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**Measure N - College & Career
Readiness - Commission**

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Memo

To Measures N and H – College and Career Readiness Commission

From Vanessa Sifuentes
High School Network Superintendent

Board Meeting Date

Subject Services For: Skyline High School

Action Requested and Recommendation

Presentation to and discussion by Measures N and H Commission of Skyline High School Program of Study, Work Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of \$1,045,500.00 and a strategic carryover plan and budget of \$51,057.90, in a total amount not to exceed \$1,096,557.90

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

N/A

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

Fiscal Impact Funding resource(s): Measure N and H

Attachments

1. 25-26 Proposed EIP
2. Program of study
3. Work-based learning plan
4. Master Schedule

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	Allocation*	Total Expended	Total Remaining
Measure H	\$1,045,500.00	\$1,045,500.00	\$0.00
*Funding Allocation is based on school's 2024-2025 student enrollment count, Oakland Residents only (1230) multiplied by the per pupil amount of \$850.			

School: Skyline High School

Site #: 306

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
306-1	Supervisor, Administrator, Instructional Coaches Salaries: We will hire an additional Assistant Principal (AP) at 1.0 FTE to increase our total allocation to 4 Assistant Principals, allowing us to provide 1 AP per pathway. The AP will Support students and staff within the (newly merged) Design, Arts, and Production Pathway. Assist students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include: Connect with pathway case managers, counselors, and students and provide support or connections to enhance academic success. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. Pull and provide data for pathway staff to help students. Meet with families to create support plans for students The funding for this position will bring our total allocation up to 4 Assistant Principals at Skyline so that we can provide 1 AP per Pathway. The 1:1 AP to Pathway ratio of admin services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Assistant Principals --> one for each pathway (3) and one for Atlas—9th Grade = 4 APs total). PCN 2815 - James Ortega (Salary and Benefit costs included)	\$183,606.62	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal, High School	1.0 FTE	Arts, Production & Design

306-2	<p>Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. Work closely with pathway leads and teaching teams on each pathway continuous pathway improvement of curriculum and pedagogy in conjunction with each pathway theme. Work closely with ILT to ensure a strong connection between pathway work and whole-site professional development, focusing on school goal #1, improving literacy and math with an emphasis on academic discussion and student-to-student talk in all classrooms. Ensure a robust work-based learning plan for each pathway that aligns with the whole school vision and mission, with targeted attention to include leaders and facilitators of focal groups such as students with IEPs, newcomer students, and African American and Latinx students. Work closely with WBL Liaison and College & Career Center to ensure that all pathways have strong support regarding college access, internship and mentorship opportunities, and access to college fairs for all grade levels. Work closely with pathway leads to ensure pathway compliance and reporting PCN 1672 - Shanti Elliott (Salary and Benefit costs included)</p>	\$105,983.51	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
306-3	<p>Teacher Salaries: Hire a Teacher at .71 FTE. This teacher will teach Graphic Design and Digital Photography and develop and provide access to relevant work-based learning experiences in these career fields. As part of the new Arts, Production & Design teaching team, this teacher incorporates her background in design to embed elements of design and art into teachings across all courses in the Pathway. PCN 2976 - Lisa Leal (Salary and Benefit costs included)</p>	\$71,060.55	1105	Teacher Salaries	TCHR STR ENG	.71 FTE	Arts, Production & Design

306-4	<p>Clerical Salaries: Hire a Pathway Case Manager at .70 FTE for the Arts, Production & Design Pathway. Provide case management to the Arts & Design Production pathway students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include Checking in with students and providing support or connections to enhance academic success, with a focus on attendance and engagement. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. New PCN 10565 - Dana Lalaw (Salary and Benefit costs included)</p>	\$87,441.69	2405	Clerical Salaries	Case Manager 20	.70 FTE	Arts, Production & Design
306-5	<p>Clerical Salaries: Hire a Pathway Case Manager at .20 FTE. for the Green Energy Pathway. Provide case management to the Green Energy pathway students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include Checking in with students and providing support or connections to enhance academic success, with a focus on attendance and engagement. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. New PCN 10566 - Felipe Bobino Jr (Salary and Benefit costs included)</p>	\$24,983.34	2405	Clerical Salaries	Case Manager 20	.20 FTE	Green Energy

306-6	<p>Classified Support Salaries: Hire a College and Career Readiness Specialist at .25 FTE. The College and Career Specialist oversees college and career planning in all pathways, including college fairs and visits, college applications, scholarship applications, and the transition process beyond graduation. The specialist coordinates all college access partners, such as DCAC, TRIO, uAspire, and EAOP. The specialist also provides drop-in support, workshops for classes and families, and targeted support for underrepresented focal groups. Guide students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include creating a weekly newsletter of events and opportunities the college and career center hosts. Provide support and resources for all avenues of higher education for our pathway students. Support pathway students in understanding A-G eligibility requirements, different avenues of education after graduation, and other funding options. New PCN 10563 - Jazmine Cisneros-Pena (Salary and Benefit costs included)</p>	\$32,124.07	2205	Classified Support Salaries	College & Career Readiness Specialist	.25 FTE	Whole School
306-7	<p>Teacher Salaries: Hire a Teacher Department Head at .80 FTE. This teacher will teach CTE Illustration and AP Studio Art and develop and provide access to relevant work-based learning experiences in these career fields. Description of responsibilities: Instrumental in Pathway leadership and developing a strong community of practice in this newly merged pathway. Teach Capstone course AP Studio Art in the newly merged Arts & Design Production pathway (AME Industry sector) for 2025-26. Support all enrolled students in achieving the pathway standards of the AME Pathway. Develop and provide access to relevant work-based learning experiences. Incorporate project-based learning methods into the curriculum. Guide students in their exploration of careers in the fields of design, art, and digital media and art. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Arts, Production & Design teaching team, this teacher incorporates her professional background in visual and commercial arts into teachings that impact the Pathway. PCN 2683 - Rachel Thomas (Salary and Benefit costs included)</p>	\$108,953.74	1105	Teacher Salaries	Teacher Department Head	.80 FTE	Arts, Production & Design
306-8	<p>Teacher Salaries: Hire a Teacher at .80 FTE. This teacher will teach Music and Performing Arts and direct our music program. The teacher will ensure every student in the Arts, Production & Design pathway has access to a core CTE sequence. Duties include continuing to teach 5 CTE-aligned Performing Arts courses in the Senior Capstone class in the Arts, Production & Design pathway and supporting all enrolled students in achieving the pathway standards of the Arts Production & Design. Develop and provide access to relevant work-based learning experiences, incorporate project-based learning methods into the curriculum, and guide students in exploring careers in design, art, and digital media and art. PCN 6647 - Adam Green (Salary and Benefit costs included)</p>	\$83,739.87	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Arts, Production & Design

306-9	<p>Classified Support Salaries: Hire 1 Newcomer Assistant at .50 FTE. The Newcomer Assistant will support instruction and learning for all students in the Education & Community Health Pathway, with a focus on including students with interrupted and formal education, supporting full engagement and language fluency development, and strengthening integration with pathway activities, including internships, college and career field trips, and academic interventions, including after-school tutoring. Intentional time will be directed towards Newcomer English Language reading, speaking, listening, and writing that occurs in all CTE pathway classes. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Provide support with understanding, translation when needed, and exploration of content and material related to pathway course content and curriculum. Check in with students and provide support or connections to enhance academic success. These actions align with our focus on literacy development across all pathways/houses. PCN 10449 - Maria Rangel (Salary and Benefit costs included)</p>	\$36,502.08	2205	Classified Support Salaries	Newcomer Assistant Learning Lab	Education & Community Health Academy
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306-10	<p>Teacher Salaries: Hire a Teacher at .29 FTE. This teacher will teach Multimedia and Digital Film and ensure that every student in the Arts, Production, & Design pathway can access a core CTE sequence. Support all enrolled students in achieving the Arts, Production & Design Pathway pathway standards. Develop and provide access to relevant work-based learning experiences. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Concentrator course entitled Multimedia in the newly merged Arts & Design Production pathway (AME Industry sector) Support all enrolled students in achieving the pathway standards of the AME Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods into the curriculum Guide students in their exploration of careers in the fields of design, art, and digital media and art Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities Hours, periods, or days: This teacher will teach 3 sections of CTE class. We are still building our master schedule, so I do not have precise days. 3 sections will equate to approximately 740 hours per week; these classes will meet 4X per week. FOCAL STUDENT POPULATION: All students enrolled in the Arts & Design Production pathway, emphasizing at-risk students due to attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely represent the population of the school. Marking Period Grades - decrease of Ds/Fs in all Pathway classes. Attendance - decrease in the percentage of students who are moderately chronically absent and severely chronically absent. On-Track - 75% or more of students are on track to graduate per A-G requirements. PCN 876 - Joseph Ferrera (Salary and Benefit costs included)</p>	\$32,598.89	1105	Teacher Salaries	TCHR STR ENG	.29 FTE	Arts, Production & Design
306-11	<p>Clerical Salaries: Hire an Administrative Assistant III Bilingual, at .40 FTE. The administrative assistant will provide support by tracking, supporting teachers in follow-through, and imputing necessary documents and information for Measure H-specific expenditures related to Measure H Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), other Measure H expenditures (purchases/etc.) Anticipated outcomes: Improved capacity, work quality, and timeliness to ensure we comply with the vast amount of Measure H paperwork and compliance measures. PCN 6341 - Yesenia Alamillo (Salary and Benefit costs included)</p>	\$67,051.10	2405	Clerical Salaries	Administrative Assistant III Bilingual	.40 FTE	Whole School

306-12	<p>Teacher Salaries: Hire a CTE Teacher at 1.0 FTE. This teacher will teach Sustainability Systems and ensure every student in the Green pathway has access to a core CTE sequence. The teacher will also support all enrolled students in achieving the green pathway standards and develop and provide access to relevant work-based learning experiences.</p> <p>DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Capstone course entitled Sustainable Systems in the Green Energy Pathway Support all enrolled students in achieving the pathway standards of the Green Energy Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods into the curriculum Guide students in their exploration of careers in the fields of green energy, environmental science, sustainability, natural resources, and other related fields Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities</p> <p>FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on students who are at risk due to attendance, socioeconomic status, and/or low GPA.</p> <p>ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely represent the population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent On-Track - 75% or more of students are on track to graduate per A-G requirements PCN 8568 - Natalie Musick (Salary and Benefit costs included)</p>	\$94,919.00	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Green Energy
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306-13	<p>Teacher on Special Assignment: Hire 1 Teacher on Special Assignment (TSA) at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Work closely with pathway teams and 9th-grade teachers to develop one cross-disciplinary project that connects the industry theme of each pathway to one 9th-grade house Work with the 9th-grade teaching team to ensure that 9th graders participate in at least one college and career exploration visit related to our pathway themes FOCAL STUDENT POPULATION: All students enrolled in the 9th grade with an emphasis on students who are at-risk based on attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: 9th graders are knowledgeable of our three pathways and explore projects in the 9th grade related to our pathway themes Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent On-Track - 75% or more of students are on track to graduate per A-G requirements New PCN 11008 - Abrham Alem (Salary and Benefits included)</p>	\$15,552.52	1119	Teacher on Special Assignment School	Teacher on Special Assignment	.10 FTE	Whole School
306-14	<p>Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to process and pay the Student Internship Stipends for participating in the 2025 Summer Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026. This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing them with real-world experience directly related to their pathway and increasing their access to industry partners. With these funds, we hope to serve approximately 100-150 students. Budget Calculation: 120 students paid \$500-1000 each = \$90,000.00 + \$900.00 for 10% admin fees = \$90,900.00 The difference (\$45,237.65) will be paid using the 2025-26 Measure H Strategic Plan funds. (Administrative Fees Included)</p>	\$45,662.35	5825	Consultant Contracts			

306-15	<p>Teacher Salaries Stipends: Extended Contracts for 4 Teachers to support the 2026 Summer Exploring College, Career, & Community Opportunity Summer Program (ECCCO) through June 30, 2026. ECCCO teachers will support students in summer internships by providing a work-based learning curriculum, assisting them in finding internships and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 40-50 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: 150 hours total at a \$47.50 hourly rate + 25% Benefit Costs = \$8,906.25 x 4 Teachers = \$35,625.00 (Salary & Benefit Costs Included)</p>	\$35,625.00	1150	Teacher Salaries Stipends			Whole School
306-16	<p>Teacher Substitutes: Hire teacher substitutes to cover the class so that Pathway Teachers can visit other teachers' classrooms or attend pathway field trips, communities of practice events, conferences, and other specific pathway activities. In these visits, teachers will learn about the best pathway practices to strengthen, align, and integrate them back into their classrooms and pathways. Substitute costs are about \$430/day per class, including benefits. (Salary & Benefit Costs Included)</p>	\$19,695.67	1150	Teacher Substitute			WholeSchool

School Name:	Skyline High School						Site #:	306	
Pathway Name(s):	Green Energy, Computer Science & Technology, Education & Community Health, Visual & Performing Arts (VAPA), 9th Grade Atlas								
School Description									
Skyline High School is a comprehensive four-year secondary school enrolling students in grades 9 through 12 and located on a beautiful 47-acre campus at the crest of the Oakland hills. Our student population closely mirrors the city of Oakland and represents a very diverse community with a wide range of social, economic, and ethnic backgrounds. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling.									
Here at Skyline we hold firmly our school vision: The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.									
To accomplish this vision, Skyline provides all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values. Students are able to deepen and personalize their learning through our four linked learning pathways: Green Energy, Education and Community Health, Computer Science and Technology, and Visual and Performing Arts. As a full-service community school, we also offer a wide range of services and classes designed to address the needs of the "whole" student.									
School Mission and Vision									
The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.									
School Demographics									
2023-2024 Total Enrollment Grades 9-12			1461						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	51.1%	48.6%	98.0%	75.2%	13.7%	8.6%	4.2%	16.8%	1.4%
Student Population by Race/Ethnicity	% African-American		% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	20.8%	% Native American	10.6%	40.2%	1.2%	1.4%	13.3%	10.3%	1.8%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Male			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools									
Whole School Indicator			2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data
Four-Year Cohort Graduation Rate			90.2%	85.1%	95.0%	91.0%	TBD	97.0%	
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A		N/A	N/A		
Four-Year Cohort Dropout Rate			5.4%	8.8%	3.0%	3.4%	TBD	2.0%	
A-G Completion Rate (12th Grade Graduates)			65.4%	63.5%	80.0%	70.7%	TBD	85.0%	
Course Completion Rate (Continuation)*			N/A	N/A		N/A	N/A		
On Track to Graduate - 9th Graders			65.0%	54.6%	73.0%	68.7%	70.9%	75.0%	
9th Graders meeting A-G requirements			56.7%	49.1%	73.0%	63.0%	68.5%	75.0%	
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			19.7%	18.7%	95.0%	25.0%	27.2%	97.0%	
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better.			26.2%	21.1%	90.0%	30.7%	29.9%	90.0%	
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	99.9%	100.0%	99.9%	99.4%	100.0%	
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course			66.7%	36.8%	80.0%	65.2%	0.0%	85.0%	
CTE Participation (Continuation)*			N/A	N/A		N/A	N/A		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation			31.2%	22.4%	30.0%	TBD	TBD	32.0%	
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			36.3%	40.2%	40.0%	TBD	TBD	45.0%	
Focal Student Population Indicator			2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data
Four-Year Cohort Graduation Rate			76.5%	83.9%	95.0%	82.9%	TBD	97.0%	
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A		N/A	N/A		
Four-Year Cohort Dropout Rate			13.7%	3.2%	3.0%	9.8%	TBD	2.0%	
A-G Completion - 12th Grade (12th Grade Graduates)			48.7%	42.3%	85.0%	52.9%	TBD	85.0%	
Course Completion Rate (Continuation)*			N/A	N/A		N/A	N/A		

On Track to Graduate - 9th Graders	44.7%	37.8%	75.0%	50.0%	78.1%	75.0%		85.0%
9th Graders meeting A-G requirements	36.8%	33.3%	75.0%	45.0%	71.0%	75.0%		85.0%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	20.0%	2.6%	95.0%	19.1%	20.0%	97.0%		100.0%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.3%	17.9%	95.0%	19.1%	19.2%	90.0%		90.0%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	99.2%	100.0%	100.0%	100.0%	100.0%		100.0%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Caseload courses	56.0%	27.3%	75.0%	60.5%	0.0%	85.0%		90.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.5%	25.0%	50.0%	TBD	TBD	30.0%		25.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	35.0%	32.1%	50.0%	TBD	TBD	70.0%		75.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator <i>Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.</i>	Strengths <i>What is our site doing well that's leading to improvements in this indicator?</i>	Challenges <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)	Over the past 5 years, Skyline's graduation rate has steadily increased from year to year - from 84% to 90%, with a slight decrease during distance learning. Over the same 5 year period, our dropout rate decreased from 8% to 5%. We attribute this improvement to strong coordination between teachers and student support teams of counselors, APs, and Case Managers, unified by the linked learning model.	- Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning and require personalized supports, explicit SEL instruction, multiple opportunities for intervention/support, and trauma-informed responses. - Striking the appropriate balance of allowing space for each pathway academy to utilize collaboration time to address individual pathway goals and needs, while focusing on equity between/within pathways and maintaining whole-site alignment and consistency for school improvement through researched and shared PLC best-practices has also been a challenge. -Counselors' caseload doesn't enable them to meet with all students as frequently as is needed for ensuring that students get/stay on track.
A-G Completion - 12th Grade	Skyline's overall A-G completion rate has continued to rise over the past 5 years, from 35% to 64%. Focal student group A-G completion rate rose from 25% to 47% over the same 5 year period. This improvement was due to interventions such as credit recovery, PLC work around assessments and standards, and other coordinated student intervention strategies.	Many students fell behind during pandemic with the loss of in-person instruction
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)	Site-based summer school programming for R10/R11 students (243 students in Summer 2022) improved our rate of students meeting A-G requirements from 36% last year to 38% this year.	Need a 9th grade supports system, including identifying incoming 9th graders who are struggling academically or personally, and creating a strong intervention plan to support these students from the beginning of their 9th grade year.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)	Tier 1 interventions, CATS team's classroom presentations to all students especially important coming out of the pandemic. Embedding in classes not only ensures that college access is meeting students where they're at but also connecting classroom teachers in more individualized support capacities. Wraparound College Access/Financial workshops have also contributed to a rise in college-going rates. In 2021-22, the financial aid rate at Skyline was 79% (an 8% increase from '20-'21).	-50% of our students aren't accessing 2-4 year colleges because they need to work. More access to well paying learn to earn programs would help our students progress toward living wage jobs. -College Access programs mostly focus on cohort support -- this reduces their support for the whole school. Expanding the cohort size partners serve would help.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	Our numbers are higher than OUSD data reflects, because WBL data has not been consistently entered. As CTE teachers, case managers, and other staff encourage students to participate in internship opportunities, our internship rates have increased dramatically.	Need a plan for inputting WBL data. Need a wider range of internship opportunities for our students. More integration of internship learning into classroom. Need to improve/build relationships between pathways teachers and industry partners so that all teachers in the pathway are very aware and recruitment is stronger.

Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12	Students have positive experiences in dual enrollment classes and these experiences lead to a stronger college-going culture at the school. Communication to community about college courses has improved over the years and students/families seem to be informed. Our broadened model of Dual Enrollment (open to all grade levels, offerings both during school day and after school, hybrid offerings) have increased accessibility, participants, and success.	-Need to center dual enrollment opportunities more squarely within the pathway experience, including educating pathway teachers on DE opportunities, relationship building with Peralta partners and implementing a plan for pathway teachers to promote DE and support students in those classes. -Get student input on what classes they want to take. -In some courses, students lack the supplemental support it often requires to fully engage high school-aged students in college-level content, addressing both SEL needs and academic stamina (e.g. negative in-group stereotyping, providing safe conditions for taking academic risks, counseling for perseverance, etc.)
Percentage of 10th-12th grade students in Linked Learning pathways	Our wall-to-wall pathway and clarity of pathway selection process has improved. Most notably, Skyline pathway academy selection process was highlighted by WASC as being committed to equitable enrollment practices.	Special programs are designed to meet the needs of special populations. Need to improve communications, systems, and training around pathway integration. It can be a challenge for stakeholders to strategically integrate students into site pathway academies in ways that do not compromise special program integrity. For example, some newcomer students require significant supplemental supports and credit recovery opportunities. It can be a challenge to require CTE courses when they have competing coursework requirements (e.g. English Language Development classes, core classes, missing a-g required courses, etc.)
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	CTE courses are usually especially hands-on and experiential, often incorporating workshops and other kinds of interaction with community partners. This contributes to student engagement and motivation.	Finding engaging career exploration visits with more personalized experiences, like job shadows or virtual guest speakers, based on pathway theme as well as student interest can be a challenge when partnering with industries that aren't used to supporting adolescent groups. In addition, reporting and documenting of work-based learning experiences has not been consistent, which makes it a challenge for teams to appropriately intervene on an individual basis.

2023-2024: YEAR ONE ANALYSIS

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

2023-24 Strategic Actions

Based on your data analysis, what are 3-5 key strategic actions your Whole School can undertake to enable your pathways to directly address the challenges identified above?

Improve integration of comprehensive student supports and rigorous academics: Of the 4 Linked Learning Pillars, Skyline has prioritized CTE and WBL, leading to successes such as high rates of internships, guest speakers, and career exploration visits. Closer alignment of Tier 1, 2, and 3 MTSS supports will help to ensure that all students are known and supported.

