -Establish the framework for a large scale integrated project with the assistance of earmarked SAP funds for the 2021-2022 school year. Complete a full project by the end of May 2022.
Continue developing relationships with additional advisory members to deepen partnership and provide additional student exposure to industry partners with attention to increasing connections to women and POC in the industry.	Create a master plan with advisory members to highlight activities they can participate in by November 2021.
Continual review and analysis of on track to graduate rates with an eye to improving on track to graduate rates for our most marginalized student groups.	2020-21 on track to graduate rate is 70.8% for our African American 12th graders, 54.2% for our Latino 12th graders. Our 2021-22 goal is 80% for our African American 12th graders, 64% for our Latino 12th graders.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

42.90%

The most effective use of resources was certainly the extended contracts for collaboration time. Teachers needed extensive time during this shutdown to develop whole new methods of teaching once the shutdown occurred. Teachers had to spend extensive time coming together, learning new software, new routines, and sharing best practices. This funding helped us set aside the necessary time to re-learn and re-tool ourselves for maintaining our Pathway in the face of the transition to full online instruction.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* *- What is the specific expenditure or service type?* *- How does the specific expenditure or service type support or is aligned to pathway development?* *- How does this expenditure improve student engagement and how many students will be served?* *-What need does this specific expenditure or service type address?*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)

Teacher Salaries Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum with Computer Pathway CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the Computer Pathway (~350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. (Salary & Benefit Costs)	$24,000.00	1120	Teacher Salaries Stipends			Computer Science & Technology Academy
Teacher Substitutes: Substitute coverage for the Computer Science & Technology Academy Pathway teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Pathway specific activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (Salary & Benefit Costs)	$4,125.00	1150	Teacher Substitutes			Computer Science & Technology Academy

EDUCATION & COMMUNITY HEALTH ACADEMY	
Mission and Vision	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. 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. Students graduate from this pathway proficient in public speaking, research skills, and interpersonal communication. Our students explore careers dedicated to transforming lives of young people: teachers, school psychologists, educational researchers & activists, administrators, coaches, social workers, and health care professionals.

PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	**Evidence of Strengths**	**Areas For Growth**	**Next Steps**
Rigorous Academics (pages 3, 4, 5 of rubric)	The majority of the pathway team engages in an annual integrated project for 10th and 11th grade students in English, History, CTE and Science courses, in order to lead a project grounded in PBL principles and practices. Pathway teachers participate in professional development both within OUSD and the pathway through annual learning rounds. Student supports have become much more holistic with deeper inclusion of the pathway administrator, counselor and case manager. Culture and climate within classrooms are grounded in restorative justice practices and pedagogy.	Classroom observations: Led one learning round this year; looking to plan and facilitate at least two learning rounds per year. Lack of alignment of protocol for reviewing and analyzing student work; set up a system for reviewing student work during collaboration. Include more explicit pathway themes in the integrated project; each teacher brings a component of each content area and discipline to integrated project improvement.	Develop protocols for analyzing student work by focusing on progression of students' skill attainment, e.g. writing, reading, and discussion skills. Engage in collaborative and reflective work with the team to align on what exactly "rigorous academics" means, and what specific student outcomes we would want students to achieve by the end of each grade level (vertical alignment, especially).
CTE (pages 3,4,5 of rubric)	Students are not only sharing their learning within CTE classes, but also within their school community and the wider Oakland community e.g. JA Day, etc. Equitable access to career and college exploration field trips for all students within the pathway.	Pathway teaching and learning goals will be best met with more focus on instructional practices. Improving the intersections or relationships between education and community health. Working to also incorporate ideas outside of the college route, e.g. gap year, vocational schools, etc.	Offer more certification opportunities in CTE classes. Increase work based learning activities through community partners like FACES, Samuel Merritt University, OUSD Restorative Justice, Highland Hospital, Alameda County of Public Health. Dedicate time during pathway collaboration to align and refine common instructional practices and improve intersections between education and community health.

WBL (page 6 of rubric)	Health Lab - Students now have access to hands-on experiences exploring various careers in health and medicine. Career exploration visits are becoming more diversified. Guest speakers - TUPE, student panels from Samuel Merritt University, veterinarian, emerging partnership with FACES (Mental Health First Aid Training). Consistency with partnerships w/Samuel Merritt University, JA Day, Highland Hospital. Most students pursue pathway aligned internships over the Summer.	Job shadows could be improved - smaller and more intimate career exploration visits are more impactful for students. Getting students certification in CPR/First Aid, etc. Working to recruit more students for the ECCCO Summer internship program. We also want to improve our pathway-specific support of a school-wide established, utilized, and referenced accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. with equitable distribution across the pathway.	Reach out to various industry partners to schedule more job shadow opportunities for students. Increase outreach to students during the Spring to recruit more students for ECCCO Summer internships. Sequence WBL experiences in a way that culminates in the opportunity for students to connect their Senior Capstone research/civic engagement component with a work based learning experience. Utilize and reference our accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc.
Comprehensive Student Supports (page 7 of rubric)	Strong student rapport between teachers, counselor, admin, and students. Students and families are known by pathway teachers and supports due to the roll-out of a new pathway advisory system of support. Increased student individual counseling and parent communication. Classes differentiated to meet learning differences. Increased use of campus resources: counselor, SPED, case manager, COST, CCRS. Increased collaboration with Skyline's College & Career Specialist.	Need more support, communication, and partnership with our College and Career Readiness team. Improve personalized supports identification, implementation, and assessment during weekly collaboration. Students that are often "middle of the road" in terms of achievement and engagement within the pathway are being overlooked for supports, whether pushing to the next level and/or providing scaffolds/interventions.	Develop formal plan that includes counselor, case managers and College &. Career supports on the types of services students will receive (per grade level) and when (including how to track services). Celebrating students of all abilities for growth and progress. Further alignment on culturally responsive and trauma-informed pedagogical practices to support students with more specific needs.
Pathway Student Outcomes (page 2 of rubric)	Enrollment data shows greater student diversity in pathway (GPA, race/ethnicity, etc.) In the 2018-2019 academic year, 63% of our graduating Seniors met A-G requirements. In the 2018-2019 academic year, 81% of our Seniors were on track to graduate. In the 2018-2019 academic year, 66% of our Juniors were on track to graduate. In the 2018-2019 academic year, 26% of our graduating Seniors enrolled in a 4 year university and 43% enrolled in a 2 year college.	In the 2018-2019 academic year, 52% of our Sophomores were not on track to graduate. In the 2018-2019 academic year, 36% of our graduating EL Seniors met A-G requirements.	Increase outreach to 10th grade students and families (teachers, counselor, admin, case manager) in order to build clearer communication through lines between all stakeholders. Early interventions for 10th grade students, e.g. unpacking and reading transcripts, reviewing graduation requirements (OUSD vs. A-G requirements), refining advisory structure. Explore deeper supports and intentional structuring with our EL Newcomer students, i.e. collaborating with ELL teachers on campus.
2020-2021: YEAR ONE ANALYSIS		

