



**College &  
Career for  
All Fund**

Established by Measure N

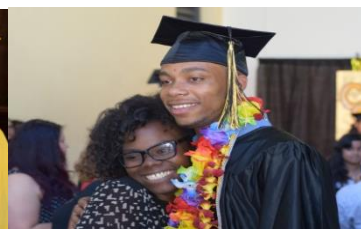


**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

# Skyline HS

## 2025-2026 Measure N and H Education Improvement Plan Presentation



Presented to Measures N and H Commission

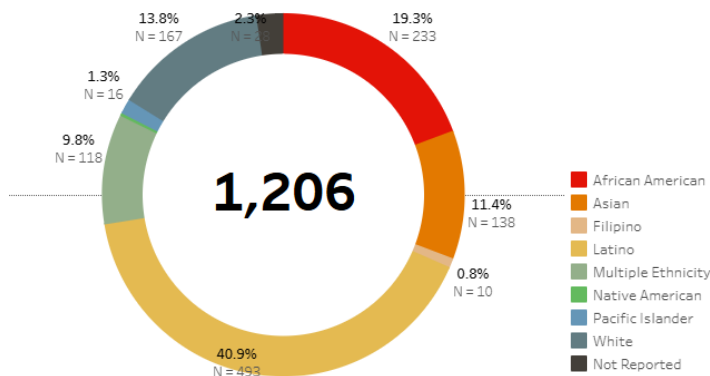
**April 24, 2025**

[www.ousd.org](http://www.ousd.org)



**@OUSDnews**

# Overview of School



- 75.89% Free & Reduced Meals
- 18.37% Special Ed
- 75.2% UPP
- 14.9% English Learners
- 9.9% Long-term ELLS
- 2.7 Newcomer

## ***Student demographics***

- Pathway Collaboration Time
- Dedicated trio of Support
  - Assistant Principal
  - Case Manager
  - School Counselor

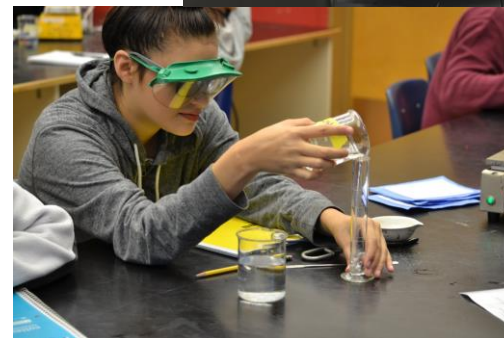
## ***Pathway support systems***

- Pathway Coach
- WBL Liaison
- College & Career Center with targeted supports
- Dual Enrollment affiliated with pathway themes

# Highlights



- 99.6% of 10-12th gr students in pathways
- Increased graduation rate 85.1% (2022-23) to 91.0% (2023-24)
- A-G completion increase from 63.8% (2022-23) to 64.1% (2023-24)
- Dropout decrease from 8.8% (2022-23) to 3.4% (2023-24)
- Increased Dual Enrollment participation: 81 sts Fall 2023 to 156 sts Fall 2024
- 100% of 9-12th students have career awareness experiences through schoolwide events as well as CTE classes
- All pathways doing at least 1 CEV and 1 college visit per grade
- 275 out of 291 students have a postsecondary plan
- Fin Aid 65% completion as of 3/14/25, compared to 55% last year
- 9.8% CTE students with school year internship
- 163 seniors applied to at least 1 post secondary



# Our Pathways



<b>Green Energy</b> <i>Energy, Environment, and Utilities</i>	<b>Education &amp; Community Health</b> <i>Education, Child Development, and Family Services</i>	<b>Computer Technology</b> <i>Information and Communication Technologies</i>	<b>Visual &amp; Performing Arts</b> <i>Arts and Media Entertainment</i>
84 10th graders 79 11th graders 68 12th graders	84 10th graders 84 11th graders 79 12th graders	70 10th graders 73 11th graders 74 12th graders	81 10th graders 63 11th graders 70 12th graders



# Pathway Name: Green Energy

## Reflections on 2024-2025 so far

### Progress:

- Increased emphasis on pathway aligned routines: graded do nows, science notebooks, organization, binders, group work protocols – builds persistence, resilience and success, and contributes to improved outcomes especially for our focal groups
- Continued development of student leadership program emphasizing professional skills meeting facilitation, outreach and support
- Engaging career exploration visits expose students to professionals who look like them. Also experiential learning opportunities, project based learning, and transformative internship experiences, foster equity and improved outcomes for our focal student groups



# Pathway Name: Green Energy

## Reflections on 2024-25 so far

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### Challenges:

- Increase collaboration efforts with AAMA/Office of Equity in order to better support African American males
- Seek support for Pacific Islander students from Office of Equity; collaborate with them to support these students better
- Increase diversity of student leadership – more intentional about recruiting student leaders across grade and skill levels
- First year with CTSO; we are learning how to develop our membership with Skills USA, leveraging their leadership structures and supports to expand our leadership program as well as connecting Skills USA with the other pathways
- Sharing teachers across pathway collaboration can lead to challenges with integrated projects