Focal group integration: SPED, Newcomer, African-American males. Deepen collaboration with AAMA, One Goal, LMA, LMB contracted teachers so that their work is done in closer collaboration with our pathway and whole site work. Coordination with central Special Education staff for training for SPED teachers, as well as stronger communication and integration into pathways with SPED teachers, esp those in settings where students are with them most of the day. Meanwhile, develop 9th grade student cohort support structure: begin by identifying a cohort of ~20 incoming 9th graders who may be arriving needing extra supports, then organize wraparound supports for them and track them throughout the year.

Developing and refining opportunities for authentic student leadership, apprenticeships, and peer mentorship within and between pathways.

Strengthen academic rigor: ensure that all teachers are looking at and adjusting in response to student data, developing reading strategies, and improving college-going culture. We will continue to build out Skyline's focus on literacy, peer tutoring, and credit recovery while consistently emphasizing instructional improvement in PLC and whole site PD.

Create a whole-school approach to postsecondary planning for all students. Decide on signature WBL activities and experiences for each pathway and grade level, which class or teacher manages those. Create a shared Google Classroom for students to access materials and for teachers and support staff to track participation.

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION						
For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions .						
- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.						
- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)						
We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.						
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	

Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. PCN 1672 - Shanti Elliott (Salary and Benefit costs included)	\$98,707.41	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
Pupil Support Salaries / Counselor: Hire a Counselor, at .70 FTE, for the Education & Community Health Academy. The funding for this position is to bring our total allocation up to 5 counselors at Skyline so that we are able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio for counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas- 9th Grade). PCN 3857 - Michael Helms (Salary and Benefit costs included)	\$85,740.23	1205	Pupil Support Salaries / Counselor	Counselor	.70 FTE	Education & Community Health Academy
Pupil Support Salaries / Counselor: Hire a Counselor at 1.0 FTE, for the Green Energy Academy. The funding for this position is to bring our total allocation up to 5 counselors at Skyline so that we are able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio of counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas- 9th Grade). PCN 8304 - Lauren Neubauer (Salary and Benefit costs included)	\$121,860.58	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Green Energy Academy
Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager's primary duty is to oversee college and career planning in all pathways: including college fairs and visits, college applications, scholarship applications, the transition process beyond graduation. Coordinates all college access partners such as DCAC, TRIO, uAspire, EAOP. Provides drop-in support, workshops for classes and families, targeted supports for underrepresented focal groups PCN 9302 - Jazmine Cisneros-Pena (Salary and Benefit costs included)	\$105,951.94	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Whole School
Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. PCN 7019- Jordan Seiden (Salary and Benefit costs included)	\$151,494.71	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Science & Technology Academy
Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. PCN 9252 - Rayna Seuell (Salary and Benefit costs included)	\$108,611.60	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Visual & Performing Arts Academy
Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager will provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. PCN 7826- Rigoberto Mendoza (Salary and Benefit costs included)	\$149,434.75	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Education & Community Health Academy
Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Visual & Performing Arts Academy Pathway. The CTE Teacher will ensure every student in the Visual & Performing Arts Academy Pathway has access to a core CTE sequence. Continue to teach 5 CTE Visual Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy; Develop and provide access to relevant work-based learning experiences. PCN 2683 - Rachel Kantor (Salary and Benefit costs included)	\$118,208.49	1105	Teacher Salaries	TCHR DEPT HD	1.0 FTE	Visual & Performing Arts Academy

Teacher Salaries: Hire a 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. Duties include: Continue to teach 5 CTE Digital Visual Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy; Develop and provide access to relevant work-based learning experiences PCN 2976 - Lisa Leal (Salary and Benefit costs included)	\$95,577.39	1105	Teacher Salaries	THCR STR ENG	1.0 FTE	Visual & Performing Arts Academy
Teacher Salaries: Hire a 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. His duties include: Continue to teach 5 CTE aligned Performing Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy. Develop and provide access to relevant work-based learning experiences PCN 6647 - Adam Green (Salary and Benefit costs included)	\$96,825.34	1105	Teacher Salaries	THCR STR ENG	1.0 FTE	Visual & Performing Arts Academy
Teacher Salaries: Hire an CTE Teacher, at .30 FTE for the Green Energy Academy. The CTE Teacher will perform as the Science to provide instructional support for our four new CTE Pathway/Science teachers in the areas of: integration of academic and CTE standards, Linked Learning Behaviors of learning and teaching, deeper learning competencies, and increased forms of authentic assessment. PCN 4276 - Julie Olszewski-Jubelirer (Salary and Benefit costs included)	\$38,017.00	1105	Teacher Salaries	THCR STR ENG	.30 FTE	Green Energy Academy
Teacher Salaries: Hire a CTE Teacher, at .26 FTE for the Computer Science & Technology Academy. The CTE Teacher will ensure every student in the Computer Science & Technology Academy have access to a core CTE sequence. His duties include: Continue to teach CTE courses aligned to the Computer Science & Technology Academy; support all enrolled students in achieving the pathway standards of the Computer Science & Technology Academy. Develop and provide access to relevant work-based learning experiences PCN 2437 - Dennis Spencer (Salary and Benefit costs included)	\$41,727.32	1105	Teacher Salaries	THCR STR ENG	.26 FTE	Computer Science & Technology Academy
Clerical Salaries: Hire Bilingual Administrative Assistant II Bilingual, at .40 FTE. The admin assistant will provide support by tracking, supporting teachers in follow-through, and imputing necessary documents and information for Measure N specific expenditures related to MN Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), other MN expenditures (purchases/etc.) PCN 7838 - Yesenia Alamillo (Salary and Benefit costs included)	\$59,549.20	2405	Clerical Salaries	Administrative Assistant II Bilingual	.40 FTE	Whole School
Allocation of \$15,801.34 to the Computer Science & Technology Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Science & Technology Academy Tab for expenditures)	\$0.00	4399	Surplus			Computer Science & Technology Academy
Allocation of \$18,214.23 to the Education & Community Health Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education & Community Health Academy tab for expenditures)	\$0.00	4399	Surplus			Education & Community Health Academy
Allocation of \$18,214.22 to the Green Energy Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Green Energy Academy tab for expenditures)	\$0.00	4399	Surplus			Green Energy Academy
Allocation Of \$18,214.25 to the Visual & Performing Arts Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Visual & Performing Arts Academy tab for expenditures)	\$0.00	4399	Surplus			Visual & Performing Arts Academy

2024-2025: YEAR TWO

Strategic Actions

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions <i>For the Year 1 Strategic Actions, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
<p>Improve integration of comprehensive student supports and rigorous academics: Of the 4 Linked Learning Pillars, Skyline has prioritized CTE and WBL, leading to successes such as high rates of internships, guest speakers, and career exploration visits. Closer alignment of Tier 1, 2, and 3 MTSS supports will help to ensure that all students are known and supported.</p>	<p>Hired WBL Coordinator in Dec 2023 and currently training him up to support WBL activities documentation for whole site and preparing for upcoming WBL activities such as internships, career fairs, interview practice, and more. Currently working on a detailed work plan to enable closer oversight among WBL Coordinator, Pathway Director, LLO WBL Coordinator, and Principal. We are on track for our first "during the school year pathway student internships" with around 10 pathway students per pathway participating in this program run through the pathway teaching teams. A challenge we've encountered is creating supports such as teacher supervision of internship experiences and systems for paying the student interns. When time permits for full reflection, we'd like to see if there are structures we can put in place to increase student participation and teacher involvement.</p> <p>Attendance Team work this year has Case Managers taking a primary role in combating truancy within their pathway cohorts, including incentives programs with rewards for attendance and tardy improvements as well as SART and SARB completion by pathway cohort. We are on track for Case Managers to complete 12 SART per pathway/house for a total of 40 SART, followed by 15 - 20 SARB by March 31. Second semester, we launched our incentives program which will continue through the remainder of the school year with 20 different students (5 from each House/Pathway) that have made significant improvement in attendance/tardy being celebrated per week. We are on track for our positive incentives program with students able to use "Titan Way" awards to purchase pre-bought incentives. Pathway Case Managers have also played a crucial role in our Marking Period evening meetings for students and families with attendance / truancy concerns. We have held two such meetings with approximately 60 families/students in attendance for each meeting. At these meetings we explain the importance and impact of classroom attendance and allow time for parents to address individual attendance concerns. We have seen 6% decrease in severe chronic absence since the beginning of the school year and 3% decrease in moderate absence.</p> <p>Tier I actions to address conduct, credit deficiency, and students who struggle academically</p> <ul style="list-style-type: none"> -after school tutoring 4X per week in all subject areas -tardy sweeps whole school facilitated by Attendance Team, incl both announced and unannounced -grade level and pathway/house assemblies to communicate consequences for poor conduct -regular meetings with whole supervision team (Climate Keepers, Admin, Case Managers, Credible Messengers) to collaborate on George Floyd supervision plan and deeper collaboration/understanding between groups -careful transcript audits and counseling push in for all grade levels -grade level family meetings for better understanding of A-G requirements, grad requirements, college planning and application process and support -weekly robocalls, texts, emails to parents of those with 3+ period absences each week -positive incentives program that began in 2nd semester with students purchasing items using Titan Way awards <p>Tier II actions to address conduct, credit deficiency, and students who struggle academically</p> <ul style="list-style-type: none"> -Grade Boost program for credit recovery with around 8 teachers and 125 students recovering credit in math, social studies, English, Art, PE, physical science -Restorative Justice conversations, Harm circles, post-reunification meetings held after suspensions or harm between two or more individuals, facilitated by site RJ Coordinator and team of Case Managers + Admin -parent evening meetings inviting families of students with high absence/tardy rates -Tardy Sweep - family contact with robocall, tardy sweep self reflection -weekly pizza party as attendance /tardy improvement began 2nd semester -at least 200 students on academic contract as result of evening parent engagement for truancy -pathway/house/case managers facilitate SST with struggling students <p>Tier III actions to address conduct, credit deficiency, and students who struggle academically</p> <ul style="list-style-type: none"> -home visits -individual case management with case manager, school counselor, or Credible Messenger -therapy, counseling, group work with certified clinician
<p>Focal group integration: SPED, Newcomer, African-American males. Deepen collaboration with AAMA, One Goal, LMA, LMB contracted teachers so that their work is done in closer collaboration with our pathway and whole site work. Coordination with central Special Education staff for training for SPED teachers, as well as stronger communication and integration into pathways with SPED teachers, esp those in settings where students are with them most of the day. Meanwhile, develop 9th grade student cohort support structure: begin by identifying a cohort of ~20 incoming 9th graders who may be arriving needing extra supports, then organize wraparound supports for them and track them throughout the year.</p>	<p>Last year, and continuing this year, we developed a career speaker series for Special Education classes with a focus in our Mod/Intensive programs. These are weekly career speaker series in such career fields such as: communications, construction, law/legal advocate, culinary arts, and more. SPED teachers increased involvement in capstone planning, alignment, collaboration, and planning appropriate accommodations for Sr Capstone presentations. This year we integrated more closely with Central Office of Special Education with biweekly meetings on site and visit 4-5 special education classrooms with each meeting, embedding an opportunity for teacher feedback and to address individual student or teacher issues related to special education. Admin working more closely with Central Office Sped in order to improve IEP compliance for all of our students with IEPs.</p> <p>Collaboration was deepened with LMB and LMA and AAFE, with these instructors regularly attending pathway collaborations. There was a plan for AAMA to join collab as well but staffing instability made that impossible this year. Teachers need to be aware of which of their students are in support programs and how to align with these specific supports. This year we implemented two Reading Interventions/Eng 1 sections taught by TSA Literacy specialist. These 9th graders benefit from extra reading and reading comprehension support. We also increased dedicated Newcomer supports: social worker, counselor, admin point person. Collaboration time built in for newcomer teaching team, school counselor, social worker, admin to collaborate regularly on scheduling and planning, social emotional supports and individual issues and concerns related to behavior and academics.</p>

<p>Developing and refining opportunities for authentic student leadership, apprenticeships, and peer mentorship within and between pathways.</p>	<p>Our 4 CTE pathways emphasize summer internships in all classes with the primary class through which internship planning and applying is completed is via the CTE courses. All students are encouraged to apply and understand these opportunities early on in the school year. While the opportunities have been open to all grade levels (this was really since the pandemic), the strongest emphasis is for Rising 12th graders, as summer internship is viewed as a culminating experience in our pathway program and highly beneficial with accompanying resume work and interview practice.</p> <p>Green pathway typically has 55-66 student participants. Some of their strongest partnerships are: Earth Team (since 2017), East Bay MUD, Engie, PG&E, OUSD Central Kitchen, OTX West, The Rose Foundation.</p> <p>Education & Community Health Pathway typically has around 25-30 students participate each summer. Some of their strongest internship partners are: Think College Now classroom mentor (since 2021), Garden Steward (new), Language Navigators (new), Teach the Tigers, OUSD Office of Retention & Recruitment, Highland Hospital, Kaiser Hospital, Asian Health Services</p> <p>Visual & Perf Arts Pathway typically has around 25-30 student participants. Some of their strongest partnership are: MOCHA, Civic Design Studio, Youth Beat, Beats, Rhymes & Life, The Crucible, Community Reading Buddies, Children's Fairyland, chef-in-training programs at Sprouts, Youth Radio,</p> <p>Computer Pathway typically has around 25-30 summer interns. Some of their strongest partners are: Gameheads, SMART Center.</p> <p>Currently we are in our first year of during-the-school year internship program. Developing a partnership with Youth Together as our fiscal agent for internships enables us to pay interns with Measure N funds. Each pathway has between 10 - 20 students that participate in during-the-school-year internships which are aligned with their respective pathway theme. Some examples are: after school tutors from the Education pathway, computer tech service interns from the Computer pathway, gardening care interns from the Green energy pathway, and stage and theater management interns from Visual & Perf Arts.</p> <p>Student leaders in all pathways have been instrumental in representing their pathways in pathway selection assemblies and other activities by presenting about their pathway experiences in front of younger classmates, Rising 9th graders, and parents. Green Energy Pathway has the most developed student leadership program. This student team continues to develop as a strong voice in pathway planning and in pathway community building. We hope to use Green Energy Pathway as a model for the other pathways so that each of the other three can take steps towards also incorporating more vigorous and authentic student leadership in each pathway program.</p> <p>We'd like to understand why we are seeing the higher numbers of summer internship participation in the Green Energy pathway to address ways that we might increase participation in other student cohorts and address any issues of accessibility that we are not aware of. Current analysis points simply to level of expertise and practice by the Pathway Director and a more aggressive push for participation than in other pathways, that each have newer Pathway Directors, and Pathway Directors are not the 11th grade CTE instructor (as is the case with Green Energy Pathway).</p>
<p>Strengthen academic rigor: ensure that all teachers are looking at and adjusting in response to student data, developing reading strategies, and improving college-going culture. We will continue to build out Skyline's focus on literacy, peer tutoring, and credit recovery while consistently emphasizing instructional improvement in PLC and whole site PD.</p>	<p>This year we completed two Learning Walks (Nov 2023 and Jan 2024) in which teacher leaders stepped into classrooms across the school to collect data for examination on whole school areas of improvement. Learning Walk data informed areas of need such as increased articulation of learning target and the "why" connected to each task we are asking students to do. We were then able to discuss and practice articulating Learning Targets in whole site PD. Likewise we found a need to energize teacher understanding around why reclassification matters and to focus efforts on our ELLs with the review of our reclassification rates, our SRI growth data from Fall to Mid-year. We reviewed the data (20% of our ELLs showed positive growth in reading) with whole staff and discussed potential for increase in SRI and SBAC scores, AP course enrollment, A-G completion, and lower D/F rates with reclassified students. We pushed for continued growth in reading with ELLMA resources / reading strategies to increase frequency of reading practice for all of our students. We reviewed with whole staff how general ed teachers can support the EPLAC process by increasing opportunities to practice fluency and structured academic writing. Our ELL teachers presented fluency workshops during whole site PD.</p> <p>For the first time we are engaging whole site in Capstone research paper scoring. All-school scoring provides an important opportunity for vertical alignment; it engages the entire staff in supporting Capstone and scaffolding toward it. Schoolwide scoring also distributes the burden of Capstone paper grading more evenly, and enables students to receive feedback from 2 or more teachers. This all-school engagement continues in teacher engagement with Seniors' Capstone presentations in April, when students will present to younger students and Skyline staff. Reflections on this work will help to shape our literacy, student talk, and collaboration planning for the upcoming school year.</p> <p>Another initiative connected with Capstone alignment is the data science work spearheaded by the math department, in which AP statistics students led workshops for fellow Seniors in how to effectively work with data. The math department has developed a new data science class to increase Senior math class enrollment and to provide additional support for Seniors' Capstone projects.</p> <p>Peer Tutoring program offers free, one-hour long tutoring in all subject matters 4 days per week after school. This program is staffed with teachers and student tutors. This semester they will add an SAT prep portion. This program is led by teachers.</p> <p>We have increased efforts in Credit Recovery during the school year. In addition to two APEX courses that are built into our MST, we have an additional CR "boost" program with a dedicated admin point person, school counselor, and group of teachers that opted into the program. All 12th and some 11th graders are recovering credit in English, life science, math, PE, Spanish, physical science, and social science. There are currently 109 students participating in the "boost" program which takes place alongside their regular course work asynchronously.</p> <p>All pathways have been prioritizing college visits, mock interviews, and Capstone expert interviews, to strengthen college-going culture and career preparation.</p> <p>With the support of our Dual Enrollment Coordinator and counselors, as well as district supports, we saw a 60% increase in our Dual Enrollment offerings and enrollment (based on spring 2024-Spring 2025 data). Our dual enrollment participation rates closely mirror our school's demographic makeup. The OUSD teacher pipeline pre-apprenticeship program in partnership with Berkeley City College and the Office of Recruitment and Retention has been an especially promising strategy. Student retention and pass rate is nearly 100% in that program. We'd like to deepen the connection of the pre-apprenticeship program with the CHD pathway next year.</p> <p>Key ways we intend to address school-wide academic rigor:</p> <ul style="list-style-type: none"> -continue with PD focus on clarity with learning targets, literacy, student-to-student talk, reading texts and reading comprehension -hiring TSA Literacy specialist with experience leading school-wide literacy professional development in all disciplines -continue uplifting and spotlighting teacher expertise with collegial workshops on topics that improve academic rigor such as socratic seminar and in-depth research and presentation -increase after school tutoring program -increase 1:1 teacher mentoring and coaching and developing an open and collegial practice of teacher learning from other teachers -utilize student graduate outcomes to design projects and assignments with appropriate scaffolds -use data to inform our professional learning for whole site, ILT, and small learning communities

<p>Create a whole-school approach to postsecondary planning for all students. Decide on signature WBL activities and experiences for each pathway and grade level, which class or teacher manages those. Create a shared Google Classroom for students to access materials and for teachers and support staff to track participation.</p>	<p>This is the first year that the College and Career Center hosted Tier 1 classroom presentations across 9th - 10th grade classes. College Access Team will collaborate with school counselors during course requests time to provide a college knowledge presentation, for the first time. There are more 9th - 11th grade students in a college access program during this time compared to last year. Our college access programs are actively recruiting students; we anticipate an increase in the 25% of students in a college access program. With community college applications opening in March, we anticipate an increase in applications submitted by the end of the year. This year, our College Center will host Higher Education Week which will provide all of the 11th grade students with an opportunity to be introduced to over 30 university and college representatives. This is the first time in about 5 years that Skyline hosts this event. We have increased whole School College/Financial Aid Knowledge Events (67 events), Classroom Presentations Across 9th - 12th (59 presentations), and Family Events (7 Family Workshops) so far. 60% of our Seniors participate in a College Access Program and 25% of 9th-11th Graders do.</p> <p>Pathway teams have all done work based learning mapping and postsecondary planning mapping, and are following these plans, which includes at least one college visit and industry visit per grade level per year. Collaboratively managed with pathway teams typically with industry visits led by CTE teachers. Other groups on campus also have access to college and career visits through their programs such as: OneGoal, AAMA, LMB LMA, Newcomer, 9th Grade Houses, and BSU. Additional signature WBL experiences are detailed in the pathway tabs.</p> <p>How we plan to continue this progress:</p> <ul style="list-style-type: none"> -continue to develop WBL Liaison and the year-long site WBL plan, strengthening his relationships with the 4 pathway teams and their community partners -ensure that pathway teachers (CTE teachers + core teachers) are deeply connected with the WBL work, that teachers are trained and prepared for internship planning, college planning, PBL and integrated projects. -ensure that WBL liaison works in strong collaboration with College Access Team and Counseling team (monthly meeting to ensure alignment) -reassess/revise methods of communication to students + families with opportunities (for example: grade level Google Classrooms) for scholarships, internships, other opportunities -understand which pathway or pathway teacher needs more support with regards to the signature WBL activities (how to plan, lesson plans, industry field trip) -develop at least one "deep partnership" for each pathway with a community partner (good model is Y-Plan with Green Energy). Understand what it takes to develop this partnership long-term. Pathway Coach works on this with each pathway team.
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Whole School Strategic Actions (to address enabling conditions for high quality pathway development)

2024-2025 Strategic Actions

In the Whole School tab, schools develop school wide strategic actions. These actions are meant to be in support of all pathways and are elements of the "enabling conditions" for ongoing pathway development.

*Based on a review of the challenges from the root cause analysis (rows 39-48 above) and reflection on this year's strategic actions (rows 82-88), what are 3-5 **new or revised**, school wide strategic actions for 24-25 that will support school-wide improvement to directly address the challenges identified above?*

Revisit pathway student learning outcomes. Ensure that these student learning outcomes align with our whole school vision and that there is also alignment among each of the four pathways' vision and mission. Utilize the student learning outcomes to guide our collaborative work in Small Learning Communities. An example is Senior Graduate Capstone experience. Revisit the four pathway capstone projects. Beginning with what we expect from students, ensure that the preparation and final culminating experience (research project, written piece, oral presentation, action) are in alignment with academic content standards that students have been learning and that students have scaffolded experiences, practices, and assignments that lead up to that final experience.