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Pathway teachers are instructional leaders in the school, who innovate, develop student leadership, promote ongoing professional learning, and drive schoolwide improvement	- Attendance at and presentation at professional development conferences, e.g. Summer PBL PD (OUSD), Educating for Careers, Linked Learning PD (OUSD), Capstone PD's - Teachers pursuing CTE credentials - Deliverables from professional development are shared in Collab and in whole site contexts - Sharing best practices during collaboration and in whole site PD - Two learning rounds per year focused on culture and climate, as well as academics - Students from diverse groups (grades, referrals, etc.) participate in learning rounds, in order to provide the widest range of feedback to teachers on classroom climate and pedagogy - Refining integrated projects for 10th and 11th grade, as well as Senior Capstone
Increase number of students on track to graduate in 10th, 11th and 12th grades by 20%.	- Continued monitoring and analysis of given data on OUSD Data by teachers, administrator, counselor and case manager, with particular focus on eliminating long standing achievement gaps - Growth in SRI, IAB and SBAC test scores - Newcomer supports deeply integrated throughout pathway classes - Increase in exposure to potential paths after high school (college exploration field trips, job shadows, apprenticeships, internships, career exploration field trips) - Increase in on track to graduate percentage for each grade level by 10% or more.
All teachers in the pathway share leadership in developing and implementing improved protocols and procedures for student support and interventions, as well as restorative practices and culturally responsive pedagogy	- Early interventions for 10th grade students by teachers, counselor, administrator and case manager - Transcript reviews for students in CTE classes twice a year followed by exit survey to check for students' understanding - Efficient and relevant documentation tools for pathway team to track interventions in place for students - Increased pathway-wide use of Salesforce app to submit COST referrals - Documentation of action steps after a URF is submitted for a student in Aeries - Designated CHED Pathway EL Ambassador as part of a whole-school strategy for Newcomer success

Pathway Strategic Actions

Strategic Action What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?	What evidence will you look for to know you are successful?
Integrate pathway development and academic alignment by increasing teacher participation in professional development by 20%.	- Teachers share and develop observations and findings from learning rounds - Application of shared best practices (academic and culture) in classrooms - Efficient updating of relevant trackers (academic and student support) and following up with action items via trackers
Build out student support and interventions by deepening collaboration between teachers, administrator, counselor and case manager and prioritizing shared learning in restorative practices	- Consistent meeting dates for administrator, counselor and case manager to follow up with interventions placed for studen - Further integration of ELL teachers and support staff in collaboration - Pathway-wide application of restorative practices and culturally responsive pedagogy
Increase student participation in Work Based Learning experiences (career exploration visits, job shadows, internships, and apprenticeships) by 15%.	- Biweekly meetings between pathway director and WBL liaison - Early outreach to students in February for Summer ECCCO internships - Preparing students to write and refine resumes and cover letters - Increased number of career exploration visits and internships
Increase involvement of advisory board members with pathway development, especially as it relates to the integrated project and WBL.	- Advisory members commit to presentations in CTE classes - Advisory members provide feedback on 10th and 11th grade integrated projects (with development and student work) - Increased mentorship of Seniors during research and civic engagement components of the Capstone - Increased attendance of advisory board members at annual advisory board meeting

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

Teacher Salary Stipends: Extended Contracts for Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with Education & Community Health CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	$15,000.00	1120	Enter object code at left.		Ed & Community Health
Conference Expenses for Conferences / Staff Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (Educating for Careers/Linked Learning etc). Funding will be used for travel, logistics, and registration.	$5,000.00	5220	Enter object code at left.		Ed & Community Health
Teacher Substitutes: Sub Coverage money for Education & Community Health teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Education and Community Health Pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	$3,125.00	1150	Enter object code at left.		Ed & Community Health
Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Education & Community Health Pathway theme	$4,000.00	5826	Enter object code at left.		Ed & Community Health
AC Transit / BART Tickets to provide students with equitable transportation options for school year and summer internships, college and career field trips, and work based learning opportunities	$1,000.00	4310			Ed & Community Health
2021-2022: YEAR TWO ANALYSIS					
Pathway Strategic Goals					

Pathway Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?
Pathway teachers are instructional leaders in the school, who innovate, develop student leadership, promote ongoing professional learning, and drive schoolwide improvement.	- Direct outreach to pathway teachers based on interest, strengths, and areas of growth. - Develop specific teacher leadership roles, e.g. student wellness coordinators, praxis lead with clear expectations and deliverables. - Schedule biweekly meetings to check in with pathway teacher leads, pathway director and pathway assistant principal to review highs and lows of that week and plan improvements for the following week.	- Establish these roles earlier in the school year so that teachers have time to brainstorm ideas for deliverables within each role. - For example, our student wellness coordinators will be revamping the SST model to a student led conference model where students are planning and facilitating meetings with their teachers and other adult allies.

Increase number of students on track to graduate in 10th, 11th and 12th grades by 20%.	- Develop a academic intervention program where teachers and support staff worked with the student and their families to prioritize tasks and assignments that measured key skills and concepts for each subject area. - Pathway counselor continued outreach to students and families who are right on the cusp of not being on track to graduate. - Pathway counselor, assistant principal and case manager worked to schedule family nights to review graduation requirements. - Pathway counselor worked with alt ed to provide an alternative for students not on track to graduate. -12th gr. on-track-to-graduate data rose from 2019 (83%) to 2020 (90%), however the effects of the pandemic are visible this year as we saw a decline (66%) for our 12th grade students.	- Be more proactive with consistently reviewing the data of students on track to graduate. - Spend time during collaboration to review updated reports and data regarding 10th, 11th and 12th graders.
All teachers in the pathway share leadership in developing and implementing improved protocols and procedures for student support and interventions, as well as restorative practices and culturally responsive pedagogy.	- Our student wellness coordinators, pathway director and pathway assistant principal are working to create more student centered conferences (via the student led conference model). - In distance learning, we have prioritized SSTs in grade level teams to ensure communication is clear between teachers, students, and families. - Grade level teams would rotate weeks in which they would lead, plan and facilitate SSTs for students by reaching out to students and their families to schedule meetings to discuss student progress and review supports.	- Provide more PD opportunities for teachers in the pathway to learn how to implement culturally responsive pedagogy in their day to day practices