# Pathway Name: Green Energy

## Looking Ahead to 25-26

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### New insights:

- Would like to embed regular data review in regards to focal groups & analyze how our current actions are impacting our achievement gap and how we may need to readjust our efforts.
- Would continue to provide rigorous and hands-on academic work, WBL and PBL opportunities at all grade levels for students to develop and use 21st century skills (such as collaboration, critical thinking, problem solving, etc.) and technical skills (such as SketchUp, ArcGIS, Globe Protocol etc.) needed for college and career.
- Implementation of CTSO (SkillsUSA) one grade level at a time starting with 11th grade



# Pathway Name: Education & Community Health

## Reflections on 2024-2025 so far

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### Progress:

- Focus on cultivating internship partners such as Asian Health Services, Native American Health Center, and OUSD Office of Recruitment, has led to increase in internship participation (~20 students this year) + teachers doing outreach to classroom partners such as Hintil Ku Kaa and Merritt College, for out-of-class experiences such as projects with preschoolers and 90 minutes of Neuro with college students.
- Pre-apprenticeship program established, creating pipeline for CHED students as well as students in other pathways to enter teaching and related careers in OUSD. This program pays students to obtain certifications and to complete their training hours. The program retention and student pass rate are nearly 100%.
- Mental Health First Aid training for all staff and for all 160 CHED Juniors and Seniors. Behavioral health student peer wellness mentorship: student leaders recruited for next year, working with peer Health & Wellness officers from district Community Schools & Student Services department.





# Pathway Name: Education & Community Health

## Reflections on 2024-25 so far

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### Challenges:

- Mastery based grading had been an interest and focus for several years; however priorities shifted to Newcomer supports due to embedded newcomer group
  - Holistic curriculum development focused on adapting curriculum to Newcomer needs
  - Close collaboration with two classroom support personnel specific to newcomers
- Based on analysis of student data as well as teachers' observations, we need to increase reading/arithmetic, reading/arithmetic support, reading strategies, student-to-student academic discussion. We will continue to share and align best practices in class – such as using stronger, clearer protocols – and out of class such as peer tutoring

# Pathway Name: Education & Community Health

## Looking Ahead to 25-26

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### New insights:

- Revisit projects in each grade level, aligned with pathway theme and utilizing community partnerships
  - embed project based learning tuning protocols where teachers give and receive critical feedback
  - focus on public health, health education, community health and primary or secondary education career topics
- Possibility of pathway core teachers needing to teach across pathways may bring challenges to collaboration period; this may have an effect on integrated project time
- Reinvigorate topics of alternative ways of assessment and equity based grading among pathway teaching team and pathway students
- Continue apprenticeship program and development of collaboration between OUSD Talent, Peralta, and this pathway

# Pathway Name: Arts Production & Design

## Reflections on 2024-2025 so far

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### Progress

- Teacher leaders from VAPA and Computer worked collaboratively, gathered input from students and industry partners to imagine and develop ideas for our newly merged pathway
- Worked with CPA and apprenticeship program to maintain funding and integrity of CTE program
- Communicated with staff, students, and families around the pathway merger with a clear process in place for transition year
- Newly designed CTE course sequence with industry guidance approved by district
- Strong industry partners in both VAPA and Computer pathways will support program of study and WBL experiences that position our students well for growth areas in the AME sector
- Built a strong peer mentoring program that we look forward to further developing next year
- Meaningful career exploration visits and college visits at every grade level

# Pathway Name: Arts Production & Design

## Reflections on 2024-25 so far

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### Challenges:

- Losing the Game Design class in the fall was hard on the Computer pathway. Teachers stepped up to ensure that Game Design students were able to take a relevant CTE class and counselors helped with the massive rescheduling.
  - Recognizing our ICT track was not viable at this time.
  - Students and staff felt unsettled around pathway merger
- Pathway merger took a lot of both pathway teams' focus
  - We need to focus more on Tier I intervention strategies in classes to improve academic outcomes
- Certain expenditures not being allowed or approved is a hindrance towards ensuring all students are supported by the district in the pathway's effort for professional preparedness to meet industry standards.



# Pathway Name: Arts Production & Design

## Looking Ahead to 25-26

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### New insights:

- New pathway gives us an opportunity to develop authentic stakeholder voice and leadership
- Peer mentoring is a promising practice that we are excited to grow next year
- Develop a studio and exhibition space to produce and showcase student work, as part of students' industry-aligned CTE experience
- Our all-school alignment around Capstone papers has prompted deeper vertical alignment across grade levels and content areas. We are integrating the Capstone rubric into classroom activities, encouraging 10th and 11th grade students to interact with it regularly, honing in on one or two categories

# Questions?



# ***EVERY STUDENT THRIVES!***



Photo credit: Photography teacher Lisa Leal



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1000 Broadway, Suite 680, Oakland, CA 94607

[www.ousd.org](http://www.ousd.org)



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Contact us for additional information [optional contact area]  
Phone: 510.555.5555 | Email: [info@ousd.org](mailto:info@ousd.org)