Align instructional goals of whole staff PD, ILT, department, and pathways making regular use of student outcome data, classroom observation data, and student feedback data

Continue training (new) WBL Liaison. Develop 12-mo work plan that quantifies and assesses quality of current WBL engagement. Seek to increase WBL engagement across the 4 pathways: ensure resume and interview practice, increase student internship participation, increase mentorship, develop at least one "deep community partnership" per pathway (currently Green Energy has good example of this with Y-Plan partnership) per grade level. Ensure that WBL experiences are scaffolded and that students give feedback on their WBL experiences. Develop during-the-school year internship experiences (currently each pathway has around 10-15 participants). Develop Student Pathway Leadership plans for Computer, Ed&Comm Health, and VAPA pathways (use Green as model).

Increase integration between AAMA /LMA/LMB and whole school with better coordination of these facilitators and our school Case Management team. Share Case Manager practices and incorporate AAMA, LMA, LMB into pathway collaboration and case management meetings, COST meetings where possible. Develop stronger relationships with our AAMA, LMB, LMA facilitators and site admin and staff with designated admin and bi-weekly check ins.

Create Student Leadership Plan to increase promotion of equitable and authentic student leadership roles and responsibilities such as: student voice with representation in PBIS committee, Safety & Culture committee, pathway student recruitment, 9th grade student recruitment, community & family engagement, and essential stakeholder feedback for school improvement with representation from each pathway.

Increase coordination of Attendance Team and pathway teams utilizing pathway collaboration time to increase understanding between the two groups' work and to intervene early on purposefully with 9th and 10 grade students with high rates of absences and tardies

Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION

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

Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

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

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

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)

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

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*

COST

OBJECT CODE

OBJECT CODE
DESCRIPTION

POSITION TITLE

FTE

PATHWAY NAME
(if applicable)

Fully Approved
(no additional
Justification Form
required)

*(protected cells below to
be completed by MN/H
staff only)*

Conditionally Approved
(Justification Form is
required)

*(protected cells below to
be completed by MN/H
staff only)*

"Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE that teaches Graphic Design and Digital Photography. This CTE teacher will develop and provide access to relevant work-based learning experiences in these career fields. As part of Visual Arts Pathway teaching team, this teacher incorporates her background in design to embed elements of design and art into teachings across all courses in Visual & Performing Arts Pathway. PCN 2976 - Lisa Leal (Salary and Benefit costs included)"	\$97,395.71	1105	Teacher Salaries	Teacher	1.0 FTE	Visual & Perf Arts	Conditionally Approved	
"Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE that teaches CTE Illustration and AP Studio Art. This CTE teacher will develop and provide access to relevant work-based learning experiences in these career fields. As part of Visual Arts Pathway teaching team, this teacher incorporates her professional background in visual and commercial arts into teachings that impact the Visual & Performing Arts Pathway. PCN 2683 - Rachel Kantor (Salary and Benefit costs included)"	\$127,561.72	1105	Teacher Salaries	Teacher	1.0 FTE	Visual & Perf Arts	Approved	
Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. , for the Computer Technology Academy. The funding for this position is to bring our total allocation up to 4 Case Managers at Skyline so that we are able to provide 1 Case Manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Case Managers --> one for each pathway and one for Atlas- 9th Grade). PCN 6329 - Dana Lalaw (Salary and Benefit costs included)	\$110,647.34	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Tech	Approved	
"Teacher Salaries: Hire a CTE Teacher, at 0.8 FTE that teaches Music Performing Arts and directs our music program. This teacher will ensure every student in the Visual & Performing Arts Academy pathway has access to a core CTE sequence. His duties include: Continue to teach 4 CTE aligned Performing Arts courses in the Visual and Performing Arts Academy Senior Capstone class in the Visual and Performing Arts Academy; Support all enrolled students in achieving the pathway standards of the Visual and Performing Arts Academy. Develop and provide access to relevant work-based learning experiences. PCN 6647 - Adam Green (Salary and Benefit costs included)"	\$80,401.73	1105	Teacher Salaries	Teacher	0.8 FTE	Visual & Perf Arts	Conditionally Approved	
Clerical Salaries: Hire Bilingual Administrative Assistant II Bilingual, at .40 FTE. The admin assistant provides integral support to our Dual Enrollment program by overseeing enrollment, recruitment, info sessions for families, registration, withdrawals, drops, Canvas and other tech support. PCN 7838 - Dawa Mohssen (Salary and Benefit costs included)	\$54,280.08	2405	Clerical Salaries	Administrative Assistant II Bilingual	0.4 FTE		Approved	
Pupil Support Salaries / Counselor: Hire a Counselor, at 1.0 FTE, for the Education & Community Health Academy. The funding for this position is to bring our total allocation up to 5 counselors at Skyline so that we are able to provide 1 Counselor per Pathway. The 1:1 Counselor to Pathway ratio for counseling services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (5 counselors --> one for each pathway and one for Atlas- 9th Grade). PCN 8304 - Adriana Tinajero (Salary and Benefit costs included)	\$96,864.96	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Ed & Comm Health	Approved	
Clerical Salaries: Hire a Pathway Case Manager, at 0.65 FTE. , for the Visual & Perf Arts Pathway. The funding for this position is to bring our total allocation up to 4 Case Managers at Skyline so that we are able to provide 1 Case Manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. To ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Case Managers --> one for each pathway and one for Atlas- 9th Grade). PCN 8335 - Keiana (Sunnie) Smith (Salary and Benefit costs included)	\$69,515.57	2405	Clerical Salaries	Case Manager 24	0.65 FTE	Visual & Perf Arts	Approved	

Clerical Salaries: Hire a Pathway Case Manager, at 0.5 FTE., for the Green Energy Pathway. The funding for this position is to bring our total allocation up to 4 Case Managers at Skyline so that we are able to provide 1 Case Manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation. To ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Case Managers --> one for each pathway and one for Atlas- 9th Grade). PCN 8801 - Felipe Bobino Jr (Salary and Benefit costs included)	\$64,774.05	2405	Clerical Salaries	Case Manager 24	0.5 FTE	Green Energy		Approved
Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE. The Case Manager's primary duty is to oversee college and career planning in all pathways: including college fairs and visits, college applications, scholarship applications, the transition process beyond graduation. Coordinates all college access partners such as DCAC, TRIO, uAspire, EAOP. Provides drop-in support, workshops for classes and families, targeted supports for underrepresented focal groups PCN 9302 - Jazmine Cisneros-Pena (Salary and Benefit costs included)	\$126,052.20	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Whole School		Approved
Clerical Salaries: Hire a Work Based Learning Liaison at 1.0 FTE. The WBLL primary duty is to oversee work based learning experiences in all pathways by coordinating career fairs, industry visits and guest speakers, ECCCO internships, resume and interview workshops. This role supports alignment of WBL among our 4 pathways to promote deeper WBL experiences with targeted supports for underrepresented focal groups. PCN 9928 - DayMarr Johnson (Salary and Benefit costs included)	\$158,194.04	2405	Site Liaison	WBL Liaison	1.0 FTE	Whole School		Approved
Transportation Costs: Charter Bus rentals College and Career Exploration Field Trips for whole school, particularly focal groups: at risk students, disengaged, focal groups, ELLs, Newcomer. College Visits, Career Exploration Visits, field trips and integrated learning opportunities that enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different organizations.	\$26,952.06	5826	Transportation Costs			Whole School		Approved
Teacher Salaries Stipends: Extended Contracts for the focal group Teachers/staff (newcomer, affinity groups, special education, 9th grade, disengaged students) to attend Collaboration & Professional Development Time to work on pathway alignment. Funding for staff to attend retreats to collaborate with pathway colleagues to more deeply integrate curriculum and focal group programming with pathways. Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. Budget Calculation: \$38.50 per hour x 25 total hours + 25% benefit costs = \$924 x 8 Teachers = \$9,625. (Salary & Benefit Costs Included)	\$9,625.00	1120	Extended Contract			Whole School		Approved
Supervisor & Administrator Salaries: Hire a Pathway Coach, at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. PCN 1672 - Shanti Elliott (Salary and Benefit costs included)	\$98,484.74	2305	Supervisor, Coaches, Administrator Salaries	College & Career Pathway Coach	0.5 FTE	Whole School		Approved
Teacher Substitutes: Substitute coverage for focal group teachers (9th grade, newcomer, affinity groups, special ed) to strengthen and align with pathway work to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs Included)"	\$13,000.00	1150	Teacher Substitutes			Whole School	Enabling Conditions	Approved
Extra Time/ over time for Case managers embedded in Pathways to attend Pathway retreats. Funding for staff to attend retreats to collaborate with pathway colleagues to more deeply integrate curriculum and focal group programming with pathways. Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway.	\$4,500.00	1120	ET/OT Classified			Whole School		Approved
Refreshments: Whole School Events for Academies that involve students and families (e.g., Academy Information Night, Academy Recognition events, etc.)	\$13,467.36	4311	Meeting Refreshments			Whole School	Conditionally Approved	
2025-2026: YEAR THREE								
Whole School Strategic Actions Reflection								

2024-2025 Strategic Actions	Reflection on 2024-2025 Strategic Actions <i>For the Year 2 Strategic Actions, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
Revisit pathway student learning outcomes. Ensure that these student learning outcomes align with our whole school vision and that there is also alignment among each of the four pathways' vision and mission. Utilize the student learning outcomes to guide our collaborative work in Small Learning Communities. An example is Senior Graduate Capstone experience. Revisit the four pathway capstone projects. Beginning with what we expect from students, ensure that the preparation and final culminating experience (research project, written piece, oral presentation, action) are in alignment with academic content standards that students have been learning and that students have scaffolded experiences, practices, and assignments that lead up to that final experience.	<ul style="list-style-type: none"> - Improved Senior Capstone alignment across all pathways including project timeline, due dates, written paper, and process. Capstone teachers meet monthly to align across pathways. This work involved pathway alignment around scaffolds provided, dates, expectations for capstone projects, presentation preparation and grading distribution and calibration among all teachers. While they met around the same amount last year, the meetings were less fully attended. Whole staff supported with grading Capstone papers. We are on track for a second year of all Capstone presentations to take place with lower grade level students actively participating in the presentations as audience, asking questions and giving feedback to presenters. ILT and PLC spaces have also supported Capstone alignment with content standards, grounded in the whole school Capstone paper scoring process. - Merged VAPA and Computer Tech pathways to create one single-stranded pathway (industry sector AME); this work was held by teacher leaders from both merging pathways in collaboration with community partners from each pathway, site admin, central office supports, and CA Dept of Ed. New pathway (Arts Production and Design) ensures that the student learning outcomes are aligned with student interest, industry guidance and recommendations, authentic and relevant course curriculum and content, as well as whole school vision and mission. - Aligning pathway student learning outcomes with whole school mission and vision will be most timely next year, as we work on strengthening cohesiveness as a school with 3 pathways and surround our new AME pathway with supports. - We are on track for all 10-12th grade students to be enrolled in one of 3 pathways with a process for "right-sizing" cohorts in addition to a process for compliance with CPA rules (no additional 12th graders in a pathway). We have communicated this major change with our school community and have given space for feedback, discussion, and student and parent leadership with this transition.
Align instructional goals of whole staff PD, ILT, department, and pathways making regular use of student outcome data, classroom observation data, and student feedback data	<ul style="list-style-type: none"> - Instructional goals have focused on literacy improvement and math improvement, based upon data from iReady and math interim assessments. The English department analyzed iReady data to monitor student outcomes. ELA department also looks at student work in the form of Socratic Seminar video review. 2X per year ELA department calibrates and scores district-wide curriculum embedded assessment for the adopted district-wide Fishtank curriculum for 9th and 10th grades. While the ELA team has benefitted from calibrating and scoring the essays together, the greatest benefit was in the process and understanding. We still seek improvement in student scores, which will be positively impacted by much larger student analysis in 2025-26. In addition, not having all teachers engaged in the Fishtank rollout allowed for some teachers to disengage, which was negatively impactful. In 2025-26, all grade levels in the district will use Fishtank curriculum and this will allow us to be more intentional and forward regarding how our site uses the essay data. The implementation of two new (or relatively new) programs (iReady and Fish Tank) presented somewhat of a division, with majority attention on Fish Tank. We aim to go into 2025-26 with greater teacher engagement, utilizing improved collaboration and alignment so that we can focus on directly improving student learning and outcomes. - Math department analyzed math interim assessments by course team (Algebra, Geometry, etc.). Each team monitors student outcomes with multiple sources (both qualitative and quantitative) with math interim assessment data as well as classroom engagement, participation, discussion. - ELA and Math departments have supported both ILT and whole site engagement around their data analysis. Other data PLCs have examined include student surveys on their learning, Capstone scores, and the relevance of CHKS data to classroom learning. In general, department chairs lead Cycles of Inquiry with work time and support built into ILT bi-weekly meeting. COIs have all been focused around LCAP and School wide goal. Mid-way through this year, departments shared out their COI learnings with whole staff during a while site PD in which we did a "Round Robin" share out, discussion, and celebration. It was clear from feedback that staff find meaning in hearing directly from each other about their learnings and student outcomes. We are on track to progress towards one more COI in departments this school year. - We have held 3 Learning Walks with lead teachers/teachers participating in observing, discussing what students are demonstrating and doing in class, with a particular focus on student-to-student talk and academic discussion, utilizing the IPG. The Learning Walks have taken place within our own site, in conjunction with the HS Network, and most recently a LW was dedicated to Assistant Principals from other OUSD sites as a learning process. - Recent whole site PD focused on attendance work, looking at student attendance/truancy data over the past two years and strategies that the Attendance Team is implementing. This whole site PD focused on learnings from student empathy interviews around students missing class. Teachers engaged with the data and considered action steps that they can incorporate into their classrooms and their teacher interactions. We are on track for another session for whole site PD, focusing on the connection between attendance and curriculum and pedagogy. We are on track to support pathway teams to review and analyze specific pathway, course, teacher, and student name attendance data in their pathway collaborations.
Continue training (new) WBL Liaison. Develop 12-mo work plan that quantifies and assesses quality of current WBL engagement. Seek to increase WBL engagement across the 4 pathways: ensure resume and interview practice, increase student internship participation, increase mentorship, develop at least one "deep community partnership" per pathway (currently Green Energy has good example of this with Y-Plan partnership) per grade level. Ensure that WBL experiences are scaffolded and that students give feedback on their WBL experiences. Develop during-the-school year internship experiences (currently each pathway has around 10-15 participants). Develop Student Pathway Leadership plans for Computer, Ed&Comm Health, and VAPA pathways (use Green as model).	<ul style="list-style-type: none"> - Implemented "during-the-school-year" internships with 5-10 students from each pathway - On track for ECCCO internship recruitment of 125 students across school for this summer - All pathways increased WBL engagement. WBL has partnered with CTE teachers to ensure that all 10th-12th gr students have a resume and are working toward a postsecondary plan. We also have been strengthening our Work Based Learning and postsecondary planning programming for 9th grade students, through curriculum associated with the 9th grade Career Fair and pathway selection. We still need to work on documenting all of the WBL work for more accurate school data. - Integrated WBL activities in Moderate/Intensive Special Education with guest speakers and full participation in other career exploration activities such as Opportunities Fair and Mock Interview Fair. - Made progress with student leadership in pathways with Education & Comm Health Pathway planning work in developing a Peer Mentoring program and VAPA starting one. - 170 number of students were trained to be Mental Health First Aid certified, following all staff Mental Health First Aid certification training. - Deepening partnerships this year have included: OUSD Office of Recruitment and Retention pre-apprenticeship program (CHED) ; Gameheads (Computer); Civic Design Studio & Brower Center (VAPA), Ignite (Green). The Green Energy pathway has initiated our CTSO membership in Skillsusa. - This spring we'll develop a plan for the Green Student Leadership group to advise student leaders and teacher supports in other pathways on creating a sustainable student pathway leadership group.
Increase integration between AAMA /LMA/LMB and whole school with better coordination of these facilitators and our school Case Management team. Share Case Manager practices and incorporate AAMA, LMA, LMB into pathway collaboration and case management meetings, COST meetings where possible. Develop stronger relationships with our AAMA, LMB, LMA facilitators and site admin and staff with designated admin and bi-weekly check ins.	<ul style="list-style-type: none"> - AAMA instructor (in his first full year at Skyline) has connected well with other teams on campus such as site admin, Black Student Union club, RJ, and College and Career Center. He organized an HBCU trip and has developed positive relationships with his students. His students have embraced a weekly "dress for business" as they discuss future goals and aspirations. They are also implementing a financial literacy curriculum with community-based guest speakers. We would like connect more regularly around combating truancy and tardiness. - Case management of students includes working 1:1 to develop a Work Plan, documented on a tracker. Meet and communicate regularly with teachers and parents, occasionally supporting the student to advocate for extra time on assignments or other helpful accommodations. In addition, work with students on college application, scholarship, financial aid application, summer opportunities such as ECCCO. All of this work includes weekly check-ins and may include classroom drop ins - our site was assigned AAFE instructor mid-way through the year. This teacher does not have a class currently and has been working closely with AAMA instructor and building relationships with the African-American male and female students, and beginning to "case manage" the African-American girls. - LMA and LMB facilitators continue to run their programming and have strong sense of community with their cohorts. LMA instructor does participate in weekly collaboration with teaching team (CHED). The extent to which authentic case management of students on their roster is unclear. Communication with the LMA/LMB instructors is inconsistent. Office of Equity is on track to moving towards putting credentialed teachers in these roles and site admin welcomes this change.

<p>Create Student Leadership Plan to increase promotion of equitable and authentic student leadership roles and responsibilities such as: student voice with representation in PBIS committee, Safety & Culture committee, pathway student recruitment, 9th grade student recruitment, community & family engagement, and essential stakeholder feedback for school improvement with representation from each pathway.</p>	<ul style="list-style-type: none"> - Student voice and leadership has increased with two student groups coming forward with presentations on research they conducted related to their passion projects of student bathrooms and lunch food (low quality, low access). Both times students were able to present to site admin and HS Network, and their perspectives brought to attention of district Food Services and Facilities departments, with some progress already made (cafeteria student workers are hired and working to increase food access and Cafeteria Manager is increasing fresh food production for school lunches. There are 4 students now working part-time in cafeteria. - A "pilot" for remodeled bathroom is planned for this summer in one student building - we have selected Bldg 20. - Student leaders from Leadership class lead prospective family tours, Shadow Days, come to evening recruitment events, and well-represent our school. - We utilize Leadership students (mixed grade level) and occasional pushing into other non-leadership classrooms across grade levels for input on overall school improvement such as WASC mid-cycle visit with pathway student and 9th grade representation - This year 8 students participated in Empathy conversations around attendance and student perspective on truancy, period absences. We used the findings during whole site - This year 10 students participated in Listening Session on student perspective around grading with central office staff. There is interest among some staff members to challenge the way that grading is traditionally done and we acknowledge that we are at beginning stages of exploring ideas around mastery-based grading and grading with equity. - Each pathway has student leaders that support student recruitment. Our pathways continue to work on student leadership for pathway improvement. - We need to build in practical ways to increase student leadership in safety and culture and PBIS work, as well as student leadership in improving family and student engagement. We struggle in this area without dedicated time, space, and staff for this work. Although there are various committees that students can sit on (Safety & Culture which meets monthly, Joyful Schools), participation among students has dropped off as students are meeting after school or evenings. We have created a plan to utilize the three Leadership sections which are mixed grade level and have begun holding student engagement sessions to get student perspective and feedback around safety and culture issues. Our plan for 2025-26 is to add monthly opportunities for non-leadership students to engage in these sessions. For the remainder of this school year and for 2025-26, we will utilize the R.E. S.T. Committee (formerly known as Safety & Climate Committee) to engage our community in conversations related to safety and climate. Topics of discussion that are important to students and parents in particular are the fencing project, student parking, bathrooms, sports. This group meets monthly. In addition, we would like to increase participation and diversity among all school groups that make up this committee. We will use this committee and leadership to inform decision making for our Community Schools Grant.
<p>Increase coordination of Attendance Team and pathway teams utilizing pathway collaboration time to increase understanding between the two groups' work and to intervene early on purposefully with 9th and 10 grade students with high rates of absences and tardies</p>	<ul style="list-style-type: none"> - Case Managers that are dedicated to pathway cohorts meet bi-weekly with site admin and CSM as part of Attendance team; supporting "Mass SART Parent Meetings" where we invited chronic absence (both severe and moderate), then initiated 1:1 case management of individual students. Approximately 80 students school-wide receive attendance-focused case management which includes family communication, student check in re: attendance, student attendance weekly contract, conducting empathy interviews, SART if no improvement is made after 4 weeks, SARB if no improvement is made after 4 weeks of SART. We are on track to increase these attendance efforts by 1.5X from last year. - We held one whole site PD around our Attendance team work with a focus on data from Case Managers' empathy data. Teachers discussed and shared action items that they will try as classroom teachers to combat truancy from their particular classes, such as selecting a few students to intentionally build a personal connection with for a brief time each day, or to increase phone calls to parents of students that do not attend class. - We are on track to hold our next session focusing on Attendance in PLCs, with a focus on connecting attendance to curriculum and pedagogy in each classroom. In this session, PLC will look at data related to their specific PLC across focal groups and other disaggregated data. Teaching teams will consider 1-2 strategies that they can commit to as a group and as an individual teacher. Individual teachers will have an opportunity to drill down more deeply into the attendance data to view and analyze their own instructor attendance data (student name, across periods of the day, etc.). Individual teachers will consider 1-2 same strategies that they can employ to increase attendance in their individual classes. - Case Managers attend pathway collaboration to work closely with teaching team on action steps for specific students re: motivation, attendance, truancy, engagement, SEL, and other student needs. Case Managers also attend weekly COST meetings
Whole School Strategic Actions (to address enabling conditions for high quality pathway development)	
<p>2025-2026 Strategic Actions In the Whole School tab, schools develop school wide strategic actions to support all pathways and elements of the "enabling conditions" for ongoing pathway development. <i>Based on a review of the challenges from the root cause analysis and updated schoolwide data above, plus a reflection on this year's strategic actions, what are 3-5 new or revised, school wide strategic actions for 25-26 that will support school-wide pathway improvement to directly address the challenges identified above?</i></p>	
<p>Develop a realistic Student Leadership Plan utilizing the three sections of Leadership classes. Promote diversity of enrollment in these classes for 2025-26. Collaborate with leadership teacher to embed student leadership work in perspective 9th grade student recruitment (this is already strong), school safety and climate, Community Schools (PBIS, Joyous Schools), Family Engagement. Increase opportunities for non-leadership students to also participate by building in monthly lunchtime meetings to support this work. Site admin will collaborate with CSM, Leadership teacher, a small group of student leaders, and classified and certificated staff who want to work on this Student Leadership Plan. Ensure that each pathway is represented in each facet of work.</p>	
<p>Using iReady data, math interim assessment data, and student work, departments (led by ILT) will focus efforts on improving literacy and math. Continuing a positive community of practice around teachers observing and learning from each other and openly discussing patterns we see across the school, small learning communities and overall site professional development will collaborate on strategies to increase student-to-student talk, academic discussion, and raising rigor.</p>	
<p>Using chronic absence data and period absence data, Attendance Team in closer collaboration with teachers (via pathways and/or departments as well as whole staff PD) will increase collective responsibility in improving student attendance by regularly reviewing Attendance Team work, analyzing data specific to pathway, course, teacher, and student, and connecting attendance work to classroom pedagogy and curriculum.</p>	
<p>Revisit pathway student learning outcomes as we transition to 3 pathways from 4 (merged VAPA and Computer pathways to a single-stranded AME pathway called Arts, Production and Design). Ensure that these student learning outcomes align with our whole school vision and that there is also alignment among each of the three pathways' vision and mission. Utilize the student learning outcomes to guide our collaborative work in Small Learning Communities. Beginning with what we expect from students, embed student, family, and industry partner voice and leadership into the new AME pathway. Ensure that student experiences such as Senior Capstone and WBL are aligned with the overall school vision and mission, and well as with the other two pathways.</p>	
<p>Budget Expenditures Effective July 1, 2025-June 30, 2026</p>	
<p>2025-2026 Budget: Enabling Conditions Whole School</p>	