Pathway Strategic Actions		
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Integrate pathway development and academic alignment by increasing teacher participation in professional development by 20%.	- Direct outreach to teachers who are new to the pathway and new to teaching CTE classes. -Participation in WBL cohort curriculum planning of CTE teachers. - Although there was direct outreach to teachers to participate in professional development related to pathway development, most of the timing did not work for teachers due to conflicting meetings and other responsibilities. - Distance learning has supported teachers (in some ways) in that they learned more about how to better optimize different educational tech platforms to engage students during synchronous time, which can also be applied to in-person learning.	
Build out student support and interventions by deepening collaboration between teachers, administrator, counselor and case manager and prioritizing shared learning in restorative practices.	- Planning a scope and sequence for collaboration meetings where on Tuesdays we spent time in grade level teams identifying students who were in danger of failing classes and/or were not engaging during class. After our SSTs, we spent time during collaboration to discuss the "roses, thorns and buds" of SST planning and facilitating. - Distance learning had an impact on this strategic action as teachers and support staff were feeling fatigued from being on Zoom. Though collaboration was built into the schedule during 4th period we had two quarters where it was not built in and therefore needed to figure out how to schedule these meetings in a way that was mindful of the team's capacity. - In some ways, distance learning allowed us to communicate much more frequently through emails and text messages regarding shared students. There was also higher accessibility for students and families to meet with teachers and support staff via Zoom, so we had greater attendance from families at SSTs.	
Increase student participation in Work Based Learning experiences (career exploration visits, job shadows, internships, and apprenticeships) by 15%.	- Created a Google Classroom for each grade level where we would post opportunities for WBL experiences. Direct outreach to students to apply to various WBL experiences based on interest. Utilized Nepris and other community partners to continue scheduling guest speakers. - Distance learning has greatly impacted this strategic action, as these opportunities tend to occur outside of scheduled school hours for our pathway. For example, many of our students have external responsibilities, including working to provide additional income for their families, taking care of their siblings, etc. This will continue to be a goal for 2021-2022. -We are encouraged that 54 CHED students have filled out an summer internship interest form.	

Increase involvement of advisory board members with pathway development, especially as it relates to the integrated project and WBL.	- Continued to build relationships with current advisory board members as well as recruited new partners to be a part of our advisory board. - Distance learning has greatly impacted this strategic action as advisory board members have not been as available as they normally would since they are trying to also revamp their own programs to accommodate shelter in place orders.

For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:

Strategic Actions -What are the 3-5 key new or revised strategic to support pathway development in 2021-2022?	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Begin implementing some components of mastery based grading across pathway.	Due to the impact of distance learning, we as a team have learned that traditional letter grades or grading for completion is not ideal and does not capture the full picture of our students' academic progress. There are 6 core principles in Mastery Based Grading, so we will only focus on the ones within the locus of our control by reviewing and aligning on common rubrics and language related to assessment.
Increase student participation in Work Based Learning experiences (career exploration visits, job shadows, internships, and apprenticeships) by 15%.	This year was spent adding in supports that will support enhancing WBL experiences (e.g. Nepris, Google Classroom hub, etc.) Continuing this work and innovating new methods of engaging students in WBL opportunities, (whether in a distance, hybrid, or in-person schedule) will continue to further this work.

Pathway Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance learning deeply impacted my budget expenditures. The majority of our Measure N funds are to pay for career and college exploration visits and experiences, however due to COVID we were not able to physically take our students anywhere.

Distance Learning impacted our budget expenditures in that many of the items we initially planned for such as field trips/transportation for field trips/conferences/substitutes for field trips and conferences were ultimately not permitted/needed. However, we did see an increase in the need for more pathway specific projects and collaboration to adapt our pathway learning and community to a virtual/distance learning environment as well as more outreach and support of students and families. We also saw a need for more innovative virtual learning tools and equipment rather than in-person experiences and travel. Due to these changes, we adapted our budget expenditures to an increase in extended contracts for teachers to engage in this work and outreach as well as an increase in virtual programs and tools for students to continue to be challenged during distance learning.

Due to the continuation of distance learning this academic year, our pathway team of teachers and support staff decided to prioritize student and family wellness. The pathway teachers and counselor spent time outside of contractual hours reaching out to students and their families who were not engaging with online learning curriculum, as well as conducting home visits and distributing materials to students. This was the most effective use of resources towards our goals as many of our goals are grounded in developing clear protocols and procedures to further support our students and their families. Pathway teachers went above and beyond to try to provide "pathway" experiences by bringing in guest speakers as well as holding space for students to receive extra capstone support.

Pathway Budget Expenditures

2021-2022 Pathway Budget

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below.* *Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** **(if applicable)**

Teacher Salaries Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum with ChEd Pathway CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work will support all students in the ChEd Pathway (~350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. (Salary & Benefit Costs)	$15,000.00	1120	Teacher Salaries Stipends			Education & Community Health Academy
Conference Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers / Linked Learning etc) Funding will be used for travel expenses, registration fees, and applicable meals.	$5,000.00	5220	Conference Expenses			Education & Community Health Academy
Teacher Substitutes: Substitute coverage for the Education & Community Health teachers to visit other pathway teachers' classrooms, attend field trips, communities of practice, conferences and other Education and Community Health Pathway specific activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (Salary & Benefit Costs)	$3,125.00	1150	Teacher Substitutes			Education & Community Health Academy
Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different organizations aligned with the Education & Community Health Pathway theme.	$4,000.00	5826	Transportation Costs			Education & Community Health Academy
AC Transit / BART Tickets to provide students with transportation to internships, college and career field trips, and work based learning opportunities.	$1,000.00	4310	Supplies & Materials			Education & Community Health Academy

VISUAL & PERFORMING ARTS ACADEMY	
Mission and Vision	Vision We prepare students to become independent, articulate, cooperative, and conscientious citizens with a life-long interest and ability in learning and the arts. Their artistic experiences and collaboration with a rich local, professional community of artists will guide them to create, appreciate, and understand the arts. Regular practice in discipline, focus, and risk-taking will foster artistic excellence and inspire a creative exchange of ideas, valuable for any field our learners pursue. Mission SVPA provides a rigorous course of study for grades 10-12 students with a strong personal interest in the visual or performing arts. Our program develops the "whole-person" with studies that integrate the arts with core academics. Curriculum centers on contemporary art practices with an emphasis on student voice, creating analyzing and critiquing artistic work, arts for social change and interdisciplinary project-based art collaborations within and between departments.

PATHWAY QUALITY ASSESSMENT			
Using the Measure N Self Assessment Rubric, assess the following:	**Evidence of Strengths**	**Areas For Growth**	**Next Steps**
Rigorous Academics (pages 3, 4, 5 of rubric)	Students are working collaboratively with faculty and their fellow students in the classroom and during performance and production. Our classroom teachings as well as our performances and displays mirror the professional practices in the current industry. This is reinforced by an advisory board and a cadre of guest speakers from our vibrant artistic community. We strive to document performances and artwork on the SVPA website and in other communications, keeping accurate and representative records for reference and growth, and to show our department's progression over time. Graduate Capstone project gives students chance to show the skills they have learned over their four year career in a chosen subject of which they are passionate. Interact regularly with community partners & industry partners as we build our advisory council.	Cross-pollination and collaboration between Visual and Performing Arts classes and students. Deepen professional learning within the pathway by increasing intentional teacher peer-peer observations and opportunities for reflection Build advisory board to include more community, industry, and postsecondary partners. Partner with our advisory board and other professionals to develop professional pathways for students to transition past high school Heterogeneous intentional groupings to support all learners. Differentiated learning Improve Capstone project and communications with AP teachers to create alignment and support students who are taking multiple AP classes	Building the advisory board to include not only creative professionals but creative adjacent fields and arts allies. Bringing in more guest speakers Specific PD around differentiated learning and heterogeneous groupings Teachers visit a model school to study their student interventions Coordinate/align with AP teachers to ensure that every SVPA senior has support around Capstone