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Supervisor, Administrator, Instructional Coaches Salaries: We will hire an additional Assistant Principal (AP) at 1.0 FTE to increase our total allocation to 4 Assistant Principals, allowing us to provide 1 AP per pathway. The AP will Support students and staff within the (newly merged) Design, Arts, and Production Pathway. Assist students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include: Connect with pathway case managers, counselors, and students and provide support or connections to enhance academic success. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. Pull and provide data for pathway staff to help students. Meet with families to create support plans for students The funding for this position will bring our total allocation up to 4 Assistant Principals at Skyline so that we can provide 1 AP per Pathway. The 1:1 AP to Pathway ratio of admin services will ensure pathway integrity and a continuum of supports to ensure all students are on track to graduate (4 Assistant Principals --> one for each pathway (3) and one for Atlas—9th Grade = 4 APs total). PCN 2815 - James Ortega (Salary and Benefit costs included)	\$183,606.62	1305	Supervisor, Administrator, Instructional Coaches Salaries	Assistant Principal, High School	1.0 FTE	Arts, Production & Design	Approved	
Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach will support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning. Work closely with pathway leads and teaching teams on each pathway continuous pathway improvement of curriculum and pedagogy in conjunction with each pathway theme. Work closely with ILT to ensure a strong connection between pathway work and whole-site professional development, focusing on school goal #1, improving literacy and math with an emphasis on academic discussion and student-to-student talk in all classrooms. Ensure a robust work-based learning plan for each pathway that aligns with the whole school vision and mission, with targeted attention to include leaders and facilitators of focal groups such as students with IEPs, newcomer students, and African American and Latinx students. Work closely with WBL Liaison and College & Career Center to ensure that all pathways have strong support regarding college access, internship and mentorship opportunities, and access to college fairs for all grade levels. Work closely with pathway leads to ensure pathway compliance and reporting PCN 1672 - Shanti Elliott (Salary and Benefit costs included)	\$105,983.51	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School	Approved	
Teacher Salaries: Hire a Teacher at .71 FTE. This teacher will teach Graphic Design and Digital Photography and develop and provide access to relevant work-based learning experiences in these career fields. As part of the new Arts, Production & Design teaching team, this teacher incorporates her background in design to embed elements of design and art into teachings across all courses in the Pathway. PCN 2976 - Lisa Leal (Salary and Benefit costs included)	\$71,060.55	1105	Teacher Salaries	TCHR STR ENG	.71 FTE	Arts, Production & Design	Approved	

Clerical Salaries: Hire a Pathway Case Manager at .70 FTE for the Arts, Production & Design Pathway. Provide case management to the Arts & Design Production pathway students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include Checking in with students and providing support or connections to enhance academic success, with a focus on attendance and engagement. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. New PCN 10565 - Dana Lalaw (Salary and Benefit costs included)	\$87,441.69	2405	Clerical Salaries	Case Manager 20	.70 FTE	Arts, Production & Design	Approved	
Clerical Salaries: Hire a Pathway Case Manager at .20 FTE. for the Green Energy Pathway. Provide case management to the Green Energy pathway students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include Checking in with students and providing support or connections to enhance academic success, with a focus on attendance and engagement. Provide social-emotional counseling by having one-on-one conversations or connecting students to resources supporting mental health. Support in pathway climate and culture. The funding for this additional Case Manager position is to allocate up to 3 case managers at Skyline so that we can provide 1 case manager per Pathway. The 1:1 Case Manager to Pathway ratio allows for targeted and additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Ensure pathway integrity and a continuum of support to ensure all students are on track to graduate. New PCN 10566 - Felipe Bobino Jr (Salary and Benefit costs included)	\$24,983.34	2405	Clerical Salaries	Case Manager 20	.20 FTE	Green Energy	Approved	
Classified Support Salaries: Hire a College and Career Readiness Specialist at .25 FTE. The College and Career Specialist oversees college and career planning in all pathways, including college fairs and visits, college applications, scholarship applications, and the transition process beyond graduation. The specialist coordinates all college access partners, such as DCAC, TRIO, uAspire, and EAOP. The specialist also provides drop-in support, workshops for classes and families, and targeted support for underrepresented focal groups. Guide students who need additional support in completing all the pathway requirements and transitioning successfully into post-secondary opportunities, including course completion, certificate completion, dual enrollment, graduation, and the transition process beyond graduation. Specific duties include creating a weekly newsletter of events and opportunities the college and career center hosts. Provide support and resources for all avenues of higher education for our pathway students. Support pathway students in understanding A-G eligibility requirements, different avenues of education after graduation, and other funding options. New PCN 10563 - Jazmine Cisneros-Pena (Salary and Benefit costs included)	\$32,124.07	2205	Classified Support Salaries	College & Career Readiness Specialist	.25 FTE	Whole School	Approved	

Teacher Salaries: Hire a Teacher Department Head at .80 FTE. This teacher will teach CTE Illustration and AP Studio Art and develop and provide access to relevant work-based learning experiences in these career fields. Description of responsibilities: Instrumental in Pathway leadership and developing a strong community of practice in this newly merged pathway. Teach Capstone course AP Studio Art in the newly merged Arts & Design Production pathway (AME Industry sector) for 2025-26. Support all enrolled students in achieving the pathway standards of the AME Pathway. Develop and provide access to relevant work-based learning experiences. Incorporate project-based learning methods into the curriculum. Guide students in their exploration of careers in the fields of design, art, and digital media and art. Participate in cross-disciplinary collaboration with other teachers in the pathway. Provide student leadership opportunities. As part of the Arts, Production & Design teaching team, this teacher incorporates her professional background in visual and commercial arts into teachings that impact the Pathway. PCN 2683 - Rachel Thomas (Salary and Benefit costs included)	\$108,953.74	1105	Teacher Salaries	Teacher Department Head	.80 FTE	Arts, Production & Design	Approved	
Teacher Salaries: Hire a Teacher at .80 FTE. This teacher will teach Music and Performing Arts and direct our music program. The teacher will ensure every student in the Arts, Production & Design pathway has access to a core CTE sequence. Duties include continuing to teach 5 CTE-aligned Performing Arts courses in the Senior Capstone class in the Arts, Production & Design pathway and supporting all enrolled students in achieving the pathway standards of the Arts Production & Design. Develop and provide access to relevant work-based learning experiences, incorporate project-based learning methods into the curriculum, and guide students in exploring careers in design, art, and digital media and art. PCN 6647 - Adam Green (Salary and Benefit costs included)	\$83,739.87	1105	Teacher Salaries	TCHR STR ENG	.80 FTE	Arts, Production & Design	Approved	
Classified Support Salaries: Hire 1 Newcomer Assistant at .50 FTE. The Newcomer Assistant will support instruction and learning for all students in the Education & Community Health Pathway, with a focus on including students with interrupted and formal education, supporting full engagement and language fluency development, and strengthening integration with pathway activities, including internships, college and career field trips, and academic interventions, including after-school tutoring. Intentional time will be directed towards Newcomer English Language reading, speaking, listening, and writing that occurs in all CTE pathway classes. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Provide support with understanding, translation when needed, and exploration of content and material related to pathway course content and curriculum. Check in with students and provide support or connections to enhance academic success. These actions align with our focus on literacy development across all pathways/houses. PCN 10449 - Maria Rangel (Salary and Benefit costs included)	\$36,502.08	2205	Classified Support Salaries	Newcomer Assistant Learning Lab		Education & Community Health Academy	Approved	

<p>Teacher Salaries: Hire a Teacher at .29 FTE. This teacher will teach Multimedia and Digital Film and ensure that every student in the Arts, Production, & Design pathway can access a core CTE sequence. Support all enrolled students in achieving the Arts, Production & Design Pathway pathway standards. Develop and provide access to relevant work-based learning experiences. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Concentrator course entitled Multimedia in the newly merged Arts & Design Production pathway (AME Industry sector) Support all enrolled students in achieving the pathway standards of the AME Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods into the curriculum Guide students in their exploration of careers in the fields of design, art, and digital media and art Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities Hours, periods, or days: This teacher will teach 3 sections of CTE class. We are still building our master schedule, so I do not have precise days. 3 sections will equate to approximately 740 hours per week; these classes will meet 4X per week. FOCAL STUDENT POPULATION: All students enrolled in the Arts & Design Production pathway, emphasizing at-risk students due to attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely represent the population of the school. Marking Period Grades - decrease of Ds/Fs in all Pathway classes. Attendance - decrease in the percentage of students who are moderately chronically absent and severely chronically absent. On-Track - 75% or more of students are on track to graduate per A-G requirements. PCN 876 - Joseph Ferrera (Salary and Benefit costs included)</p>	\$32,598.89	1105	Teacher Salaries	TCHR STR ENG	.29 FTE	Arts, Production & Design	Approved	
<p>Clerical Salaries: Hire an Administrative Assistant III Bilingual, at .40 FTE. The administrative assistant will provide support by tracking, supporting teachers in follow-through, and imputing necessary documents and information for Measure H-specific expenditures related to Measure H Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), other Measure H expenditures (purchases/etc.) Anticipated outcomes: Improved capacity, work quality, and timeliness to ensure we comply with the vast amount of Measure H paperwork and compliance measures. PCN 6341 - Yesenia Alamillo (Salary and Benefit costs included)</p>	\$67,051.10	2405	Clerical Salaries	Administrative Assistant III Bilingual	.40 FTE	Whole School	Approved	
<p>Teacher Salaries: Hire a CTE Teacher at 1.0 FTE. This teacher will teach Sustainability Systems and ensure every student in the Green pathway has access to a core CTE sequence. The teacher will also support all enrolled students in achieving the green pathway standards and develop and provide access to relevant work-based learning experiences. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Teach the Capstone course entitled Sustainable Systems in the Green Energy Pathway Support all enrolled students in achieving the pathway standards of the Green Energy Pathway Develop and provide access to relevant work-based learning experiences Incorporate project-based learning methods into the curriculum Guide students in their exploration of careers in the fields of green energy, environmental science, sustainability, natural resources, and other related fields Participate in cross-disciplinary collaboration with other teachers in the pathway Provide student leadership opportunities FOCAL STUDENT POPULATION: All students enrolled in the Green Energy pathway, with an emphasis on students who are at risk due to attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: Pathway enrollment - all pathways closely represent the population of the school Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent On-Track - 75% or more of students are on track to graduate per A-G requirements PCN 8568 - Natalie Musick (Salary and Benefit costs included)</p>	\$94,919.00	1105	Teacher Salaries	TCHR STR ENG	1.0 FTE	Green Energy	Approved	

Teacher on Special Assignment: Hire 1 Teacher on Special Assignment (TSA) at .10 FTE. DESCRIPTION OF RESPONSIBILITIES (Include duties related explicitly to Pathways): Work closely with pathway teams and 9th-grade teachers to develop one cross-disciplinary project that connects the industry theme of each pathway to one 9th-grade house Work with the 9th-grade teaching team to ensure that 9th graders participate in at least one college and career exploration visit related to our pathway themes FOCAL STUDENT POPULATION: All students enrolled in the 9th grade with an emphasis on students who are at-risk based on attendance, socioeconomic status, and/or low GPA. ANTICIPATED OUTCOMES: 9th graders are knowledgeable of our three pathways and explore projects in the 9th grade related to our pathway themes Marking Period Grades - decrease of Ds/Fs in all Pathway classes Attendance - decrease in the percentage of students who are moderately chronic absent and severely chronic absent On-Track - 75% or more of students are on track to graduate per A-G requirements New PCN 11008 - Ahrham Alem (Salary and Benefits included)	\$15,552.52	1119	Teacher on Special Assignment School	Teacher on Special Assignment	.10 FTE	Whole School	Approved	
Consultant Contracts: Contract with the Oakland Public Ed Fund (OPEF) to process and pay the Student Internship Stipends for participating in the 2025 Summer Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026. This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing them with real-world experience directly related to their pathway and increasing their access to industry partners. With these funds, we hope to serve approximately 100-150 students. Budget Calculation: 120 students paid \$500-1000 each = \$90,000.00 + \$900.00 for 10% admin fees = \$90,900.00 <i>The difference (\$45,237.65) will be paid using the 2025-26 Measure H Strategic Plan funds.</i> (Administrative Fees Included)	\$45,662.35	5825	Consultant Contracts					Conditionally Approved
Teacher Salaries Stipends: Extended Contracts for 4 Teachers to support the 2026 Summer Exploring College, Career, & Community Opportunity Summer Program (ECCCO) through June 30, 2026. ECCCO teachers will support students in summer internships by providing a work-based learning curriculum, assisting them in finding internships and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each summer teacher will serve 20-25 students, for a total of 40-50 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: 150 hours total at a \$47.50 hourly rate + 25% Benefit Costs = \$8,906.25 x 4 Teachers = \$35,625.00 (Salary & Benefit Costs Included)	\$35,625.00	1150	Teacher Salaries Stipends			Whole School	Approved	
Teacher Substitutes: Hire teacher substitutes to cover the class so that Pathway Teachers can visit other teachers' classrooms or attend pathway field trips, communities of practice events, conferences, and other specific pathway activities. In these visits, teachers will learn about the best pathway practices to strengthen, align, and integrate them back into their classrooms and pathways. Substitute costs are about \$430/day per class, including benefits. (Salary & Benefit Costs Included)	\$19,695.67	1150	Teacher Substitute			WholeSchool		Conditionally Approved

Pathway Name:	Green Energy Academy			Program #:	3830
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 2023-26 College and Career for All and Linked Learning Quality Standards , self-assess in each category		Evidence of Strengths	Areas For Growth	Next Steps Will any of these categories be a priority for your 3-year goals? If yes, which ones?	

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

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>-Deep focus on student supports and SEL integration week to week as well as intensively in biannual pathway retreats -Continuing to grow robust Green student leadership program</p>	<p>Case manager participation in collab and communicating about our students</p> <p>Talking Points was good for allowing us to communicate in more than 1 language but without it we don't have the resources to reach all of our families</p> <p>Identifying students who are "vanishing" from class early and trying to either re-engage them</p> <p>Trying to get admin to pick up on more student outreach</p> <p>Build socioemotional support groups on campus. Get students to know each other, exchange numbers, stay in contact. <- senior/sophomore mentoring meetings monthly</p> <p>We need support for struggling students, BUT ALSO we need to help students who are looking to get into higher education to prepare them for the stress and time management</p> <p>Teaching students how to be in space with their peers and make relationships that help them feel more connected to their classes, peers, etc..</p> <p>Students feel like they have fewer close friends than before. Can lead to feelings of isolation and lack of motivation</p>	<p>Seniors could get LEED certified during Capstone class next year (Musick registering for summer course to learn how to do this)</p> <p>Guest speakers come in at least twice during school year for follow-up</p> <p>Teach students about their workplace safety rights through Youth@work</p> <p>More family outreach or hosting events on campus to build community and spread information about the options available on campus (multilingual)</p> <p>Try to get college prof or educators to actually talk about the skills needed for their classes</p> <p>Financial aid and issues around financial literacy for college. How do we let students know about the cost of college and tell them about options to make this more affordable</p>
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2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals

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

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

Pathway Strategic Actions

Strategic Actions for 2023-24

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

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

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

Pathway Budget Expenditures**2023-2024 Pathway Budget**

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
Teacher Salaries Stipends: Extended Contracts for the Green Energy Academy Teachers/Certificated Staff to attend Collaboration & Professional Development Time. Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the Green Energy Academy CTE standards and theme, facilitate pathway communities of practice, develop integrated pathway projects. This expenditure will improve student engagement by supporting teachers to be aligned, more deeply prepared and integrated into the pathway curriculum, which will build their capacity to engage students more deeply and effectively. Through this work we will support all students in the Green Energy Academy (approximately 350 students). Extra Duty pay will be for extra hours of service for pathway specific projects and/or outreach to more deeply align or develop pathway. Budget Calculation: \$38.50 per hour x 29 total hours + 25% benefit costs = \$1,395.63 x 8 Teachers = \$11,165.00. (Salary & Benefit Costs Included)	\$10,694.51	1120	Teacher Salaries Stipends			Green Energy Academy
Conference Expenses: Travel Expenses for the Green Energy Academy Teachers/Staff. To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, etc). Funding will be used for travel expenses, registration fees, and applicable meals.	\$4,719.98	5220	Conference Expenses			Green Energy Academy
Teachers Substitutes: Substitute coverage for the Green Energy Academy Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Green Energy Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs Included)	\$2,799.73	1150	Teachers Substitutes			Green Energy Academy

2024-2025: YEAR TWO**Pathway Strategic Goals****Pathway Quality Strategic 3 Year Goal****Check in on 3-Year Goals**