CTE (pages 3,4,5 of rubric)	Visual Arts sequence is a lot more clear, students gain relevant real world experience through cross-curricular integration involving dynamic community partners Clearer goals for a creative career paths Applied learning: Each student in the visual arts strand receives exhibition and curation experience and performance students receive performance experience, through Pathway and OUSD wide exhibitions, events and performances	Recruitment: For the pathway. We need to attract more first-choice students who have a strong interest in the visual and performing arts college and career options. Retention: students stick with the CTE course Clarify and promote the specific skills of CTE classes	Develop scope and sequence of skills including classroom connections with CTE standards/industry partners, with reference to SVPA student learning outcomes Develop CTE AME shared rubrics that incorporate creative careers learning targets in each major project. Revisit Career Technical Education standards in both core and CTE classes.
WBL (page 6 of rubric)	Students experience what it's like to be an artist through experiences like the Art Show at Brower Center Rich variety of excellent partners/collaborators that are very involved in students work/projects, promoting student-centered learning and civic engagement and providing powerful mentorship. Increased internship participation.	Develop a scope and sequence for WBL in pathway classes, starting with the end goal. and backwards mapping accordingly. Integrate professionalism practices in our classes that include phone and email etiquette, cover letter and resume writing, interview skills, workplace behavior.We have yet to develop an intentional plan starting with student outcomes and working backwards. Need resume planning, interviewing practice, professionalism, etc. Increase numbers for summer internships. Strengthen our relationships with community partners with the goal to increase summer internship placements and job placements for seniors.	Include advisory board in Work Based Learning planning. Plan career themed college visits for 10th and 11th grades. Build partnerships with Arts organizations that offer year round internships.
Comprehensive Student Supports (page 7 of rubric)	Pathway teachers emphasize relevance and connection to student identity in their courses Students experience outcome focused learning in an integrated way, including strong classroom design, opportunity for revision, and experiential learning	Strengthen design and pedagogy around collaborative work Coordinate more closely with paraprofessional support Students out of class- need more structures to redirect and bring back into learning	Inclusion of classroom skills in the first year, like note taking strategies, how and why to focus in class, organization. Increase teacher facilitation, or student check-ins, to confirm students are absorbing the lesson and increase opportunities for students to ask questions. This includes developing common teacher facilitation moves, checks for understanding/ affirmations/ bit-sized feedback. Strengthen focus on personalized student supports, including opportunities for students on track to graduate, gifted and talented students, and those that my need more intervention. Include tracking of these students during pathway collaboration.

| Pathway Student Outcomes (page 2 of rubric) | Students seek feedback on their work/research/writing and revise their work based on feedback.

Pathway teachers excel at connecting arts and academics in order to thrive in future industry careers.

Increased percentage of seniors who completed A-G required coursework from 50.0% in 2017-18 to 51.2% in 2018-19.

Increased students on-track to graduate in 10th and 11th grades, from 33.3% in 2018-19 to 35.8% in 2019-20 in 10th grade and 31.7% in 2018-19 to 33.7% in 2019-20 in 11th grade | Improve clearly stated learning objectives in each lesson, making clear the connections between class curriculum and industry themes.

Increase AP class participation and achievement.

Work on vertical alignment across the pathway (e.g. determine power content standards/skills that build on each other and lead to success in future classes.

Improve individual class coordination of class progression.

Improve numbers of students on track to graduate. Decreased students on-track to graduate in 12th grade, from 63.9% in 2018-19 to 38.7% in 2019-20; however, we anticipate that this number will dramatically shift as the second semester comes to a close. | Create more alignment with learning objectives between all pathway classes and utilize PD/collaboration time to do so.

Backwards map and calendar events that are publically heard and seen (e.g. community building, kids feel like a family, etc.)

Maximize student inclusion and involvement when planning extra-curricular projects (e.g. involve other disciplines and encourage students in all classes to participate.)

Utilize weekly collaboration structure to strengthen academic rigor of Capstone for all students, especially the performance aspect.

Focus collaboration efforts in first semester of 10th grade to identify supports needed for students to stay on track to graduate through 12th grade. |

2020-2021: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	What evidence will you look for to know you are successful?
Improve A-G graduation completion by 10% (from 40% to 50%).	- Pathway graduation data tracker: this document tracks the student's progress toward graduation as well as their actions afterward. - A-G Completion Tracker - Student data tracking and routine intervention between teachers and case managers -- case study of individual students and how to intervene earlier - Newcomer supports deeply integrated throughout pathway classes
Clarify and galvanize the narrative of SVPA pathway, through appealing certification options, a robustly engaged Advisory Board, and student-led promotion of the arts	- Articulated connections between all classes to future work skills, knowledge, and dispositions - 10% increase in SVPA pathway selection as first choice - Student narratives of their pathway experience express relevance of the pathway to their lives and success - Strategic development and implementation of Middle school recruitment strategy - Students can explain the connection of arts and academics to thriving in future careers - Relationships within an advisory board have deepened to allow for strong industry connections between the Pathway and outside organizations to our mutual benefit - Students have accessed multiple different experiences within the industry each year (internships, projects, informative interviews) - Increased number of placements (internships, work post-secondary) (towards 60% participation by end of 3 years)
Meaningful, standards-based arts integration across all classes.	- Professionals in the artistic community provide workshops throughout pathway classes - At least once/semester, all teachers participate in professional learning at the district and beyond district level - History of Music, Art, Dance integrated in American and World History - Sketching, movement, and musical definitions incorporated in vocabulary lessons - Performances or artwork to accompany/complement papers - Standards and learning objectives visible throughout every class in the pathway - Students use the language of the standards in assessing and documenting their progress - Students look at their objectives, self-reflect, track their progress in reading and writing over time

Pathway Strategic Actions

Strategic Action *What are the 3-5 key strategic actions for pathway development to support continuous improvement and quality?*	What evidence will you look for to know you are successful?
Create a focus group of 1-2 teachers, 1 guidance counselor, case manager to study the reasons for students falling behind on their A-G requirements in the 2nd Marking Period of SVPA students' 10th Grade Year	- Implementation of an A-G early intervention tracker so we can easily look at the data of 10th grade students. In the tracker we will include subject area skill sets in which students are struggling and develop a plan for improvement. - All teachers consider the findings of the focus group and apply them to support the academic progress of the students who are most impacted by achievement gaps.
Strengthen industry and community partnerships	- Plans for WBL sequencing in 10th, 11th and 12th, developed with partners - 15% increase in professionals and groups coming in to talk with students - 15% increase in internship opportunities for students - Core classes incorporate learning from internships and other real-world experiences, as demonstrated in learning walks, student documentation, and other assessments - 15% Increase in the number of certifications offered
Develop and implement plan for student interventions	- Teachers participate in learning protocols focused on a failing or struggling student/student group at least once/MP, in order to accurately understand students' struggles and address them as a pathway - Pathway-wide application of restorative practices and culturally responsive pedagogy
Teacher learning around implementing standards and writing strong CLOs (content learning objectives).	- Standards charts are integrated into all learning - Pathway-wide sharing of work-in-progress, feedback and adjustments, peer coaching, documentation of growth via video and resetting goals - spiral-like constructivist learning - Rubrics tailored to each learning objective - Qualitative data from learning rounds

Pathway Budget Expenditures

2020-2021 Pathway Budget

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salary Stipends: Extended Contracts for Collaboration/PD Time: Funding for staff to attend conferences, collaborate with colleagues to more deeply integrate core curriculum with Visual & Performing Arts CTE standards and theme, facilitate pathway communities of practice, develop pathway personal projects. Funding will be used for extended hours for staff.	$10,000.00	1120	Enter object code at left.			Visual and Performing Arts
Classified Support Salaries: Clerical ET/OT for Extended Collaboration/PD Time. To pay Paraeducators to work with the Visual & Performing Arts Pathway Team during after school collaboration to build student support systems including home visits, grade & attendance tracking and to attend pathway retreats. These services will be outside of their contracted hours.	$5,000.00	2225	Enter object code at left.			Visual and Performing Arts
Conference Expenses for Conferences / Staff Retreats: Funding for staff to attend conferences/retreats to learn about best practices in order to integrate them into their pathway (Educating for Careers/Linked Learning etc). Funding will be used for travel, logistics, and registration.	$10,000.00	5220	Enter object code at left.			Visual and Performing Arts
Teacher Substitutes: Sub Coverage money for Visual & Performing Arts teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other Education and Community Health pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.	$5,000.00	1105	Enter object code at left.			Visual and Performing Arts

Admission Fees for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the SVPA Pathway theme	$2,500.00	5829	Enter object code at left.			Visual and Performing Arts
Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, senior capstone project, community building, meet and interact with professionals in different organizations aligned with the Visual & Performing Arts Pathway theme	$10,000.00	5826	Enter object code at left.			Visual and Performing Arts
AC Transit / BART Tickets: to provide students with equitable transportation options for school year and summer internships, college and career field trips, and work based learning opportunities	$2,000.00	4310	Enter object code at left.			
Supplies: To purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	$40,000.00	4310	Enter object code at left.			Visual and Performing Arts
Book other than Textbooks: To purchase books to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	$5,000.00	4200	Enter object code at left.			Visual and Performing Arts
Equipment - Pathway Technology: equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway.	$500.00	4410	Enter object code at left.			Visual and Performing Arts
Purchasing Computers or Tablets to provide CTE aligned, creative-capable media workstations for students in pathway classes and visual and performing arts classrooms, such as the Get Reel: English through your lens, Designing the American dream, and Intro to visual and commercial art illustration, so that CTE teacher can explore work-based learning opportunities and create digital presentations of creative work for obtaining career opportunities and developing their 21st century skills. Continuing to build out industry standard student media documentation of projects and portfolio in CTE classes.	$10,000.00	4420	Enter object code at left.			Visual and Performing Arts
2021-2022: YEAR TWO ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	**What actions did you take that improved outcomes? How do you know you were successful?**			**What will you do different next year to continue to improve?**		

Improve A-G graduation completion by 10% (from 40% to 50%).	Redesigned pathway tracker for student support, streamlined communication with counselors and care team, created a credit recovery program that outlines foundation competencies for each class. Our credit recovery program has been ongoing throughout distance learning. Our support team (Assistant Principal, Guidance Counselor and Case Manager) now meet once a week to coordinate interventions, home visits, SST's and 504 plan meetings, wellness checks and technology access and support. Last year (2019-20) we raised our on-track to graduate rate to 53%. While we're not at the end of the 2020-21 school year yet, our first semester on-track to graduate rate has decreased slightly to 47%, and we attribute this downturn to the current challenges of the pandemic and distance learning. In 2019-2020 the SPED on-track to graduate was 18% and in the current school-year 2020-21, we've raised our SPED on-track to graduate rate to 33%.	The College and Career Center is going to designate more resources for supporting SVPA, because we have had a lower rate of students demonstrating college-readiness upon graduation. We will partner with College and Career readiness community partners to work more closely with our pathway. We are going to spend more time ensuring in-class college awareness and graduation requirements are happening. Including 10th and 11th grades, so students are getting access to college readiness every year. Specific PD around heterogeneous groupings and differentiated learning.
Clarify and galvanize the narrative of SVPA pathway, through appealing certification options, a robustly engaged Advisory Board, and student-led promotion of the arts	Advisory board meetings, retreat to re-design recruiting slides. Used collaboration time to refine and re-work recruitment visuals and presentation to highlight CTE connections. Included pathway team in reviewing the narrative of the pathway, perceptions, mission, and vision. Tied this work directly to recruitment, developing community partners, and forming our advisory board agendas.	Implement our certification options with Adobe and Google. Make an increasing commitment to developing and incorporating our Graphic Design and Digital Photography courses into the pathway experience. Recruiting an instructor for our design program that has a depth of career and industry experience.
Meaningful, standards-based arts integration across all classes.	We are making huge progress in creating integrated projects that center creative learning in all subject areas. For example, we are currently doing an integrated project with Graphic Design and Chemistry courses. The Senior Capstone has emerged as a year-long integrated project between AP Studio Art, English 4 and Gov./Econ.	Explore ways to give seniors in the Performing Arts Strand a more cohesive capstone experience. Develop our Junior Capstone into an experience that not only happens for Visual Arts but Performing Arts as well.

Pathway Strategic Actions		
2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?	
Create a focus group of 1-2 teachers, 1 guidance counselor, case manager to study the reasons for students falling behind on their A-G requirements in the 2nd Marking Period of SVPA students' 10th Grade Year.	-Urgent issues of finding and supporting our students during the pandemic have dominated our pathway, so while this plan remains a goal, we haven't been able to focus on it as much as preferred. We will carry out this plan later this spring.	
Strengthen industry and community partnerships.	-We have expanded our advisory board, enlisted community partners, and created a robust visiting artist and master class series for students during distance learning. We have hosted 10 guest artists (and counting) for career presentations and studio portfolio reviews. We are creating a video series to be posted on our pathway website so future students can also benefit from the wisdom of our guest presenters.	
Develop and implement plan for student interventions.	-Care managers, counselor and administrator meet weekly to review multi-tiered supports for our pathway students in need. We've added home visits for students who are unengaged, refined our student intervention protocol in collaboration, increased follow-up on student intervention plans, and increased adult communication and availability. --The success of our intervention strategies is reflected in improved chronic absence data: for example 2018-19 moderate to severe chronic absence rate was 60.7%, in comparison to 2019-20, 32.9%.	