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

By 2026, 100% of pathway students will be making academic progress, working on a WBL map from year to year, and actively engaged in pathway classrooms during instruction, labs and projects, evidenced in learning walk data. Correspondingly, 100% of students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data		-WBL: The pathway has had an increase in enrollment in the ECCCO program. Students have had increased exposure to guest speakers, field trips, and workshops and career exploration panels. The pathway will continue to deepen existing relationships with industry partners such as PG&E, YPlan and GLOBE. -Academic Progress: The Green Pathway is working to raise the on track to graduate rate by the end of the 24-25 school year. -The pathway is making a plan to carry out relationship mapping on an annual basis, to see how we are engaging with students to ensure that every student has a relationship with an adult on the campus.
By 2026, the pathway will significantly decrease the achievement gap for SPED, EL, African American and Latino students from 21-22 A-G completion rate data: 62% African American/ 63% Latino/ 29%SPED/ 73% all students, to 73% for all students.		-We plan to significantly reduce the achievement gap by raising the graduation rate for SPED, EL, Latino, and African American students
By 2026, Green Pathway Student Leadership group will develop into a leadership body that continuously improves through expanding students' leadership opportunities, collaborating with other student leadership groups in California and throughout the country, and nurturing youth leadership throughout Skyline.		Student-led Green Leadership Club has been very active in supporting attendance, increasing ownership over being a Green student, and contributing to decision making in the pathway. The Green Pathway is working on becoming a CTSO member with Skillsusa.
Pathway Strategic Actions Reflection		
2023-2024 Strategic Actions		Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1	Ongoing analysis of student attendance record, discipline record, and academic performance data (SRI, CAST, OUSD Dashboard data, etc.), along with other anecdotal data, in Collab	We are on track for accomplishing the actions for this goal this school year. We had several collaboration meetings, trainings and presentations during the first semester with counselors, ELMA and the OUSD Data specialists where teachers learned how to access students information, academic and attendance reports in the OUSD Dashboard. We also analyzed our students data and identified students who were in need of intervention and support. Counselors were involved to support students with chronic attendance problems and phone calls were made home to involve parents in provided targeted support for students struggling with attendance and behind academically. We also analyzed students academic performance data during our staff retreat and discussed strategies to support students who were struggling. This is an ongoing process and we are continually providing academic and social emotional support for our students who are struggling. -Teachers need to be informed of which of their students are in academic/postsecondary support programs before the beginning of the school year, and supported with alignment with these specific programs. We want to collaborate during the back to school professional development days and continually with the SPED, EL, and LGBTQ specialists and leaders at Skyline to provide on-time classroom support and intervention for our SPED, EL, and LGBTQ students to promote their academic and personal success. -The pathway wants to collaborate better with SPED, EL, and LGBTQ specialists and leaders at Skyline, so that we can more effectively support our students. How can we better train and communicate expectations with all of the SPED, ELL, and other teachers. We now have pathway teacher leaders in charge of SPED, ELL and LGBTQ who are working directly with the SPED, EL, and LGBTQ specialists and leaders at Skyline to provide targeted support for our SPED, EL, and LGBTQ students. These leaders provide continuous updates, information and strategies to our pathway teachers and staff during collaboration and retreats that will help enhance the learning and performance of our SPED, EL, and LGBTQ students. -Get ELPAC reports for all of our ELL students at the beginning of the year and share them with the team, along with strategies for targeted use of this data. We want to collaborate during the back to school professional development days and continually with the ELL teachers to provide on-time classroom support and intervention for our ELL students to promote their academic and personal success. - We started working on Relationship Mapping as a pathway during one of our retreats and collected significant data on students in the pathway who are not connected with any adult on campus. We are planning to continue this to provide one on one student-adult relationship and support for these students, as well as strengthen relationship between students and adults in the pathway. Develop system by which to check in with students on social emotional level on a regular basis. This will include the use of our Student Support Protocol. - Our pathway coach is supporting us in developing this portfolio plan for next year.
	Pathway collaboration regularly features analysis of student work and adjustment of instruction based on student outcomes	
	Use our student support protocol to better supporting our students with attendance, behavior and academic needs. Create action plan for pathway tardies and absences.	
	Ensure that all teachers are trained and practiced at using Relationship Mapping and in doing intentional relationship work; build this work among pathway team.	
	All students will create a google folder to hold their final products and WBL map, for a student portfolio/postsecondary plan	
23-24 Strategic Actions for Goal #2	Provide professional development for all pathway staff on closing the achievement gap. PD on the following: Social emotional learning strategies, differentiated instruction, supporting SPED and EL students in pathway classes, and supporting African American, Latino, EL students and reclassified students who are below grade level in SRI specifically.	-Pathway teachers plan to use notebooks and binder checks in CTE and core subject classes, to increase the academic rigor and student competency in skills required for WBL. We have had teachers share best practices on student notebooks and binders, academic rigor, social emotional learning strategies, SRI strategies during retreats and collaboration that we incorporate in our instructional practices to support our disadvantaged students. Sharing of best practices is on going. We have also had Professional Development on SRI, SPED and ELL strategies aimed at improving our students learning and performance. The Green Energy Pathway want practical and relevant PDs from ELPAC and other support programs during Collab meetings and retreats. -Family engagement has been a critical priority for the green pathway; especially coming out of the pandemic we saw the need for a strong range of communication methods and have successfully collaboratively implemented them. We have found that ongoing communication with pathway families improves students' engagement and learning and we plan to evaluate the impact of our communications efforts as part of our year-end reflection. -As discussed earlier, we have already put in place plans to support our SPED, EL, and LGBTQ students. We are currently looking for a teacher leader for our African American and Latino students who will work closely with LAM and LMB facilitators to support our African American and Latino students. Change this goal: "Deepen pathway discussion in alignment with whole school engagement with Mastery Based grading" to "Deepen pathway discussion in alignment with whole school engagement with the Capstone rubrics."
	Implement a pathway family engagement plan and improve communication systems (talking points/other on time messages in home languages, student support meetings with families)	
	Reduce the achievement gap for SPED, EL, African American and Latino students by providing Math and English Intervention classes and targeted student support.	

	Deepen pathway discussion in alignment with whole school engagement with Mastery Based grading	
23-24 Strategic Actions for Goal #3	Survey all pathway students and regularly review feedback and adjust pathway instruction, structures, activities and events in accordance with student needs.	We have been surveying and reviewing students' feedback as a pathway and will continue to do this. We use feedback from our students to inform our pathway practices, classroom curriculum and instruction, developmental relationship and pathway events. We surveyed students about the type of dual enrollment classes they need and this has led to new and relevant dual enrollment classes that will be offered next Fall with increased student registration. We also receive updates from our student leadership team regularly during our retreats and collaboration on students wellbeing, students concerns, social emotional and academic needs. We continue to support our strong leadership team and plan to join the SkillsUSA CTSO in the near future. Utilize student leaders to improve the pathway by engaging them in discussions around student wellbeing, engagement, needs and getting student feedback. We will assess the growth of our student leadership by reviewing their meeting agenda and notes, membership document & updates. Our student leadership team has visited a school virtually with a strong leadership program. The leadership team is planning to visit another school physically with a strong leadership program in the near future to observe and learn about their successful practices
	Assess and measure the progress of the student leadership program activities	
	Foster networks and build relationships with other student leadership group to learn about strengthening student leadership at Skyline. Begin by identifying schools to visit.	

Pathway Strategic Actions 2024-2025**2024-2025 Strategic Actions**

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

Goal #1: By 2026	By 2026, 100% of pathway students will be making academic progress, working on a WBL map from year to year, and actively engaged in pathway classrooms during instruction, labs and projects, evidenced in learning walk data. Correspondingly, 100% of students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data	New or Revised Strategic Actions for Goal #1	Align teaching team on progress reports system during each marking period (4th week) and embed opportunities for increase 2-way communication with parents/guardians. Continue to strengthen our pathway year-long WBL plan that includes CTE and core courses that shows clear progression from 10th - 12th grade. Continue to integrate and use capstone and graduate outcomes at all grade levels and plan backwards. We are planning to collect a new set of relationship mapping data in order to provide one on one student-adult relationship
Goal #2: By 2026	By 2026, the pathway will significantly decrease the achievement gap for SPED, EL, African American and Latino students from 21-22 A-G completion rate data: 62% African American/ 63% Latino/ 29%SPED/ 73% all students, to 73% for all students.	New or Revised Strategic Actions for Goal #2	Increase reading, reading support, reading strategies, student-to-student academic discussion. Incorporate literacy into Incorporate more student work protocols and data analysis into collaboration with better understanding of focal groups. Analyze focal groups data on dash board during collaboration and retreat to measure and track progress.
Goal #3: By 2026	By 2026, Green Pathway Student Leadership group will develop into a leadership body that continuously improves through expanding students' leadership opportunities, collaborating with other student leadership groups in California and throughout the country, and nurturing youth leadership throughout Skyline.	New or Revised Strategic Actions for Goal #3	Deepen student leadership opportunities in the school site, district, state, and country by seeking opportunities for further Student leadership will join CTSO through SkillsUSA. Provide model to other pathways at our site for authentic student leadership. Students present to whole staff or pathway We will assess the growth of our student leadership by reviewing their meeting agenda, notes, documents, activities & upda

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

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

Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the [Measures N and H Instructions for a Proper Budget Justification](#).

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

- How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.)

We encourage you to refer to this list of [OUSD's Object Codes](#) if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.****If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*

COST

OBJECT CODE

OBJECT CODE
DESCRIPTION

POSITION TITLE

FTE

PATHWAY NAME
(if applicable)**Fully Approved**
(no additional
Justification Form
required)*(protected cells
below to be
completed by
MN/H staff only)***Conditionally
Approved**
(Justification Form
is required)*(protected cells
below to be
completed by
MN/H staff only)***2025-2026: YEAR THREE****Pathway Demographics**

2024-25 Total Enrollment Grades 9-12		329							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	56.2%	43.8%	97.6%		7.9%	7.0%	0.3%		
Student Population by	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported

Dependent by Race/Ethnicity	18.2%		11.2%	38.9%	0.3%	0.6%	14.3%	15.2%	1.2%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Male			
PATHWAY PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	96.0%	93.1%	96.3%	TBD					
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A					
Four-Year Cohort Dropout Rate	0.0%	6.9%	3.7%	TBD					
A-G Completion Rate (12th Grade Graduates)	72.9%	72.7%	78.2%	TBD					
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A					
On Track to Graduate - 10th Graders	63.6%	46.2%	55.4%	73.3%					
10th Graders meeting A-G requirements	60.2%	45.2%	46.7%	69.4%					
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	25.0%	34.4%	30.1%	21.7%					
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	27.8%	21.1%	36.6%	32.9%					
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%					
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	86.9%	63.9%	76.5%	0.0%					
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A					
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	26.5%	31.9%	TBD	TBD					
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	44.1%	49.3%	TBD	TBD					
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	90.9%	100.0%	100.0%	TBD					
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A					
Four-Year Cohort Dropout Rate	0.0%	0.0%	0.0%	TBD					
A-G Completion - 12th Grade (12th Grade Graduates)	50.0%	0.0%	66.7%	TBD					
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A					
On Track to Graduate - 9th Graders	33.3%	8.3%	44.4%	TBD					
9th Graders meeting A-G requirements	22.2%	16.7%	44.4%	TBD					
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	27.3%	0.0%	37.5%	0.0%					
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	9.1%	0.0%	0.0%	0.0%					
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	100.0%	100.0%	100.0%					
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	90.0%	0.0%	66.7%	0.0%					
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A					
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	100.0%	TBD	TBD					
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	40.0%	TBD	TBD	TBD					
Pathway Student Data Reflection									
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?									
Assets					Challenges				

<p>Increase in A-G completion 2024-25 (above 60%) -especially 9th gr. African American males – 22% 2022 in 44% in 2024</p> <p>-Increase in 4-year and 2-year college enrollment. 2 year college enrollment has been increasing since 2021 - not as much as we want but improvement</p> <p>-10% Decrease in dropout rate</p> <p>-Some increase attendance compared to the whole school</p>		<p>-Chronic absence rate 27.8% African American students have the most chronic absence rate.</p> <p>-Pacific Islander students 60% moderate to chronic absence. Next highest group is ~25%.</p>
<p>What might be some root causes to help you understand those student data?</p> <p>-High student expectations, project-based learning at all grade levels, rigorous and hands-on academic work, WBL and PBL opportunities 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.</p> <p>-Increased emphasis on schoolwide routines such as graded Do-nows, science notebooks, organization, binders, group work protocols starting from 9th grade. This helps build persistence, resilience and success. This is how you do school.</p> <p>-Lack of targeted support for Pacific Islander students or support groups. Family pressure and other outside of school challenges making it difficult for Pacific Islander students to be in class.</p>		
<p>Pathway Strategic Goals</p>		
<p>Pathway Quality Strategic 3 Year Goal</p>		<p>Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?</p>
<p>By 2026, 100% of pathway students will be making academic progress, working on a WBL map from year to year, and actively engaged in pathway classrooms during instruction, labs and projects, evidenced in learning walk data. Correspondingly, 100% of students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data</p>		<p>Looking at on track to graduate rates – they are improving, as noted in our data reflection. 2-4 year college going rates are improving. Students are comfortable with google tools, which helps them better organize their learning. However editing continues to be a challenge. Teachers emphasize professionalism with routine and scaffolds such as notebooks and binders; students generally respond positively. Integrated grade level projects have also helped students to develop transferable skills which students use in their classes.</p> <p>Pathway members have participated in yearly relationship mapping of students and discussed having all students connected with a trusted or caring adult on campus. We saw roughly 90% of students accounted for in our last retreat with some questions around students who may or may not still be on campus or mistagged in our system being counted as Green students.</p>
<p>By 2026, the pathway will significantly decrease the achievement gap for SPED, EL, African American and Latino students from 21-22 A-G completion rate data: 62% African American/ 63% Latino/ 29%SPED/ 73% all students, to 73% for all students.</p>		<p>The pathway has continued to support SPED students by collaborating with Case managers and SPED teachers during student support times and attending all IEP meetings. Students with IEP's have their plans shared with their pathway teachers at the start of the semester and their specific IEP requirements are agreed upon by their teachers</p> <p>The pathway is working on developing group work and student pairings that support EL students by reviewing our rosters and identifying all of our students Language fluency as well as their home language in order to better support EL students by partnering them with students who share their home language</p> <p>In our Collab we have worked on relationship mapping and identifying at risk students in grade level teams.</p>
<p>By 2026, Green Pathway Student Leadership group will develop into a leadership body that continuously improves through expanding students' leadership opportunities, collaborating with other student leadership groups in California and throughout the country, and nurturing youth leadership throughout Skyline.</p>		<p>The Green Pathway has continued to cultivate a leadership program that recruits from all Green classes (10 - 12th) and has emphasized professional skills of running meetings and promoting student outreach and support. We have become part of Skills USA and will continue to develop our Green Student Leadership group in this space, beginning with a pilot in Physics ES classes. Student officers from these classes will join the leadership team. Each 10th grade class will nominate 2 representatives to work with the Green Leadership Team as a way to begin engaging the 10th grade students.</p>
<p>Pathway Strategic Actions Reflection</p>		
<p>2024-2025 Strategic Actions</p>		<p>Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>

24-25 Strategic Actions for Goal #1	Align teaching team on progress reports system during each marking period (4th week) and embed opportunities for repeated demonstration of mastery, credit recovery, mastery-based grading.	During weekly student support Collaborations, teachers track students' progress and embed opportunities for academic improvement. Intervention strategies also include communication with parents.
	increase 2-way communication with parents/guardians. Continue to strengthen our pathway year-long WBL plan that connects CTE and core content class learning	The GLOBE partnership is an example of cross-graded CTE-Core Content connected learning. At the beginning of the three year term, students were only utilizing GLOBE protocols in their senior class, as a data collection support. In the past three years, partnerships with GLOBE have increased from one to three classrooms across grade levels. Students are now experiencing GLOBE in sophomore and senior core CTE classes, as well as a cross-grade level elective. Students in all three classes create research projects with the opportunity to collaborate with other GLOBE schools at a yearly research symposium.
	include CTE and core courses that shows clear progression from 10th - 12th grade.	Industry professionals and mentors continue to work with students on their projects in their classrooms. Students in our junior classes are learning and using professional and technical skills first hand from industry partners such as using SketchUp to design green buildings and ArcGIS to create maps and story maps.
	Continue to integrate and use capstone and graduate outcomes at all grade levels and plan backwards.	Pathway members have participated in yearly relationship mapping of students and discussed having all students connected with a trusted or caring adult on campus. We saw roughly 90% of students accounted for in our last retreat with some questions around students who may or may not still be on campus or mistagged in our system being counted as Green students.
	We are planning to collect a new set of relationship mapping data in order to provide one on one student-adult relationship and support for all students.	The number of our pathway students participating in ECCCO internship continues to increase each year. There are also increased number of students participating in school year internships and non-ECCCO internships. Our CTE classes continue to prepare our students for career exploration visits, career development and college readiness using workshops. Our students create brag sheets, cover letters, resumes, learn how to interview, make professional phone calls and write professional emails.
24-25 Strategic Actions for Goal #2	Increase reading, reading support, reading strategies, student-to-student academic discussion. Incorporate literacy into CTE and core classes.	Through Collaboration focused on sharing and learning best practices, we are increasing reading strategies and student talk across pathway classes.
	Incorporate more student work protocols and data analysis into collaboration with better understanding of focal groups. Embed unit/lesson differentiation into collaboration. Collaborate more closely with district ELMA team to better understand ELL reclassification procedure and relevant strategies.	We are working toward closing the achievement gap, but would benefit from talking about our data in regards to these focus groups in order to discuss how our current actions are impacting our achievement gap and how we may need to readjust our efforts.
	Analyze focal groups data on dash board during collaboration and retreat to measure and track progress.	AAMA and AAFE teachers will be joining our student supports meetings to support this work.
24-25 Strategic Actions for Goal #3	Deepen student leadership opportunities in the school site, district, state, and country by seeking opportunities for further growth & development of these young leaders via youth conferences.	We might benefit from whole-site professional development that targets best practices for closing achievement gaps in the groups identified.
	Student leadership will join CTSSO through SkillsUSA.	Some pathway teachers are working with specific sub groups (SPED & EL) to identify student needs, provide support for students and share students' needs and intervention strategies with all pathway teachers.
	Provide model to other pathways at our site for authentic student leadership. Students present to whole staff or pathway leadership team. Fishbowl session around their growth as pathway student leadership.	The Green Pathway has continued to cultivate a leadership program that recruits from all Green classes (10 - 12th) and has emphasized professional skills of running meetings and promoting student outreach and support.
	We will assess the growth of our student leadership by reviewing their meeting agenda, notes, documents, activities & updates.	We have become part of Skills USA and will continue to develop our Green Student Leadership group in this space, beginning with a pilot in Physics ES CTE classes. The Collab team checks in regularly on the student leadership group's progress and prioritizes responding to the feedback and asks that come from student leadership and their constituency. For example, as part of the Green pathway retreat in January, student leaders asked for Green teachers to hold space for a variety of community building activities, from valentine making to board game day. Each Green teacher signed up to host one of the student-driven activities, which have been happening almost weekly.
Each grade level class will nominate 2 representatives to work with the Green Leadership Team as a way to begin engaging students at all levels.		
Pathway Strategic Actions 2025-2026		
2025-2026 Strategic Actions		
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		
Goal #1: By 2026	By 2026, 100% of pathway students will be making academic progress, working on a WBL map from year to year, and actively engaged in pathway classrooms during instruction, labs and projects, evidenced in learning walk data. Correspondingly, 100% of students in the pathway will have a relationship with a caring school adult in the pathway, as measured by Relationship Mapping data	New or Revised Strategic Actions for Goal #1
		All pathway aligned CTE classes will continue to emphasize and include WBL as part of their curriculum. Pathway will continue to engage students actively in classrooms with integrated projects, labs, hands-on activities, CEV, CR and CD workshops as evidenced in learning walk data. 100% of pathway students should be working on tracking their progress from year to year.
		Adults will continue to engage in discussing students' social emotional needs and staff and case managers will work closely with counselors to identify students who may not have strong relationships in order to engage them with one of the various pathway spaces where students are getting support.
		The pathway will also continue to host learning walks in order to capture observational data about about how students are engaging with their classwork.

Goal #2: By 2026	By 2026, the pathway will significantly decrease the achievement gap for SPED, EL, African American and Latino students from 21-22 A-G completion rate data: 62% African American/ 63% Latino/ 29%SPED/ 73% all students, to 73% for all students.	New or Revised Strategic Actions for Goal #2	<p>The Green pathway wants to work on including Pacific Islanders to the list of subgroups that we want to focus on targeting for decreasing the achievement gap.</p> <p>As a pathway meeting and discussing the A-G completion rate data early in the year and revisiting it at the mid way point to talk about how we are meeting these needs. The most recent data around A-G completion rates is from 2021 - 2022 so also finding a way to look at our most recent data would be helpful in having these conversations.</p> <p>Try working with professionals on campus like Kyle Jackson who could run a PD around how to better support our African American male students in class and ways we can work together with our peers to continue to support them.</p>
Goal #3: By 2026	By 2026, Green Pathway Student Leadership group will develop into a leadership body that continuously improves through expanding students' leadership opportunities, collaborating with other student leadership groups in California and throughout the country, and nurturing youth leadership throughout Skyline.	New or Revised Strategic Actions for Goal #3	<p>As a pathway we are going to work on recruiting underclassmen. Each grade level class will nominate 2 representatives to work with the Green Leadership Team as a way to begin engaging students at all levels.</p> <p>The pathway will continue to develop our membership with Skills USA and leverage their leadership structures and supports in order to expand the leadership program.</p> <p>The green student leadership program will also work to develop more community spaces and activities in order to engage our student body in more meaningful and nurturing activities as well as teach the students hosting these activities important logistical and collaborative skills.</p>

Pathway Budget Expenditures*Effective July 1, 2025 - June 30, 2026***2025-2026 Pathway Budget****BUDGET JUSTIFICATION**

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

Reference the [Measures N and H Permissible Expenses document](#) when developing the justification.