Teacher learning around implementing standards and writing strong CLOs (content learning objectives).	-We collectively created a protocol for "Curriculum Artifact Sharing" roundtable that centers the anchor standards for CTE and National Core Art Standards. We have participated in pathway learning rounds using a modified protocol for distance learning and created new collaborative tools for sharing curriculum and giving each other structured feedback. Teachers learned how to use the Google Sites platform to share curriculum in a similar way that pathway students will be creating a digital portfolio. As the site engages in CLO work specifically next year, we will develop CLOs that enhance our growing body of shared curriculum.
For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions *-What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Deepen inter-disciplinary projects and curriculum that fit within Measure N allowable expenses.	We have strengthened interdisciplinary approaches through student learning and assignments such as multimedia projects and student in-person performances and exhibitions. As a pathway, we are developing a strong emphasis on video and photo documentation through a Pathway website showcase of student work. This is building students' skills while improving pathway collaboration; we seek to grow these areas of focus and measure students' progress in targeted areas such as engagement, attendance, and academic performance.
Improve collaboration between teachers, counselors and case managers in creating early student support plans.	SVPA Support Team consists of Assis Principal, Counselor, Case Manager. Weekly meeting to review the week's focus students & strategies. Together with Special education teachers, attend whole pathway team collaboration to stay abreast of pathway projects, goals. Work with teachers to improve effectiveness of student intervention.
Create and refine opportunities for students to practice skills needed for senior capstone (high quality documentation of creative work, discussion of work, professionalism and oral presentation skills) in grades 10 and 11 in addition to 12th grade Senior Capstone.	We have developed a Junior Capstone project in visual arts courses, Dance, Music and Drama performances are high-impact spaces that help students build creative skills. We are emphasizing video and photo documentation skills for both students and teachers. We will work on plans for articulating and extending capstone components in 10th grade classes across content areas.
Review program of study and our student performance data in regard to A-G completion, college/career readiness.	Compare our student data in the visual and performing arts strand, particularly looking at the students in AP Studio Art and Honors Professional Drama vs. students who are not in a CTE arts-specific class in addition to the CTE English classes with Ms. Garrett and Ms. Nelson.
(Copied over from previous year) Create a focus group of 1-2 teachers, 1 guidance counselor, case manager to study the reasons for students falling behind on their A-G requirements in the 2nd Marking Period of SVPA students' 10th Grade Year	We will focus on graduation status report data analysis and on-track-to-graduate data using OUSD's data dashboard.
Impact of 2020-2021 Budget Expenditures *- How did distance learning impact your budget expenditures?* *- What did you find was the most effective use of resources towards your goals and strategic actions and why?*	
Distance Learning impacted our budget expenditures in that many of the items we initially planned for such as field trips/transportation for field trips/conferences/substitutes for field trips and conferences were ultimately not permitted/needed. However, we did see an increase in the need for more pathway specific projects and collaboration to adapt our pathway learning and community to a virtual/distance learning environment as well as more outreach and support of students and families. We also saw a need for more innovative virtual learning tools and equipment rather than in-person experiences and travel. Due to these changes, we adapted our budget expenditures to an increase in extended contracts for teachers to engage in this work and outreach as well as an increase in virtual programs and tools for students to continue to be challenged during distance learning.	
We shifted much of our spending this year to build out our capacity to deliver curriculum and creative content digitally. We invested in the beginning of the year to give teachers capable laptops that would be able to edit video, audio and manage large media libraries. Creating innovative projects that center student voice, our StoryCenter podcasting project was a popular and meaningful addition to our CTE English course in the fall of 2020. Our second priority was a shift to creating individual art kits for each of our visual arts courses. We realized early in the pandemic that we would not be able to effectively be able to deliver discipline-specific (ceramics, painting, collage, etc) projects without the guarantee of each student having access to the same art supplies at home. The art supply packets were an extremely effective use of resources because we were able to work as a team to implement a series of supply distribution days and home deliveries when needed. Early in each quarter, we systematically worked through our rosters to make sure every student had a bag or box of art supplies. In summary, we prioritized the need to create an engaging, multimedia, and tactile experiences in distance learning for students in all of our courses. Going beyond only what could be delivered through a student Chromebook, teachers used resources this year to make impressive pedagogical and heutagogical creative experiences that center kinesthetic project-based learning to balance the increase in screen-time during distance learning.	
Pathway Budget Expenditures	
2021-2022 Pathway Budget	

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below.* *Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** (if applicable)

Classified Support Salaries: Clerical ET/OT for Paraeducators to attend extended collaboration or professional development time. Paraeducators will work with the Visual & Performing Arts Pathway Team during after school to collaborate and to build student support systems including home visits, grade & attendance tracking and to attend pathway retreats. ET/OT will be for services outside of their contracted work hours. (Salary & Benefit Costs)	$15,000.00	2205	Classified Support Salaries	Paraeducators		Visual and Performing Arts Academy
Classified Support Salaries Overtime: Clerical ET/OT to pay classified employees to work with the Visual & Performing Arts Pathway team during after school to collaborate and to build student support systems including home visits, grade & attendance tracking and in some cases attend pathway retreats. ET/OT will be for services outside of their contracted work hours. (Salary & Benefit Costs)	$5,000.00	2225	Classified Support Salaries Overtime			Visual and Performing Arts Academy
Conference Expenses: Travel expenses for staff to attend conferences to learn about best practices in order to integrate them into the Visual and Performing Arts Academy pathway (Educating for Careers / Linked Learning etc). Funding will be used for travel expenses, registration fees, and applicable meals.	$10,000.00	5220	Conference Expenses			Visual and Performing Arts Academy
Teacher Substitutes: Substitute coverage for the VAPA teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Visual and Performing Arts Academy activities to learn about best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs)	$5,000.00	1150	Teacher Substitutes			Visual and Performing Arts Academy
Admission Fees for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admissions, meet and interact with professionals in different organizations aligned with the Visual and Performing Arts Academy Pathway theme.	$2,500.00	5829	Admission Fees			Visual and Performing Arts Academy
Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admissions, meet and interact with professionals in different organizations aligned with the Visual & Performing Arts Pathway theme.	$13,000.00	5826	Transportation Costs			Visual and Performing Arts Academy
AC Transit / BART Tickets: to provide students with transportation options for internships, college and career field trips, and work based learning opportunities.	$4,000.00	4310	Supplies & Materials			Visual and Performing Arts Academy
Supplies & Materials: Purchase supplies to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards.	$30,000.00	4310	Supplies & Materials			Visual and Performing Arts Academy
Book other than Textbooks: Purchase books-other than textbooks to support the implementation of each CTE or content teacher integrating the pathway theme and CTE standards into the core content standards. In order to successfully integrate the CTE standards and pathway theme into classes, it requires the purchasing of supplemental materials and books that aligns to the theme and CTE standards.	$2,000.00	4200	Books-Other Than Textbooks			Visual and Performing Arts Academy
Student Internships during school year: To provide opportunities for students to engage in real world visual and performing arts work experiences and organizations. (Provide 10 student internship opportunities paid out at $500 after ~20 hours of work with local arts organizations)	$5,000.00	5825	Consultant Contract			Visual and Performing Arts Academy