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

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

- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)

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

***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*

COST**OBJECT CODE****OBJECT CODE DESCRIPTION****POSITION TITLE****FTE****PATHWAY NAME (if applicable)****Fully Approved**

(Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval)

(protected cells below are to be completed by MN/H staff only)

Conditionally Approved

(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)

(protected cells below are to be completed by MN/H staff only)

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

<p>Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation</p>	<p>SpEd students are offered 30 minutes weekly in transition support, including college preparation, education, and career preparation/education Economics: Students learn how to build a personal budget based on an entry level salary in their chosen field and region.</p> <p>Physiology: Students are provided resources and opportunities for internships and other programs in the health/science/biotech field. Most of these require a thorough application process for which they also need a letter of reference. This gives the teacher an opportunity to talk more about expectations of the programs.</p> <p>Intro to Ed/Intro to Psych: Students have been able to hear directly from current college students (Howard University) about their experiences in HS and College. While also doing a deep dive into the field of Psychology they were asked to research school options and career growth in the industry. 11th graders will also be going on a college tour to visit various departments.</p> <p>Prin. Tch & Lrn: Students have been hearing from guest speakers on careers after high school, and will continue throughout the year.</p> <p>Individual Student Supports: SpEd - Resource offers push-in support and Study Skills support to help facilitate one-on-one education for students with an IEP</p> <p>Physio: Weekly contact with parents/guardians via email with an opportunity for one-on-one conversations. Grade updates are provided each week or as often as possible via Aeries. Counselors are contacted for the mixed-Pathway class so that teacher can find out about any SSTs or any other communication that has occurred with families of students who need more support.</p> <p>Intro to Ed/Psych: Students are being reminded weekly about missing assignments/grades and due dates. There is also space made for formal/informal check-in with students regarding where they are in the class.</p> <p>SpEd students are offered 30 minutes weekly in transition support, including college preparation, education, and career preparation/education Economics: Students learn how to build a personal budget based on an entry level salary in their chosen field and region.</p> <p>Physiology: Students are provided resources and opportunities for internships and other programs in the health/science/biotech field. Most of these require a thorough application process for which they also need a letter of reference. This gives the teacher an opportunity to talk more about expectations of the programs.</p> <p>Intro to Ed/Intro to Psych: Students have been able to hear directly from current college students (Howard University) about their experiences in HS and College. While also doing a deep dive into the field of Psychology they were asked to research school options and career growth in the industry. 11th graders will also be going on a college tour to visit various departments.</p> <p>Prin. Tch & Lrn: Students have been hearing from guest speakers on careers after high school, and will continue throughout the year.</p> <p>World History: Course begins with an introduction to how different cultures throughout history envision mental health and the political-economic factors that contribute to mental illness under Western capitalism.</p> <p>SpEd - Students are offered social-emotional skill plans and goals per their IEP. These goals are analyzed and discussed during Study Skills.</p>	<p>-SpEd - Up until last week, Resource did not have a ISS to assist with push-in support. After training of new ISS, these push-in support will better fit the needs of our individual students.</p> <p>-We do not do enough pathway specific SEL work. It's happening in some classes, but we rarely get the whole pathway together to engage in this type of work.</p> <p>More SEL resource sharing, pooling, and collaborating.</p> <p>-We need more support with the logistical lift of planning more college and career preparation activities. While we attempt to plan as many field trips as we can to college campuses, it's been difficult to organize.</p> <p>-Currently we do not provided targeted student support for postsecondary options within the pathway. Our school provides some of these supports in the college and career center, but it's not always happening within our pathway</p>	<p>More SEL resource sharing, pooling, and collaborating. Improve student leadership structures and supports Develop apprenticeship models</p>
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2023-2024: YEAR ONE ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goals <i>Based on the standards assessment, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide. Goals should start with the words "By 2026..." Example: By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.</i>						
Goal #1: By 2026	By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.					
Goal #2: By 2026	By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education. Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year This will include two career exploration visits to increase student access to healthcare careers Pay students to attend internships during the year as well as during summer.					
Goal #3: By 2026	By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their interests. 10% increase in pathway student enrollment in Dual Enrollment classes					
Pathway Strategic Actions						
Strategic Actions for 2023-24						
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>						
Strategic Actions for Goal #1	Teachers will use PD learning around mastery based grading in the pathway, creating a plan and process for instituting this form of grading. It will be evaluated and audited for efficacy.					
	Engage in collaborative and reflective work with the team to align on what exactly "rigorous academics" means, and what specific student outcomes we would want students to achieve by the end of each grade level (vertical alignment, especially).					
	Increase outreach to 10th grade students and families (teachers, counselor, admin, case manager) in order to build clearer communication through lines between all stakeholders.					
Strategic Actions for Goal #2	Increase outreach to advisory board members to get more career exploration sites on the roster for field trips and increasing their engagement with students as guest speakers - This will include two career exploration visits to increase student access to healthcare careers					
	Deepen partnership with 1-2 partners by bringing them into project design, planning, working in the classroom, and being an authentic audience for our students upon assessment in core and CTE courses.					
	Pay students to attend internships during the year as well as during summer. Re Engage partners at Dewey to give students experiences in multiple health careers, going back and forth to Dewey for those workshops.					
	Increase involvement of advisory board members with pathway development, especially as it relates to improving student outcomes and teacher professional growth in core content-CTE alignment, as designed in integrated projects at every grade level.					
Strategic Actions for Goal #3	Increase certifications, internships, and apprenticeships available to students in health careers as well as education/social service careers					
	All students in the pathway will have had at least 2 college visits by the time they graduate.					
	Increase visits from current college students/faculty/graduates/career info guests					
	All students will have a body of work in a portfolio that they can create and access by the time they get to 12th grade.					
	Develop a career fair that would bring industry professionals to students for discussion, exposure, and 1 on 1 opportunities to learn more about the process for entering particular professions.					
Pathway Budget Expenditures						
2023-2024 Pathway Budget						
BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the EIP Budget Justification Instructions . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.						
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME

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

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal

Check in on 3-Year Goals

For each 3-year goal, answer:

-To what extent is the pathway on track for accomplishing this goal by 2026?

-What has supported or hindered progress towards each goal this year?

By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.

-Extent that the pathway is on track: 23-24 MP4 grades for all CHED students =80% passing; same as 22-23 rate of 8-% passing. Current CHED on track to graduate rate is 75%. We need a plan to catch up to or surpass the rate by the end of 22-23: 85%.

- Status of progress towards goal - support: Teachers are using PD/PLC time to engage in Mastery Based grading and Newcomer support in cycles of inquiry with the hopes that improving practices for assessment and support for the most vulnerable populations of students will result in increased performance.

- Teachers are also sharing instructional practices in PLC as well as in whole site PD days.

- ELLMA office has come twice to share best practices with the Pathway team to support English Learners, who are a significant portion of the Education Academy's student body.

<p>By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education.</p> <p>Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year</p> <p>This will include two career exploration visits to increase student access to healthcare careers</p> <p>Pay students to attend internships during the year as well as during summer.</p>	<p>- Extent that the pathway is on track: At the start of Fall 2023, we had Alameda County Health, and UCSF Benioff Children's Hospital as partners in the classroom sharing healthcare oriented career options and instruction informed by best practices. This is in addition to School Board Director for District 6 and OUSD Retention & Recruitment as partners for an Education Path Career Pipeline (2 health partners, 2 Education career partners)</p> <p>- Status of progress towards goal: By the end of Spring 2024, we will have had Alameda County Health, District 6 School Board Director Valerie Bachelor, UCSF Benioff Children's Hospital, Stanford School of Medicine, Native American Health Center, and Asian Health Center, OUSD Retention & Recruitment and NAMI Bay Area as partners for 8 classroom visits and are authentic audiences, Asian Health Center and NAMI have agreed to be advisory board members. (6 health career partners, 2 Education career partners)</p> <p>- Those visits were career exploration visits</p> <p>- Students will be paid to attend internships from Alameda County Health via the HEAL internships during the year, as well as via 4 different internships throughout the year with Asian Health Services. They already get paid during the summer through ECCCO (Exploring Career, College & Community Options).</p>
<p>By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in.</p> <p>All students will develop an Academic and Career-Ready Plan that is flexible to their interests.</p> <p>10% increase in pathway student enrollment in Dual Enrollment classes</p>	<p>- Extend that the pathway is on track: College Visits - high percentage of students attended HBCU fair, Samuel Merritt, UC Berkeley field trips. Career fair was last spring, and we are on track as a campus to do one again.</p> <p>- status of progress: Student Portfolios – teachers exploring 12th grade students making portfolio websites to highlight semester projects, capstone papers, papers they are most proud of etc.</p> <p>- The on-campus College & Career Center (with individuals from EAOP, Upward Bound, Trio) has been able to make (4) visits to senior classes this year, in addition to (2) visits from the Counselor of the Education Pathway.</p> <p>- Students research degrees they are interested in CTE classes and what public schools offer them, in addition to cost in Junior and Senior years. This is in response to both goals regarding colleges and universities and Academic & career-ready plan.</p> <p>- 10% increase in pathway student dual enrollment was not met this year.</p>
Pathway Strategic Actions Reflection	
<p>2023-2024 Strategic Actions</p>	
<p>Reflection on 2023-2024 Strategic Actions <i>For the Strategic Action sets for each goal, answer:</i> -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>	
<p>23-24 Strategic Actions for Goal #1</p>	<p>Professional Development (PD): teachers created two different inquiry-based learning groups: Newcomer Support Strategies and Mastery Based Grading. Teachers are using PD/PLC time to engage in Mastery Based grading and Newcomer support in cycles of inquiry with the hopes that improving practices for assessment and support for the most vulnerable populations of students will result in increased performance.</p> <p>- Teachers are also sharing instructional practices in PLC as well as in whole site PD days.</p> <p>- ELLMA office has come twice to share best practices with the Pathway team to support English Learners, who are a significant portion of the Education Academy's student body.</p> <p>We have not aligned on 'rigorous academics' definition yet, because the team is new, but we do know what we want each student to accomplish by each year regarding certifications - 10th grade is physical patient care (CPR + Stop the Bleed training), 11th grade is mental health care (Restorative Justice Facilitation Training/certification + Mental Health First Aid), etc.</p> <p>We have attempted to increase outreach to 10th grade students and families by sharing the back to school nights, inviting 10th grade families to the pathway info night, as well as providing PLC time for teachers to reach out to students and families. It is unclear if this has accomplished the goal as it is hard to quantify.</p>
<p>23-24 Strategic Actions for Goal #2</p>	<p>Advisory Board outreach: Alameda County office of Health, Highland Hospital, Native American Health Center + Asian Health Center + UCSF + Stanford have all sent residents, Public Health experts, and health professionals to the classroom, totaling 7 visits with 4 of them exploring healthcare careers.</p> <p>Deepening partnerships: Native Health, Asian Health Center, Alameda County Office of Health and District 6 Board Director are partners for 3 projects and serve as authentic audiences.</p> <p>Paying students for internships: Teach the Tigers and Think College Now internships, as well as Newcomer tutors within the Education Academy and the VAPA academy and in ECCCO in the summer. Students will get paid for facilitating workshops with Asian Health Center and completing all required coursework in HEALTH internships. Garden internship.</p> <p>Involvement of Advisory Board Members: 3 CHED Advisory Board members are participating in integrated projects with pathway classes as well as offering critique and support for the Pathway CTE classes.</p> <p>Certifications, internships, etc: Students are certified in Stop the Bleed, CPR, Mental Health first aid, and Restorative Justice facilitation. see internships above ^</p>

	Increase certifications, internships, and apprenticeships available to students in health careers as well as education/social service careers	
23-24 Strategic Actions for Goal #3	All students in the pathway will have had at least 2 college visits by the time they graduate.	College visits: Students are on track currently to have visited UC Berkeley, Samuel Merritt University, and Merritt College by the end of this academic year. Career Exploration: Students went to KQED Offices for career panels (11th grade ELA), are going to Samuel Merritt, Teachers went to UCSF this year as an externship, and have gone to Educating For Careers conference,
	Increase visits from current college students/faculty/graduates/career info guests	The on-campus College & Career Center (with individuals from EAOP, Upward Bound, Trio) has been able to make (4) visits to senior classes this year, in addition to (2) visits from the Counselor of the Education Pathway. - Students research degrees they are interested in CTE classes and what public schools offer them, in addition to cost in Junior and Senior years. This is in response to both goals regarding colleges and universities and Academic & career-ready plan.
	All students will have a body of work in a portfolio that they can create and access by the time they get to 12th grade.	Academic and Career-Ready Plan: We are building out more opportunities to do career readiness/planning for the beginning of the year that is connected to the resume building process. A career fair is held once a year in the spring with a chance for student to have 1 on 1 opportunities to learn more about different careers and internship opportunities.
	Develop a career fair that would bring industry professionals to students for discussion, exposure, and 1 on 1 opportunities to learn more about the process for entering particular professions.	
Pathway Strategic Actions 2024-2025		
2024-2025 Strategic Actions Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?		
Goal #1: By 2026	By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.	New or Revised Strategic Actions for Goal #1 Increase reading/arithmetic, reading/arithmetic support, reading strategies, student-to-student academic discussion. Share best practices around these. Embed more student work protocols and data analysis into collaboration with emphasis on better understanding of focal groups Embed unit/lesson differentiation into collaboration Collaborate more tightly with district ELLMA + Local Site Newcomer team to better understand ELL reclassification procedure and strategies. Align the teaching team on the progress reports system during each marking period (4th week) and embed opportunities for repeated demonstration of mastery, credit recovery, mastery-based grading.
Goal #2: By 2026	By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education. Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year This will include two career exploration visits to increase student access to healthcare careers Pay students to attend internships during the year as well as during summer.	New or Revised Strategic Actions for Goal #2 Revisit Paxton Patterson health lab, Cal HOSA CTSOs, and any other relevant CTSOs determine how best to achieve our goals given our budget, capacity, and aims. Develop and embed 2-3 units on Health Careers into 10th Grade CTE class using this system. In collaboration, embed project based learning tuning protocols where a teacher or team of teachers of integrated projects give critical feedback to each other, with a focus on public health, health education, community health and primary or secondary education career topics. Embed one integrated project per grade level, with a focus on health, health education, public health, community health, and primary or secondary education career topics. Make use of Graduate Capstone rubric so that 10th and 11th graders see and use the rubric multiple times, focusing on 1-2 categories at a time. Select 1-3 community partners from the healthcare industry, and at least 1-2 from Education partners to provide guidance on topics and skills needed for health care and education workers as they enter the workforce and college. Develop a plan for 2-5 during-the-school year internships that are manageable.
Goal #3:	By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their interests.	New or Revised Strategic Actions Develop college exploration work plan for grades 10-12 beginning with graduate student outcomes and planning backward. Include core subject areas in this work plan. Include all types of colleges: community college, 4-year public, private, state, out-of-state, HBCU, etc. Consider routinizing the college visits. Increase 2-way communication between pathway team, students, parents/guardians, College and Career center by hosting info session and workshops, written communication, social media, and more.

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

Pathway Budget Expenditures

Effective July 1, 2024 - June 30, 2025

2024-2025 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i> <i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.</i>								
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (no additional Justification Form required) (protected cells below to be completed by MN/H staff only)	Conditionally Approved (Justification Form is required) (protected cells below to be completed by MN/H staff only)
Professional Contracted Bus Services: Charter Bus rentals for students to attend College and Career Exploration Visits. Charter buses for Community Health-related College Visits, Career Exploration Visits, and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, college programs, financial aid and admission, meet and interact with professionals in different industries and organizations.	\$10,000.00	5826	Professional Contracted Bus Services			Ed & Comm Health		Conditionally Approved
Teacher Substitutes: Substitute coverage for the Education & Comm Health Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Ed & Comm Health-specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary & Benefit Costs Included)"	\$3,000.00	1150	Teachers Substitutes			Ed & Comm Health	Approved	
Admission Fees: Admission for students to attend Career Exploration Visits and integrated learning opportunities. These opportunities enable students to access experiential learning; learn about careers, and meet and interact with professionals in different industries and organizations."	\$1,500.00	5829	Admission Fees			Ed & Comm Health		Conditionally Approved
Materials and Supplies: materials & supplies for the Education & Comm Health Pathway teachers to support the design and implementation of student projects and project-based learning aligned with Education & Comm Health Pathway and introduce students to pathway-aligned careers and interests. Materials will include CTE-aligned supplies specifically required for pathway integration."	\$5,500.00	4310	Supplies & Materials			Ed & Comm Health		Conditionally Approved
Classified Support Salaries: Hire 1 Newcomer Assistant, at 0.27 FTE. The Newcomer Assistant will support instruction and learning for all students in the pathway, with a focus on including Students with Interrupted and Formal Education, focused primarily on cohort Ed & Community Health pathway classes supporting full engagement, language fluency development, strengthen integration with pathway activities, including internships, college and career field trips, academic interventions including after school tutoring. These actions align with our whole focus on literacy development across all pathways/houses. .27 FTE (Salary and Benefit costs included)	\$20,863.44	2105	Classified Support Salaries	Newcomer Assistant	.27 FTE	Ed & Comm Health	Approved	

2025-2026: YEAR THREE

Pathway Demographics

2024-25 Total Enrollment Grades 9-12			272						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	42.3%	57.7%	96.3%		15.1%	6.6%	6.3%		
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
	22.8%	0.4%	11.8%	41.2%	2.2%	1.5%	11.0%	8.1%	1.1%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American - Male			
PATHWAY PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole Pathway Indicator			2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate			88.5%	91.0%	97.4%	TBD			
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate			9.0%	6.0%	2.6%	TBD			
A-G Completion Rate (12th Grade Graduates)			53.6%	67.0%	75.7%	TBD			
Course Completion Rate (Continuation)*			N/A	N/A	N/A	N/A			
On Track to Graduate - 10th Graders			60.2%	51.2%	51.1%	48.8%			
10th Graders meeting A-G requirements			54.2%	45.3%	45.7%	41.7%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			15.9%	9.4%	33.0%	24.7%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			26.1%	15.1%	30.8%	25.3%			
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	100.0%	100.0%	100.0%			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course			70.5%	1.0%	75.6%	0.0%			
CTE Participation (Continuation)*			N/A	N/A	N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation			25.0%	14.3%	TBD	TBD			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			31.9%	44.0%	TBD	TBD			
Focal Student Population Indicator			2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate			61.5%	90.9%	100.0%	TBD			
Graduation Rate: Non-Cohort (Continuation)*			N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate			30.8%	0.0%	0.0%	TBD			
A-G Completion - 12th Grade (12th Grade Graduates)			25.0%	40.0%	50.0%	TBD			
Course Completion Rate (Continuation)*			N/A	N/A	N/A	N/A			
On Track to Graduate - 9th Graders			44.4%	16.7%	33.3%	80.0%			
9th Graders meeting A-G requirements			44.4%	16.7%	33.3%	60.0%			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience			11.8%	0.0%	28.6%	0.0%			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better			5.9%	7.7%	42.9%	20.0%			
Percentage of 10th-12th grade students in Linked Learning pathways			100.0%	100.0%	100.0%	100.0%			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course			50.0%	0.0%	83.3%	0.0%			
CTE Participation (Continuation)*			N/A	N/A	N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation			22.2%	TBD	TBD	TBD			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation			11.1%	50.0%	TBD	TBD			
Pathway Student Data Reflection									
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?									
Assets						Challenges			

the four-year cohort that graduated went up from 21-22 to 22-23 by almost 30% and continued to increase to 100%		The 10th grade cohort has been on a decline for a-g / on-track to graduate. Dual enrollment rise– currently on a decline. Not sure why – is it because we're m	
Students participating in an internship has been up in the past few years			
What might be some root causes to help you understand those student data?			
Pathway Strategic Goals			
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?	
By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.		Goal 1: increased grad rates by 6% instead of 10%. data provided by pathway performance indicators -strong emphasis on relationship building in the pathway has contributed to our increased graduation rate. -we had worked on mastery based grading for several years, but this year shifted to focus entirely on supporting our Newcomer student cohort. Holistic curriculum development focused on adapting curriculum to Newcomer needs. Aligning around Capstone across content areas and vertical alignment within and between pathways has also been an important focus of our holistic curriculum development.	
By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education. Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year This will include two career exploration visits to increase student access to healthcare careers Pay students to attend internships during the year as well as during summer.		By 2026 expand the health component of CHED's pathway for careers. Increase outreach to career professionals in the appropriate field. Career professionals do visit the pathway four times a year Students go to SMU to tour the labs and fields of study that they provide. Students are attending internships CTE teachers have cultivated very strong, active partnerships to bring health and mental health training Attending UCSF externships 2 years in a row was really formative. Our pathway greatly benefited from Dr. Frank's support in designing the externships as well as other powerful health CTE partnerships and experiences for our students. We hope to continue getting supports like these that help us create truly transformative experiences and partnerships for teachers and students.	
By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their interests. 10% increase in pathway student enrollment in Dual Enrollment classes		Support: College & career center has really transformed at Skyline and their support has been instrumental Students are doing post secondary planning in CTE classes IEP students get career and college readiness prep as a part of IEP services provided by case managers. CHED Dual enrollment numbers have almost doubled from spring 2024 to spring 2025. We attribute this increase to significant supports from our Dual Enrollment Specialist. Additionally, a pre-apprenticeship program that has been years in the making is finally up and running, creating a 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 rate and student pass rate is nearly 100%.	
Pathway Strategic Actions Reflection			
2024-2025 Strategic Actions		Reflection on 2024-2025 Strategic Actions For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?	
24-25 Strategic Actions for Goal #1	Increase reading, reading support, reading strategies, student-to-student academic discussion. Share best practices around these.	We are on-track to increase reading support strategies as well as student-to-student academic discussion. We have been meeting with ELLMA as well as more regular and exhaustive meetings with our site-based Newcomer team to share best practices and think of how to embed the ideas in existing lessons/units.	
	Embed more student work protocols and data analysis into collaboration with emphasis on better understanding of focal groups	Our collaboration with district ELLMA team has improved our teachers' support of Newcomer students. Team members have incorporated more scaffolding and differentiation strategies. However, If we were to lose the wisdom and expertise that our Newcomer Team members provide, it could be destabilizing to the support we provide Newcomer students at our site.	
	Embed unit/lesson differentiation into collaboration	In collaboration, we have embedded more data analysis of Capstone senior writing and presentation student work (scores in Claim, evidence, reasoning, language use), as well as holistic student input into class rigor and social-emotional climate creation, to understand goals and strategies. We haven't been emphasizing other student work protocols at this time.	
	Collaborate more tightly with district ELLMA team to better understand ELL reclassification procedure and strategies.	We have embedded unit/lesson differentiation via the 1st method.	
	Align the teaching team on the progress reports system during each marking period (4th week) and embed opportunities for repeated demonstration of mastery, credit recovery, mastery-based grading.		