Assemblies / Classroom Presentations: pay for specialized experts within the Arts to come on campus and share their profession with the students in the Visual and Performing Arts Academy. These experiences will align with the CTE courses in the pathway, be focused on specialized Work Based Learning trainings / opportunities, or be geared towards offering access to expertise in the Arts and that compliments the expertise provided by pathway teachers.	$2,000.00	5828	Assemblies / Classroom Presentations			Visual and Performing Arts Academy
Licensing Agreements: Purchase software aligned to industry standards for CTE courses to continue to grow our digital arts programming.	$1,500.00	5846	Licensing Agreements			Visual and Performing Arts Academy
Equipment: purchase equipment and tools for the pathway classrooms to be able to access industry level CTE standards in all core content and CTE classrooms. Certain types of technology are necessary in order to aid in the creative and engaging delivery of academic content to the visual, auditory and kinesthetic learners in our pathway. In particular, funds will be used to grow our photography darkroom and digital arts program.	$1,000.00	4410	Equipment			Visual and Performing Arts Academy
Purchasing Computers: to provide CTE aligned, creative-capable media workstations specifically for building out our graphic design/digital arts courses.	$4,000.00	4420	Computers			Visual and Performing Arts Academy

9th Grade	
2020-2021: YEAR ONE ANALYSIS	
9th Grade Strategic Goals	
9th Grade Quality Strategic 3 Year Goal	**What evidence will you look for to know you are successful?**
Increase the percentage of students on-track to graduate by the conclusion of 9th grade year.	- Positive progress towards two main data points; OUSD Data Dashboard and CORE Districts/Break Through Success Community. These two data points will tell us students projections to their "on-track" to graduate status by looking at the following metrics: GPA, English Grade, Math Grade, Attendance, & Suspensions. - Established student reflection structure utilized during each marking period to facilitate students' ability to track their own "on-track" status and create more transparency/engagement around the information.
Strengthen the partnership and transition between Altas houses and pathway academies.	- Each 9th grade content area (ELA, Math, Science, History) will teach one pathway themed unit to all 9th graders, i.e ELA teaches a Visual/Performing Arts Unit that exposes students to themes/skills integral to that pathway. Student reflections on these themed units will demonstrate a deeper knowledge of pathway content/careers and lead to more informed pathway academy selections for 10th grade. - Established process for reviewing student reflections on the pathway selection process, which will demonstrate that students are making knowledgeable decisions when selecting the pathway academy that is most suited to their interests, professional goals, and learning styles. - Lastly, a decrease in student requests to switch pathways in 11th/12th grades.
Continue to refine a strategic transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades.	- Established, calendared, and utilized plan of support for key 9th grade transitions (e.g. summer bridge, orientation curriculum, strategically timed assemblies and restorative justice community building, etc.) - Implementation and consistent use of a common tracker to support student success both academically and behaviorally across all 9th grade teachers. - Decrease in assertive discipline and students "off-track" to graduate as measured by OUSD Data Dashboard/CORE Districts (Break Through Success Community). - Established process for teacher and student reflection, resulting in both parties reporting a greater rating for climate and culture at Skyline as measured by the CHKS.
9th Grade Strategic Actions	
Strategic Action *What are the 3-5 key strategic actions to improve 9th grade and its integration with pathways?*	**What evidence will you look for to know you are successful?**
Maintain All-Atlas Meetings and Daily Collaboration Meetings	- Collaboration notes and common intervention trackers are consistently documented, demonstrating progress towards the two strategic actions below.
Integrate Pathway Themed Units	- Students should be able to communicate and distinguish between the vision and objectives of each academy based upon their exposure to each of the four pathway themed units they experience. - Established process for reviewing student reflections on the pathway selection process, which will demonstrate that students are making knowledgeable decisions when selecting the pathway academy that is most suited to their interests, professional goals, and learning styles. - Lastly, a decrease in student requests to switch pathways in 11th/12th grades.
Develop and adopt structured & measurable behavioral and academic interventions (e.g. align work around restorative justice supports, SSTs, Intervention Trackers, etc.)	- Aligned and strategically timed interventions that take advantage of leading indicators. (e.g. trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, calibrated COST/SST processes, targeted support for at-risk students, etc.) - Decrease in assertive discipline and students "off-track" to graduate as measured by OUSD Data Dashboard/CORE Districts(Break Through Success Community). - Established process for teacher and student reflection, resulting in both parties reporting a greater rating for climate and culture at Skyline as measured by the CHKS.
9th Grade Budget Expenditures	
2020-2021 9th Grade Budget	

Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME (if applicable)**

Teacher Salary Stipends for Extended Collaboration Time - extended contracts for additional pay for teacher collaboration to provide space for teachers to create interdisciplinary project based learning units to support pathway interest and engagement. This will ensure that students have richer pathway-prepared experiences.	$15,000.00	1120	Enter object code at left.			9th Grade
Transportation Costs for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning, learn about careers, college programs, community building, meet and interact with professionals in different organizations aligned with the pathway/house themes.	$9,000.00	5826	Enter object code at left.			9th Grade
Admission Fees for College and Career Exploration Visits: College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning, learn about careers, college programs, community building, meet and interact with professionals in different organizations aligned with the pathway themes.	$3,000.00	5829	Enter object code at left.			9th Grade
Teacher Substitutes: Sub Coverage money for teachers to visit other teachers' classrooms, field trips, communities of practice, conferences and other relevant activities to learn about best practices in order to integrate back into their own classrooms and pathways.	$1,125.00	1150	Enter object code at left.			9th Grade

2021-2022: YEAR TWO ANALYSIS

9th Grade Strategic Goals

9th Grade Quality Strategic 3 Year Goal	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?

Increase the percentage of students on-track to graduate by the conclusion of 9th grade year.	- Teachers within 9th grade houses support cohorted groups of students and have common prep periods to discuss intervention and acceleration needs of the common students they serve. Besides Gaia House, which is included in the Green Energy pathway, each content area and remaining houses have been associated with a pathway. Each Atlas (9th grade) house has a house lead, who supports alignment of pathway structures (e.g. personalized supports, interventions, etc.) in the 9th grade houses. - Examined on-track-to-graduate and BTSC data in House PLCs. Given the challenges of distance learning, 9th grade houses provided a significant number of interventions and supports, including but not limited to phone calls home, student conferences, house assemblies, SSTs, etc. to support students with ongoing engagement in distance learning. - Initiated peer tutoring program from 9th grade houses, which expanded to include all grade levels. - Percentage of students who failed a course during semester 1 of 9th grade decreased from 12.5% (2018-19) and 12.9% (2019-20) to 10.5% (2020-21). - Percentage of severely chronically absent (attending 80% or less) 9th graders has reduced from 16.5% (2018-19) and 11.3% (2019-20) to 9.4% (2020-21). Increase in Satisfactory attendance over past 3 years: from 11.9% to 53.5% to 70.7%. At-Risk Attendance has decreased from 47.1% to 20.8% to 10.5%. (data pulled 2/8/21) - On track to graduate percentages continue to rise as TSAs are positioned to support houses. In 2018-19, 57% 9th grade on-track to graduate, in 2019-20 64.2%, and in 2020-21, currently 60.2% 9th grade on-track (however grade adjustments, plus the remaining quarters could result in higher data by the end of the year, goal is higher than 64.2% on-track). - 9th grade GPA has increased from 2.3 (2017-18) to 2.33 (2018-19) to 2.4 (2019-20). - 9th Grade Suspension incidents have decreased from 90 in 2018-19 to 41 in 2019-20, and likely 0 (or close to 0) in 2020-21.	- Due to the pandemic, data around achievement, attendance, discipline, and engagement are less comparable (e.g. zero suspensions have been recorded to date for 2020-21). - Although 9th grade houses had the highest percentage of completion, due to the pandemic, teacher buy-in with beginning of year literacy measures (SRI) was limited. 9th Grade ELA team intends to make the SRI a routine assessment each Marking Period next year. This will provide multiple opportunities of practice for our ELL population and can assist in moving them closer to being reclassified. - House leads could benefit from additional training to lead adult teams through routine review of data, disaggregated by subgroups.
Strengthen the partnership and transition between Altas houses and pathway academies.	- TSAs supported professional development work on developing, refining, and aligning professional learning community structures and protocols, which allowed for improved personalized support structures that mirror pathway collaboration (e.g. student trackers, SST formats, call logs, etc.). - Some pathways (e.g. Computer Science and Technology and Green pathways) invited 9th grade students to work based learning experiences, in efforts to provide early access to pathway experiences and recruit underrepresented student groups into specific cohorts. Although distance learning made it easier to invite 9th grade students to these virtual experiences, the experiences themselves are more robust in-person.	- Continue to utilize aligned intervention structures (e.g. SSTs, mastery based grading contracts, etc.). - Continue to utilize personalized supports team meeting structures (e.g. student trackers, meeting formats, etc) to ensure that students successfully transition to 10th grade. - Re Engage in integrated pathway themed units discussion, which was delayed during distance learning due to minimester model and other wellness priorities.
Continue to refine a strategic transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades.	- Skyline partnered with BTSC to develop, implement, and align protocols and procedures for personalized student supports and intervention. Site TSAs took the lead in facilitating this work, and measured success through the examination of team agendas, SST meetings, BTSC 9th grade indicator data, etc. - Skyline engaged in whole-site PD on equity and antiracism, which included restorative practices and culturally responsive pedagogy that should support students in early school and pathway engagement (e.g. reclaiming narratives, identity, etc.) Improvement was measured through teacher feedback forms, classroom observations, and curriculum development. 9th grade Ethnic studies team also served as a resource for this work.	- Partner 9th grade houses with a culture and climate support staff who can facilitate restorative practices, orientations, etc. - Continue to include 9th grade staff in restorative training/circles when appropriate. - Maintain alignment of student intervention and personalized supports across 9th grade houses (e.g. SSTs, classroom interventions, etc.)
9th Grade Strategic Actions		

2020-2021 Strategic Actions	**Impact of 2020-2021 Strategic Actions** - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic actions did not work as effectively as you would have liked? Why? - What was the impact of distance learning on your strategic actions and why?
Maintain All-Atlas Meetings and Daily Collaboration Meetings	- TSAs supported professional development work on developing, refining, and aligning professional learning community structures and protocols, which allowed for improved engagement. Due to distance learning, retreats and conferences were cancelled. This work occurred mostly virtually, with the support of TSAs.
Integrate Pathway Themed Units	- When pathway directors and atlas house leeds collaborate, students have increased opportunities to engage in pathway experiences. Continuing to foster and solidify these relationships is a key to providing a smooth transition from 9th grade to 10-12 pathways. Although this action was de-prioritized during to distance learning due to challenges related to the minimester model and strategic decisions to focus on wellness and community engagement, we would like to re engage in integrated pathway themed units discussion next year if possible.
Develop and adopt structured & measurable behavioral and academic interventions (e.g. align work around restorative justice supports, SSTs, Intervention Trackers, etc.)	- TSAs supported professional development work on developing, refining, and aligning professional learning community structures and protocols, including SSTs, trackers, and community building. Due to distance learning, retreats and conferences were cancelled. This work occurred mostly virtually, with the support of TSAs. Next steps include additional training for Atlas leads on how to lead adult teams through routine review of data, disaggregated by subgroups. - Continued Summer Bridge (virtually) 2019 75 enrolled/completed, 2020 67 enrolled/completed.

For 2021-2022, if there are any revisions to the strategic actions or new strategic actions, list below:	
Strategic Actions *-What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?*	**What evidence will you look for to know you are successful?** - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?
Develop and adopt structured & measurable behavioral and academic interventions (e.g. align work around restorative justice supports, SSTs, Intervention Trackers, etc.) Increase number of students on track to graduate in 9th grade by 20%, continue to review and improve BTSC data, which serves as a leading indicator for academic achievement, school engagement, and community relationships.	- Combining strategic actions above and added measurement tools. As professional development participation and engagement improves and structures for support and intervention become more aligned, the next step for continuous improvement lies in team development, including routine protocols for reviewing data with an equity lens.

9th Grade Budget Analysis of 2020-2021 Measure N Budget

Impact of 2020-2021 Budget Expenditures
- How did distance learning impact your budget expenditures?
- What did you find was the most effective use of resources towards your goals and strategic actions and why?

Distance Learning impacted our budget expenditures in that many of the items we initially planned for such as field trips/transportation for field trips/conferences/substitutes for field trips and conferences were ultimately not permitted/needed. However, we did see an increase in the need for more pathway specific projects and collaboration to adapt our pathway learning and community to a virtual/distance learning environment as well as more outreach and support of students and families. We also saw a need for more innovative virtual learning tools and equipment rather than in-person experiences and travel. Due to these changes, we adapted our budget expenditures to an increase in extended contracts for teachers to engage in this work and outreach as well as an increase in virtual programs and tools for students to continue to be challenged during distance learning.

The most effective use of resources was certainly the extended contracts for collaboration time. Teachers needed extensive time during this shutdown to develop whole new methods of teaching once the shutdown occurred. Teachers had to spend extensive time coming together, learning new software, new routines, and sharing best practices. This funding helped us set aside the necessary time to re-learn and re-tool ourselves for maintaining our Pathway in the face of the transition to full online instruction.

9th Grade Budget Expenditures

2021-2022 9th Grade Budget

Budget Justification: *Enter one to two sentences to create a Proper Justification using the questions below.* *Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.* - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? -What need does this specific expenditure or service type address?	**COST**	**OBJECT CODE**	**OBJECT CODE DESCRIPTION**	**POSITION TITLE**	**FTE**	**PATHWAY NAME** (if applicable)

Teacher Salary Stipends: Extended Contracts for Collaboration & Professional Development Time. Funding for staff to attend retreats and to collaborate with colleagues to more deeply integrate core curriculum among Atlas Houses, focused on transitioning students from the 8th into the 9th grade in order to be successful in high school and beyond. Extra Duty pay will be for extra hours of service for Atlas specific services, projects and/or outreach to more deeply align or develop the Atlas houses. (Salary & Benefit Costs)	$5,000.00	1120	Teacher Salaries Stipends		Atlas House