24-25 Strategic Actions for Goal #2	Revisit Paxton Patterson health lab, Cal HOSA CTSOs, and any other relevant CTSOs determine how best to achieve our goals given our budget, capacity, and aims. Develop and embed 2-3 units on Health Careers into 10th Grade CTE class using this system.	We have access to Skills USA, but have yet to investigate their offerings. We had set up a meeting with a CTSO offering mini-certs on Education, but they were not authorized by the State of California yet and could not accept CPA funding at the moment. However, we have still embedded 2 units of Health CTE into 10th grade classes in CTE classes alone.
	In collaboration, embed project based learning tuning protocols where a teacher or team of teachers of integrated projects give critical feedback to each other, with a focus on public health, health education, community health and primary or secondary education career topics.	We have not used the project based learning tuning protocols in collab, as our focus has shifted to newcomer accommodations during integrated project days, since we became a Newcomer Pathway, but hope to utilize it before the year ends.
	Embed one integrated project per grade level, with a focus on health, health education, public health, community health, and primary or secondary education career topics. Make use of Graduate Capstone rubric so that 10th and 11th graders see and use the rubric multiple times, focusing on 1-2 categories at a time.	Advisory Board outreach: Alameda County office of Health, Highland Hospital, Native American Health Center + Asian Health Center + UCSF + Stanford have all sent residents, Public Health experts, and health professionals to the classroom, totaling 7 visits with 4 of them exploring healthcare careers.
	Select 1-3 community partners from the healthcare industry, and at least 1-2 from Education partners to provide guidance on topics and skills needed for health care and education workers as they enter the workforce and college.	Deepening partnerships: Native Health, Asian Health Center, Alameda County Office of Health and District 6 Board Director are partners for 3 projects and serve as authentic audiences.
	Develop a plan for 5-10 during-the-school year internships that are manageable.	Paying students for internships: Teach the Tigers and Think College Now internships, as well as Newcomer tutors within the Education Academy and the VAPA academy and in ECCCO in the summer. Students will get paid for facilitating workshops with Asian Health Center and completing all required coursework in HEALTH internships. Garden internship. Certifications, internships, etc: Students are certified in Stop the Bleed, CPR, Mental Health first aid, and Restorative Justice facilitation. see internships above ^ As for during the year internships, we have 6 from Asian Health Services, 1 from HealthPath already, 1 from Harbor House
24-25 Strategic Actions for Goal #3	Develop college exploration work plan for grades 10-12 beginning with graduate student outcomes and planning backward. Include core subject areas in this work plan. Include all types of colleges: community college, 4-year public, private, state, out-of-state, HBCU, etc. Consider routinizing the college visits.	College visits: Students are on track currently to have visited UC Berkeley, Samuel Merritt University, and Merritt College by the end of this academic year.
	Increase 2-way communication between pathway team, students, parents/guardians, College and Career center by hosting info session and workshops, written communication, social media, and more.	Career Exploration: Students went to KQED Offices for career panels (11th grade ELA), are going to Samuel Merritt, Teachers went to UCSF this year as an externship, and have gone to Educating For Careers conference.
	Develop Academic & Career Ready Plan curriculum that focuses on student agency. Communicate/ research other pathways or schools that do this and learn from them.	Professional Development within the team: teachers share best practices and align family and student communication practices in PLC, including both communications related to postsecondary planning and individual student supports.
	Clarify student leadership outcomes + roles and how they can meet any of our goals and execute any of the above actions.	The on-campus College & Career Center (with individuals from EAOP, Upward Bound, Trio) has been able to make (4) visits to senior classes this year, in addition to (2) visits from the Counselor of the Education Pathway. - Students research degrees they are interested in CTE classes and what public schools offer them, in addition to cost in Junior and Senior years. This is in response to both goals regarding colleges and universities and Academic & career-ready plan. Academic and Career-Ready Plan: In addition to the resume building process, students have a complete post-secondary

Pathway Strategic Actions 2025-2026**2025-2026 Strategic Actions**

Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	By 2026, the Education and Community Health Pathway will improve graduation rates by 10%, and raise the average GPA of students in the pathway by 1 point by engaging in professional development around mastery based grading and holistic curriculum development that is evaluated and audited by the pathway team.	New or Revised Strategic Actions for Goal #1	<p>Increase reading/arithmetic</p> <p>Embed more student work protocols and data analysis into collaboration with emphasis on better understanding of focal groups</p> <p>Embed unit/lesson differentiation into collaboration.</p> <p>Collaborate more tightly with district ELLMA team to better understand ELL reclassification procedure and strategies</p> <p>Align the teaching team on the progress reports system during each marking period (4th week) and embed opportunities for repeated demonstration of</p>
Goal #2: By 2026	By 2026 our pathway will expand the community health arm of our pathway to include additional healthcare oriented career options and instruction informed by best practices in healthcare education. Partner Input and Validation: Increase outreach to industry partners to bring them into the classroom and collaboration space with regular frequency - At minimum four times a year This will include two career exploration visits to increase student access to healthcare careers Pay students to attend internships during the year as well as during summer.	New or Revised Strategic Actions for Goal #2	<p>Revisit Paxton Patterson health lab, Cal HOSA CTSOs, and any other relevant CTE</p> <p>In collaboration, embed project based learning tuning protocols where a teacher o</p> <p>Embed one integrated project per grade level, with a focus on health, health educ</p> <p>Select 1-3 community partners and at least 1 externship from the healthcare indus</p> <p>Develop a plan for 2-5 during-the-school year internships that are manageable.</p>
Goal #3: By 2026	By 2026 the CHED pathway team will establish clear processes for integrating college readiness across pathway classes, including academic preparation and: All students will have semi-regular visits from current college students/faculty/graduates/career info guests (this happens but can increase). All students will have a deep-dive into colleges & universities with majors they are interested in. All students will develop an Academic and Career-Ready Plan that is flexible to their	New or Revised Strategic Actions for Goal #3	<p>Develop college exploration work plan for grades 10-12 beginning with graduate s</p> <p>Increase 2-way communication between pathway team, students, parents/guardia</p> <p>Develop Academic & Career Ready Plan curriculum that focuses on student agen</p> <p>Clarify student leadership outcomes + roles internally and externally to students a</p>

interests.								
10% increase in pathway student enrollment in Dual Enrollment classes								
Pathway Budget Expenditures								
Effective July 1, 2025 - June 30, 2026								
2025-2026 Pathway Budget								
BUDGET JUSTIFICATION								
<p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>								
COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved	
						<p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	

Pathway Name:	Arts, Production & Design						Program #:		
Mission and Vision	<p>The Arts Production and Design Pathway exposes students to a wide range of artistic fields and projects that center youth voice and experience. An emphasis on media and studio arts prepares students to be creators, innovators, and collaborators in the dynamic world of arts production. By learning critical inquiry, technical skills, and storytelling, APD students are poised to explore both art making and careers such as graphic, UX/UI design, Animation, and film production. This Pathway seeks to position all students as active agents of change in an interconnected community and world.</p> <p>APD Pathway includes industry-aligned experiences with guidance from community partners in design, film, animation, and visual arts.</p>								
PATHWAY QUALITY ASSESSMENT									
<u>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</u>		Evidence of Strengths		Areas For Growth		Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>			
Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation		- plan for equitable and "right-sizing" of cohorts in light of enrollment projections and adhering to CA State of Ed guidelines for CPA - accurate and clear CTE course sequence built in collaboration with AME industry partners and feedback from students		- new teaching team will need time to build and develop a strong community of practice, taking into account tensions around the merging of the two formerly distinct pathways		-create stable teaching team with developed sense of belonging for students, families, and teaching team - starting with student outcomes, clarify and strengthen program of study			
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness		- utilize same industry partners that VAPA and Computer Tech		- reassess WBL plan and student scaffolded experiences		- bring CTE teachers together to plan 3-year WBL plan -- develop a committed Advisory board that is able to guide the pathway with regards to curriculum, relevant industry topics, skills, and knowledge, and supportive of work based learning experiences			
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation		-maintain one dedicated Case Manager, school counselor, and admin - maintain College Center Access Program supports		-grow student leadership for this new pathway -		-create a plan for authentic student voice and leadership -work closely with dedicated school counselor, dedicated Case Manager, and College Access teams to create and maintain a systematic way to increase numbers of students applying and enrolling in post-secondary, scholarships, and seeking opportunities related to their career goals			
2025-2026: YEAR THREE									
Pathway Demographics									
2024-25 Total Enrollment Grades 9-12			#N/A						
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Student Population by Race/Ethnicity	African-American	Native American	Asian	Hispanic/Latino	Filipino	Pacific Islander	White	Multiple Ethnicity	Not Reported
Focal Student Population	Which student population will you focus on in order to reduce disparities? African American - Male								
PATHWAY PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									

Whole Pathway Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD			
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD			
A-G Completion Rate (12th Grade Graduates)	TBD	TBD	TBD	TBD			
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A			
On Track to Graduate - 10th Graders	TBD	TBD	TBD	TBD			
10th Graders meeting A-G requirements	TBD	TBD	TBD	TBD			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD			
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD			
CTE Participation (Continuation)*	N/A	N/A	N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD			
Focal Student Population Indicator	2021-22 Data	2022-23 Data	2023-24 Data	2024-25 Mid-Year Data	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	TBD	TBD	TBD	TBD			
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A	N/A	N/A			
Four-Year Cohort Dropout Rate	TBD	TBD	TBD	TBD			
A-G Completion - 12th Grade (12th Grade Graduates)	TBD	TBD	TBD	TBD			
Course Completion Rate (Continuation)*	N/A	N/A	N/A	N/A			
On Track to Graduate - 9th Graders	TBD	TBD	TBD	TBD			
9th Graders meeting A-G requirements	TBD	TBD	TBD	TBD			
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	TBD	TBD	TBD	TBD			
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	TBD	TBD	TBD	TBD			
Percentage of 10th-12th grade students in Linked Learning pathways	TBD	TBD	TBD	TBD			
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	TBD	TBD	TBD	TBD			

CTE Participation (Continuation)*	N/A	N/A	N/A	N/A			
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	TBD	TBD	TBD	TBD			
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	TBD	TBD	TBD	TBD			
Pathway Student Data Reflection							
What do your student data (from the data section above, and including evidence from pathway performance assessments and graduate capstone) show you about what your students can do (assets) and what they need support for (challenges)? What do you notice about the data for the focal student population in relations to assets and challenges as well?							
Assets				Challenges			
Chronic absence rate has decreased but it is still an issue. We did some attendance PBIS strategies.				Still about 40% chronic absences			
Students meeting their A-G requirements has gone up by 20% from 2022-2023.				Half are unverified			
Drop out rate has decreased from 10.1 to 5.6.				20% are unexcused			
Our students are increasing their college application rates.							
What might be some root causes to help you understand those student data?							
More of a correlation between absence and a-g completion rate than we realized. More concerted and targeted focus on chronically absent students will improve. A lot of families post-pandemic think it's ok to take a day off– and not do work. High rate of unexcused absences – no parental interaction. Possible actions: Field trips tied to attendance? (would still need to be pathway aligned) Can we spend money on PBIS even if it's just targeted at VAPA students? Identifying 10th and 11th graders from chronic absence list to build relationships to improve attendance for next year Collaborate with parents on how students should be making up for missed work							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal		Check in on 3-Year Goals For each 3-year goal, answer: -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?					
By 2026, the pathway will have a well-articulated set of student learning outcomes for grades 10, 11, and 12, and a comprehensive process for planning integrated projects around them, tracking the student outcomes across classes, and assessing them, including student self-reflection.		-Pathway team developed student learning outcomes in team retreat, however the pathway merging process has diffused our focus this year, taking away from immediate student needs. -Student reflection is a component of some classes but not yet all. Teachers will continue to develop reflection -w.r.t. Capstone projects, CTE project execution forces students to reflect on the meaning of their research and their motivation for pursuing their chosen topic and solutions. Conversations in class help frame students' research as meaningful and relevant. -Integrated projects are happening between English, CTE, and Social Studies classes. Master schedule and cross pathways teachers make integrated projects very difficult to organize.					
By 2026, the Pathway will have conditions in place to ensure that every student feels prepared and supported to take on an internship or other significant career development experience		-Students are enthusiastic about internships. They see them as an important step in their career journeys. -CTE projects (games, films) make the Capstone learning more relevant and hands-on because they are drawing on students' creativity. -Computer pathway had the highest ECCCO enrollment of all the pathways in 2024. -Certain expenditures not being allowed or approved is a hindrance towards ensuring all students are supported by the district in the pathways effort for professional Preparedness to meet industry standards.					

By 2026, the pathway will have clear structures and assessments to ensure strong student leadership, agency, and real-world skills, through action projects built into classes, assessed, and developed.	<p>-The film apprenticeship engages students in real-world experience in the film industry.</p> <p>-Computer repair internship - five students (2 CSTP, 2 VAPA, 1 Green): as of 2/10 400+ student devices delivered, 150+ classroom chromebooks repaired, 20+ classroom tech needs fulfilled</p> <p>-Well-formed proof of concept in Game Design instead of overambitious "real game": time allocated for "scope reduction" in MP6 to frame for portfolio</p> <p>-Portfolios</p> <p>-Computer pathway teachers are designing scaffolds for incorporating more student voice in the pathway.</p>
By 2026, the pathway will improve A-G graduation completion by 15% (from 60% to 75%).	<p>We are surpassing our goal by 5%</p> <p>Hindered- absences and tardies (particularly unexcused or unverified)</p> <p>Supported- outreach early by pathway counselor and case manager, triaging level 2 and 3 students</p>
By 2026, the pathway will have a comprehensive plan and support structure to enable youth leadership and relationships in the pathway – student-student and teacher-student.	<p>We are piloting a peer mentorship program this year.</p> <p>Hinder- Funding for PBIS (food) for meetings; delays due to mismatch between pathway teachers' vision and District supports; losing collaboration time to other projects</p> <p>Support- Paying student leaders for participation in mentoring; VAPA teachers facilitating; PTSA funding</p>
By 2026, create a VAPA postsecondary plan based on extensive work based learning experience, college visits, dual enrollment classes, and a year-by-year developing portfolio of work. Scaffold this year-to-year and assess the success of this process each year.	<p>College visits (UCB, SJSU, CSUEB, Davis, Merritt, CCA)</p> <p>Dual enrollment is full; excellent grades</p> <p>ECCCO engagement is high (VAPA had the most last year)</p> <p>Work developed in 11th can be used in 12th grade capstone</p> <p>Hinder- A lot of field trips in Spring, not in Fall – need to develop a plan for fall field trips early.</p> <p>Support- Community partners support students' experiences in college and career: CCA, Davis, Merritt, Maine College of Art and Design</p> <p>partners: Swirl, Brower Center, Clvic Design Studio</p>
Pathway Strategic Actions Reflection	
2024-2025 Strategic Actions	
24-25 Strategic Actions for Computer Science Goal #1	<p>Reflection on 2024-2025 Strategic Actions</p> <p><i>For the Strategic Action sets for each goal, answer:</i></p> <p>-Are you on track for accomplishing the actions for the related goal this school year?</p> <p>-If so, what has been done or will be done by the end of the year to accomplish it?</p> <p>-If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?</p>
	<p>Spent some early school year collabs exploring transitioning away from internal pathway assignment tracker communication and reimplementing Computer Pathway Newsletter, which included Weekly Classroom Happenings and Admin Updates similar to Weekly Staff Bulletin template. No decision was reached.</p> <p>We're wondering, currently, how effective is Parent Square?</p> <p>Is there data / feedback from students on the current ECCCO process?</p> <p>Potential for shared Summer ECCCO Advisor Position</p> <p>Students create game concepts in Game Design with the express intent of creating something they can include in a portfolio--they are instructed to constrain their ideas to something implementable and integratable) in order to produce a focused presentation with a high level of polish and consistent conceptual reasoning rather than a disorganized and unfinished product.</p> <p>Addition of current Multimedia teacher has revitalized portfolio in 10th and 11th.</p>

	Use beginning of school year pathway retreat to design for implementation on track to graduate goals and strategies informed by our revised student learning outcomes (current rate for computer students=62.7%)	Pathway retreat was more focused on discerning and aligning around our industry sector. We will carry out this planning around student outcomes in our next pathway retreat.
24-25 Strategic Actions for Computer Science Goal #2	Utilize existing industry partnerships (i.e. Advisory Board) and establish relationships developed with outside entities to develop clear and manageable year-long WBL plan that includes CTE and core courses that shows clear progression from grade 10 - 12	Partners we have been working with closely this year include Gameheads, Handy Foundation, and a number of film industry union groups. Focus this year was on envisioning the CTE sequence in the new pathway.
	Review and assess ECCCO internship planning, recruitment, process, leadership as a pathway team and develop and revise where needed. Consult with other pathways at the site or other district schools to learn about their process.	We haven't had time to focus on this action this year.
	Query students to determine if students feel supported and prepared and pathway self-assessment to best respond to student need.	We surveyed all students about their learning and analyzed the results, determining that students want more hands-on learning in their classes and strategizing accordingly. Showcase more student work, 60's building cork boards in the hallway; main office video monitor display case are examples
24-25 Strategic Actions for Computer Science Goal #3	In collaboration, focus project based learning tuning protocols on student agency and real-world skills.	Tuning our PBL projects is a priority for our new pathway development that we'll be planning for this spring and summer. We have a good foundation, since Sophomore teacher team members participated in PBL Institute prior to 2024-25 school year to more closely align through PBL and shared practices.
	Embed one integrated project per grade level, with a focus on agency, real-world skills, and action. Make use of Graduate Capstone rubric so that 10th and 11th graders see and use the rubric multiple times, focusing on 1-2 categories at a time.	Revised Coming of Age in 2024: Explore Your Political Identity and Values - The New York Times though we did not implement this year after having done so since 2021. This was the first year the contest focused on political identity and values. Will implement next year (to be determined by grade level) 10th grade team implemented one integrated project per semester (Here There Be Monsters / Historical Scene). 12th grade Gov/Econ Debate analysis assignment and Debate rhetoric analysis Art of Digital Filmmaking Documentary Film Project has a lot of potential for 11th grade. This project was the capstone in 2017 before pathway transitioned to arts/media with a narrative focus. There wasn't a lot of support at the time for pathways effort to shift the capstone to end of junior year through middle of senior year when documentary filmmaking was first repurposed to the 11th grade. Staffing has since hindered this opportunity as a collaborative project with team members split between pathways. Senior grade level team participated in district-wide Graduate Capstone Collaborative, including PD Kick-off prior to 2024-25 school year and two Capstone PD Release Days. Team members collaborated across pathways to align around Capstone assignments, deadlines, and scoring.
	In collaboration, embed student self assessment and reflection in project planning where possible. Consult with other teachers at the school site or within the district who are effective at student agency and action.	Reviewed and discussed schoolwide student projects survey for insight into pathway students' experience and learning in our projects. We plan to develop a student leadership group in tandem with our VAPA partners, informed by Green student leadership models.

24-25 Strategic Actions for VAPA Goal #1	Increase reading, reading support, reading strategies, and student-to-student academic discussion. Collaborate more tightly with district ELMA team to better understand ELL reclassification procedure and strategies	This year VAPA wasn't assigned Newcomer students, so the work with ELMA was paused. However we have continued to use strategies we developed last year, for our non EL students.
	Embed more student work protocols and data analysis into collaboration with emphasis on better understanding of focal groups, also more grade-level teacher focus. align teaching team on progress reports system during each marking period (4th week) and monitor on track to graduate – different grade-to-grade level. Which supports are needed depending on the issue, including case manager support, tutoring, etc.	<p>-The VAPA team has focused its attention to student work on Capstone paper preparation, scoring, and response, as well as refining vertical and cross-curricular alignment leading up to the Senior Capstone process.</p> <p>-Integrated projects such as the David Brouwer Center Project (Art/Act Youth), spanning Chemistry, Illustration, and Gov Econ, have benefited from grade-level teacher teamwork.</p> <p>-We have sustained our on track to graduate monitoring throughout the year, bringing in our AP, case manager, and counselor on a weekly basis to identify and support students who aren't on track through a green-yellow-red student tracker and triage system.</p> <p>-Our new peer mentoring program is already noticeably improving student academic and behavior outcomes of both 10th grade mentees and 12th grade mentors.</p>
	Embed unit/lesson differentiation into collaboration- see as a problem of practice during Monday lesson presentations	<p>This year, our focus on differentiation was funnelled into the schoolwide prioritization on students talk. In our Monday pedagogy Collab sessions, VAPA adopted a Cycle of Inquiry to increase student talk, centered on teachers learning, trying out, and assessing the impact of the fishbowl discussion strategy. We used a video of a VAPA teacher's fishbowl discussion as well as classroom observations to deepen our understanding of this strategy and students' corresponding growth in academic discussion. We particularly attended to identifying and supporting the engagement of students at different levels of academic performance.</p> <p>A focus on differentiation was built into the team's Capstone paper assessment preparation, as well as vertical alignment practices leading up to Capstone.</p>
	Need to organize and use information about IEPs and accommodations needed earlier in the year.	Weekly student supports meetings include individual target student monitoring for health, academic, and behavior needs, and data analysis (iready, attendance, on track to graduate). These meetings also help us to prepare for and follow up on IEP progress report meetings with our students.
	Embed opportunities for repeated demonstration of mastery, credit recovery, mastery-based grading.	Capstone project revisions enable growth in demonstration of mastery. All students are provided with multiple opportunities to revise, improve, and recover credit.
24-25 Strategic Actions for VAPA #2	"Deepen student leadership opportunities in the pathway; start with learning from Green Energy pathway that has a robust student leadership group. Sit in on one of their student leadership sessions and develop a student leadership plan as a team during collaboration. Utilize student leaders to improve the pathway by engaging them in discussions around student engagement, soliciting student feedback. "	As we grow the new AME pathway, developing a student leadership group is a top priority. We are building our peer mentorship program out toward next year and are working on a plan to learn from Green student leadership this spring.
	Develop peer mentoring program— older-younger students	Our student leadership structure this year has centered on developing a peer mentorship program. We currently have 4 peer mentors, partnered with 12 10th graders who were identified as needing social emotional or academic support. Our aim was to encourage the potential of students who might not otherwise find their voice and passion.

	Explore possibilities for training for students in RJ leadership and SOS RJ (2-day) training w/ RJOY	We will encourage VAPA students to participate in RJ internships this summer. We will also build RJ training into our peer mentorship program.
	Develop system by which to check in with students on social emotional level on a regular basis.	Friday team interventions are well organized to support students' social emotional well-being. We have been diligent about following through with IEP meetings and plans, which provide important guidance for us in supporting our students.
24-25 Strategic Actions for VAPA Goal #3	"planning ideas: 1) College & Career Ctr had weekly visits in semester 1: VAPA growth area a) bonus points to get 9th - 11th students to Lunch sessions: 2)intentional piggy backing on these visits with our 9th & 10th graders - we could request to bring guest/students while on campus to one another to learn about their colleges/programs/summer experiences 3) local colleges - invite to our assemblies and classes (CSEB, SFSU, UCB, Merritt College, Laney College, Berkeley CC 4) Virtual visits to colleges & Zoom sessions with college recruiters."	College and Career staff have been a regular presence in our classes. Our students participate in their college fairs also, and college visits. We haven't had a concerted focus on 9th-11th graders participating in lunch sessions, but we'd like to ramp this up. Additionally, our peer mentorship program includes a focus on the college preparation process.
	Reflection and portfolio documentation about (career exploration, WBL, college visits, mentorship, internship) + integration into Capstone work so students can consider in their Capstone work as well as postsecondary planning	We continue to do resume work across the grade levels as well as college visits and AP Art portfolios for all 12th graders. Part of the Capstone project is exploring what students might want to focus on in their postsecondary lives.
	Develop college exploration work plan for grades 10-12 beginning with graduate student outcomes and planning backward. Include core subject areas in this work plan. Include all types of colleges: community college, 4-year public, private, state, out-of-state, HBCU, etc. Consider routinizing the college visits.	Our college visit partners like SJ State have offered to have more involvement at our school; we'd like to develop a plan for this as well as build out more Skyline alumni presenting to our students about their college journey. Pathway assemblies emphasize postsecondary opportunities. We plan to expand the VAPA website to include more college access information and communications.
	Increase 2-way communication between pathway team, students, parents/guardians, College and Career center by hosting info session and workshops, written communication, social media, and more.	We continue to plan for and carry out regular personalized teacher positive communications with our students' families.
	Pathway Strategic Actions 2025-2026	
2025-2026 Strategic Actions Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?		
	By 2026, the pathway will have a well-articulated set of student learning outcomes for grades 10, 11, and 12, and a comprehensive process for planning integrated projects around them, tracking the student outcomes across classes, and assessing them, including student self-reflection.	Embed one integrated project in 10th and 11th grades, including Coming of Age Multimedia Project, by aligning student learning outcomes with the seven essential project design elements.

Computer Science Goal #1: By 2026		New or Revised Strategic Actions for Goal #1	Rededicate utilization of Capstone rubric to integrate into classroom activities, encouraging 10th and 11th grade students to interact with it regularly, honing in on one or two categories.
			Create extended contract opportunities for team member(s) to plan, organize, and oversee student leadership activities, initiatives, and development programs. Use what other pathways are doing as a model and tailor to pathway specific student learning outcomes.
Computer Science Goal #2:	By 2026, the Pathway will have conditions in place to ensure that every student feels prepared and supported to take on an internship or other significant career development experience	New or Revised Strategic	Teachers will attend 2025 AME Burbank Institute to learn emerging industry practices to integrate into pathway. Team members will use an additional planning day to analyze ECCCO data provided by Linked Learning Pathways Coach and Work-Based Learning Liaison.

By 2026		Actions for Goal #2	<p>Extended contract opportunity to help manage in-school year interns.</p> <p>Incorporate integration of industry and community partnerships, such as BAVC Media/Reel Stories, into core academic classes in addition to current partnerships with CTE.</p>
Computer Science Goal #3: By 2026	By 2026, the pathway will have clear structures and assessments to ensure strong student leadership, agency, and real-world skills, through action projects built into classes, assessed, and developed.	New or Revised Strategic Actions for Goal #3	<p>Expand and align the number of college and career exploration opportunities for students to one per month for each grade level with student learning outcomes and cross-curricular projects, patterned after the two Niles Essanay Silent Film location shoots.</p> <p>Reimagine contiguous pathway space on campus to repurpose lab as a production and design studio, and install a student showcase display case to highlight Pathway Strategic Goals and Actions.</p>
VAPA Goal #1: By 2026	By 2026, the pathway will improve A-G graduation completion by 15% (from 60% to 75%).	New or Revised Strategic Actions for Goal #1	<p>Enhanced Academic Support – Implement targeted tutoring, intervention programs, and credit recovery opportunities for students struggling with A-G courses.</p> <p>Data-Driven Monitoring – Regularly track student progress through an early warning system, identifying students at risk of falling behind and providing timely interventions.</p> <p>Teacher and Counselor Collaboration – Strengthen coordination between teachers, counselors, and support staff to ensure students are on track, including personalized academic planning and regular check-ins.</p> <p>Family and Community Engagement – Increase parent/guardian involvement through workshops, progress reports, and resources that help families support students in meeting A-G requirements</p>
VAPA Goal	By 2026, the pathway will have a comprehensive plan and support structure to enable youth leadership and relationships in the pathway – student-student and teacher-student.	New or Revised	Mentors plan scope and sequence of program with teacher leader input

VAPA Goal #2: By 2026		Revised Strategic Actions for Goal #2	<p>Peer mentoring- develop a cohort of upperclassmen mentors and a cohort of sophomore mentees</p> <p>Identify mentees (sophomores and juniors) in the first marking period</p> <p>Develop positive incentives for participation in program for both mentees and mentors</p>
VAPA Goal #3: By 2026	By 2026, create a VAPA postsecondary plan based on extensive work based learning experience, college visits, dual enrollment classes, and a year-by-year developing portfolio of work. Scaffold this year-to-year and assess the success of this process each year.	New or Revised Strategic Actions for Goal #3	<p>Assess and Iterate the Plan Annually – Develop assessment tools (student feedback, portfolio reviews, graduation outcomes) to measure the effectiveness of the plan and adjust strategies based on student success data.</p> <p>Implement Portfolio and Capstone Development Milestones – Students showcase growth within a portfolio year over year, and gain experience in capstone-like projects integrated through core classes</p> <p>Expand Work-Based Learning Opportunities – Partner with local arts organizations, creative professionals, and businesses to provide internships, job shadowing, and real-world project experiences tailored to VAPA careers. Build in meaningful, public facing community partner projects into each CTE course</p> <p>Student work displayed in a designated gallery space on Skyline’s campus for students to design, curate and manage public displays of learning and CTE outcomes across all AME subsectors</p> <p>Integrate Dual Enrollment & College Exposure – Offer dual enrollment courses in arts-related subjects and coordinate visits to colleges with strong VAPA programs to help students explore postsecondary pathways starting in 10th grade and throughout the school year (starting in the fall).</p>

Pathway Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

<p>BUDGET JUSTIFICATION</p> <p>For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the Measures N and H Permissible Expenses document when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the Measures N and H Instructions for a Proper Budget Justification.</p> <p>- What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable.</p> <p>- How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.)</p> <p>We encourage you to refer to this list of OUSD's Object Codes if you have questions about which object codes to use. <i>Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.</i></p> <p><i>**If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved	Conditionally Approved
							<p>(Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>	<p>(Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval)</p> <p><i>(protected cells below are to be completed by MN/H staff only)</i></p>

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site		Skyline High School					Site #	306	
Approved Strategic Carryover (from prior years - Carryover Plan)		\$51,057.90	In the box below, please indicate why you decided to allocate Strategic Carryover.						
Total Budgeted Amount		\$51,057.90	We were not able to use all of the funding within this school year, so we intend to allocate this amount to Strategic Carryover to use for the following school year.						
Remaining Amount to Budget		\$0.00							
NOTE: Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.									
Directions: Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.									
Resources: Measures N and H 2025-2026 Permissible Expenses Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development									
BUDGET JUSTIFICATION For All Budget Line Items , enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825, and all FTE , please also respond to the additional Budget Justification questions outlined in the Measure H Instructions for a Proper Budget Justification . - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes. Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.									
	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is not required. However you still need to submit any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form is required along with any other OUSD form that is required for approval) <i>(protected cells below are to be completed by MN/H staff only)</i>
Consultant Contracts: Consultant Contract with the Oakland Public Ed Fund (OPEF) to process and pay out the Student Internship Stipends for participating in the 2026 Summer Exploring College and Career Opportunities (ECCCO) Program through June 30, 2026. This money will be distributed through the Oakland Public Education Fund and used to issue student stipends for summer internships coordinated with the ECCCO partnership and each pathway. This funding directly benefits Pathway students by providing them with real-world experience directly related to their pathway and increasing their access to industry partners. This expenditure aligns with our strategic action of increasing student participation in work-based learning experiences by 15%. With these funds, we aim to serve approximately 100-150 students. Budget Calculation: 120 students paid \$500-1000 each = \$90,000.00 + \$900.00 for 10% admin fees = \$90,900.00 The difference (\$45,662.35) will be paid using the 2025-26 Measure H EIP funds. (Administrative Fees Included)	\$45,237.65	5825	Consultant Contracts				Enabling Conditions	Conditionally Approved	

<p>Teacher Salaries Stipends: Extended Contracts for 2 Teachers to support the 2026 Summer Exploring College, Career, & Community Opportunity Summer Program (ECCCO) through June 30, 2026. ECCCO teachers will support students in summer internships by providing a work-based learning curriculum, assisting them in finding internships and guiding them on work site visits. This expenditure is aligned with pathway development goals in Work-Based Learning, supporting students in completing career preparation experiences in the district-sponsored summer internships ECCCO program. Having summer teachers who are their CTE teachers improves students' engagement by providing familiar adult support and case management through onboarding and addressing the challenges that may arise as a young person in a work environment. Each of the summer teachers will serve 20-25 students, for a total of 40-50 students. This addresses the need for support infrastructure, advocacy for student success in off-site work experiences, and logistical needs for getting students paid and preparing for the district Demonstration of Mastery. Budget Calculation: 150 hours total at a \$47.50 hourly rate + 25% Benefit Costs = \$8,906.25. <i>The remainder of the funds to cover the teacher's extended contract for this purpose will come from another funding source.</i> (Salary & Benefit Costs Included)</p>	\$5,820.25	1120	Teacher Salaries Stipends					Enabling Conditions	Approved	
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Skyline Green Program of Study

Industry Sector:

- [Energy, Environment, and Utilities](#)

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

Pathway Vision Here is a link to our Linked Learning Certification Final Report	What is the instructional vision that will drive the pathway? Through the use of Science, Technology, Engineering & Math (STEM), cross-curricular and project-based learning programs throughout a student's four years in the Green Energy Academy at Skyline High School, students will reach competency levels in: <i>communication, critical thinking, creativity and collaboration</i> . At the completion of high school, <u>every</u> academy student will be prepared to complete a senior defense. The senior defense communicates what they have learned/achieved in the 4 competence levels. The mission of the Green Energy Academy is to provide students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental technology. The Green Academy provides students with a comprehensive educational experience consisting of engaging and rigorous academics and hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry-level technical training position with career potential.			
Meeting Time: [Insert Meeting Time]	10th Grade Program	11th Grade Program	12th Grade Program	Graduate Pathway Outcomes
Academic Core <i>English</i> <i>Social Studies</i> <i>Science</i> (Cohort Integrity for these courses)	English 2 UCCI English 1 World History 10 Environmental Chemistry 10	English 3 AP Language and Composition UCCI English 2 U.S. History 11 Physics of Energy Science (serves as core and CTE course)	English 4 AP English Literature and Composition UCCI English 2 Johnson Green Gov/Econ Johnson AP Government	Link to Pathway Outcomes Certifications:
Math (possible additions to the 2024-25 Program of Study) Awaiting approval	UCCI Math 1 Engineering Geometry with Physics - Math	UCCI Math 2 Functional Design Through Algebra	UCCI Math 2 Functional Design Through Algebra	
Technical Core/Theme (CTE Sequence)	Sustainability 2023-24	Physics of Energy Science (serves as core and CTE course)	Sustainable Systems	

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		Here is the course Description		Toward Certification in Urban Agroecology
Dual Enrollment & Concurrent Enrolment [Link to Merritt College Certificate Program Schedule]	Merritt CC: ENVMT 5 Oakland Food Culture (Fall 2023) Merritt CC: ENVMT 35 Introduction to Urban Agroecology (Spring 2024)	Merritt CC: ENVMT 5 Oakland Food Culture (Fall 2023) Merritt CC: ENVMT 35 Introduction to Urban Agroecology (Spring 2024)	Merritt CC: ENVMT 5 Oakland Food Culture (Fall 2023) Merritt CC: ENVMT 35 Introduction to Urban Agroecology (Spring 2024)	
Integrated Projects Here is a summary of our integrated major projects and their ties to WBL.	Y-Plan - Client based project that changes each year. 2023-24 will be a project focused on the Oakland watershed and the SF estuary. Non-Renewable Resources Project 2024	Energy Efficient Building Design and Construction Project Rubric and Overview "Green Town" Project Project Pitch ArcGIS Maps & Story Maps Roller Coaster Project	Senior Capstone Project Overview and Deadlines Oral Rubric , Written Rubric GIS Map Analytics Project Overview and Rubric	
Other Electives	Study Hall/Study Skills	Apprenticeship Multicraft course Here is the course description for Apprenticeship Multicraft course AP Physics C Mechanics AP Chemistry AP Biology 2024-25	AP Environmental Science AP Physics C Mechanics AP Chemistry AP Biology Apprenticeship Multicraft course	
Other				
Work Based Learning [WBL Continuum]	Green WBL Plan Career Exploration Visits Y-Plan Project Earth Team Internship ECCO Workshops	Green WBL Plan Annual Career EXPO Manufacturing Day Career Exploration Visits	Green WBL Plan GIS Map Analytics Project Career Exploration Visits Solar Suitcase Project Earth Team Internship	

Skyline Green Program of Study

Industry Sector:

- Energy, Environment, and Utilities

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

	LiMPET (Mole Crab Research) Industry Partners ECCO Workshops Guest Speakers	ECCO Summer Internship (for rising 12th graders) Earth Team Internship Rose Foundation Grid Alternatives Industry Partners ECCO Workshops Guest Speakers STEM Panel Event	ECCO Workshops Yosemite Senior Retreat Industry Partners Guest Speakers	
Student Leadership	Student-led Pathway Climate & Culture Assembly Students' Y-Plan Urban Planning Presentations to Client Green Student Leadership program	Student-led Pathway Climate & Culture Assembly Green Student Leadership program	Student-led Pathway Climate & Culture Assembly Green Student Leadership program	
Summer Bridge	Summer Solar Academy (for rising 11th graders) Summer School, ECCCO	Summer School, ECCCO	Summer School, ECCCO	
College Exposure	San Francisco State University Tour	UC, Davis Tour College Access Presentation College Readiness Workshops College Research Brag Sheet	Post-Secondary Presentations and College Application Workshops (UC PIQ and College Research) Laney College Visit Dominican University Visit	
Study Tours	Career Exploration Visits to JBEI or Sunpower OUSD Central Kitchen & Garden (Example of sustainable construction & land use)	Career Exploration Visits to Waste Management, ETIC Engineering, Tesla and BAAQMD (CTE) Refrigeration and HVAC Study Tour to Laney College (CTE)	Career Exploration Visits to EBMUD PG&E Study Tour to LiMPETS Save the Bay! Black Diamond Mines	

Skyline Green Program of Study

Industry Sector:

- Energy, Environment, and Utilities

Industry Partners: Waste Management, ETIC Engineering, Bay Area Air Quality Management District (BAAQMD), Laney College, Merritt College, SF State, UC Davis, UC Berkeley, Sun Power, Y-PLAN, Earth Team, The Rose Foundation, Lawrence Hall of Science; Cruise, Grid Alternatives, TESLA, PG&E, East Bay College Fund, Aspire Education Project: GLOBE-CAP, We Share Solar, EBMUD, US Green Buildings Council, US Department of Energy

	Y-PLAN Site Exploration Field Trip (changes based on client each year) LiMPETS (Mole Crab Research)	Study Tour to the Tech Museum (Physics) Great America's Physics Day (Physics) Study Tour to the Exploratorium (Physics) Study Tour to Monterey Bay Aquarium (Physics/CTE)		
Advisory Structure				
Personalized Supports	Skyline Pathways Student Support Protocol Student Support & Intervention Student Credit Recovery	Skyline Pathways Student Support Protocol Student Support & Intervention Student Credit Recovery Capstone Project Retreat	Skyline Pathways Student Support Protocol Student Support & Intervention Student Credit Recovery One-On-One Support for Senior Capstone Project	

Possible additions to the program of study for 2025-26:

**Engineering Geometry with
Physics - Math**

10

Engineering and Design / Engineering and Design

**Functional Design Through
Algebra**

10, 11, 12

Engineering and Architecture / Engineering Design

Additions to the program of study for ECCCO Summer Peralta CTE Classes:

ENVMT 3 Social Issues in Agriculture 9, 10, & 11 (Summer)

LANHT 28A Permaculture Design I 9, 10, & 11 (Summer)

Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland’s Children’s Hospital, Asian Health Services, Native American Health Center, UC Berkeley

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway? 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 opportunities 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. Our students explore careers dedicated to transforming the lives of young people: teachers, school psychologists, educational researchers & activists, administrators, coaches, social workers, and health care professionals.			
Pathway COP Meeting Time:	10th Grade Program Grade level meeting time:4th per Collaboration	11th Grade Program Grade level meeting time:5th per Collaboration	12th Grade Program Grade level meeting time:4th per Collaboration	Graduate Pathway Outcomes (Student Learning Outcomes)
Academic Core Student Cohort Integrity (Replace with course names linked to course descriptions)	Chemistry	Physiology Physiology 2024-25	English 4	Education & Health Pathway Outcomes
Technical Core/Theme (CTE Sequence) CTE Course Resources	Intro to Education & Community Health (current, Espinosa) Intro to Education & Community Health (Current Hill)	Educational Psychology course descr Ed Psych Syllabus Intro to Educational Psychology (Current Hill) Life Development Slide Show (GO) Life Development Assignment	Principles of Teaching & Learning (current, Espinosa)	

Skyline HS-Education & Community Health Program of Study

Industry Sector: [Education, Child Development, and Family Services](#) - 130 Child Development
[Health Science and Medical Technology](#) - 199 - Community and Public Health



Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland's Children's Hospital, Asian Health Services, Native American Health Center, UC Berkeley

Dual Enrollment [Link to Dual Enrollment]		Four Dual Enrollment Courses offered to Pathway students: Psychology of Childhood (see Psych 7A Course Agreement and Psych 7A Syllabus) and Adolescent Psychology (Psych 7B Course Syllabus). Intro to Psychology (Psych 1A) . Abnormal Psychology (Psych 24)	Four Dual Enrollment Courses offered to Pathway students: (see 11th Grade Program) If students take all 4 offerings they will be 2/3 way done with an AA in Psychology from Peralta.	
Integrated Projects/ Common Performance Assessments	[Link to Integrated Project Folders]	[Link to Integrated Project Folders] Mental Health & Wellness Project (see Mental Health Project Overview). Collaboration between Ed Psych, US Hist, and Eng3. Sts explore psych disorders and aspects of mental health such as health care, police violence, homelessness, drug use & abuse, recovery, coping, dealing with stress. Mental Health Integrated Research Paper Life Development project in Educational Psychology explores 4 aspects of human growth and development: physical, cognitive, social-emotional and moral. This project integrates well with Physiology and US History, as students analyze how theorists explain human development and connect their analysis with their own life experiences. The US History component focuses on moral	[Link to Integrated Project Folders] Senior Capstone Document Tracker 12th Grade Capstone Action Project in which seniors work with different community partners, teachers, and other students of various classes and pathways 12th Grade Work Based Learning Program in which seniors design community circles for 10th, 11th, and 12th grade pathway students, to be delivered in their CTE courses in October 2018.	

Skyline HS-Education & Community Health Program of Study

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		decisions made that impact society and the analysis of those decisions. See Life Devt Book Project		
Defenses or Capstones	Students research a global health or education issue and compare this issue between two countries. After writing a policy brief, they will create a slideshow for their oral defense. Students present to their peers in CTE classes as their final during the last two weeks of class in May.			
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	-Annual Ropes Course team-building across 10th grade cohort, with Pacific Leadership Institute -annual celebration & team building across grade levels	--KQED Youth Takeover Program Team building Workshop w/ 11th grade cohort (DRUMMM, Salsa, other non-comfort zone experience) --annual celebration & team building across grade levels	-KQED Youth Takeover Program Industry Certification in Tier I Restorative Justice: Community Building -Senior Celebration Night in May (award stoles, celebrate each student, invite families, eat dinner with food trucks, student gives appreciations) at Skyline.	
Work Based Learning [reference documents: WBL Continuum WBL Costs Calculator]	CHED WBL Plan Guest Speakers in areas such as:, OUSD Retention and Training, Presentations on HEAL and Alta Bates Internship Opportunities, Eric Enghdahl Department Chair of Education at CSU East Bay, Ruddy Herrera of Cal Trio	CHED WBL Plan Guest Speakers in such fields as: psychology, physical therapy, social work, medicine, nursing, firefighting, educational activism. In collaboration with OUSD Family Community Services and TUPE Project, students design and facilitate workshops for Skyline peers on effects of various drugs on mind and body with focus on	CHED WBL Plan Restorative Justice Practitioner Guest Speaker Series. Guest Speakers:, Rudy Herrera from TRIO, One Love Foundation Teen Dating Violence Escalation Workshop, Presentations on HEAL and Alta Bates Internship Opportunities, Jordan Seiden former Youth Justice worker	Certifications CPR First Aid Mental Health First Aid Industry Certification in Tier I Restorative Justice: Community Building through OUSD Restorative Justice Office.

Skyline HS-Education & Community Health Program of Study

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Industry Partners: One Love Foundation, Alameda County Public Health Services, Oakland Unified School District Talent Recruitment, OUSD Restorative Justice and TUPE Program, Merritt College, Highland Hospital/ Alameda County Department of Health, OUSD Summer Learning, Kaiser Hospital, Stanford University, Samuel Merritt University, Peer Health Exchange, CSU East Bay and SFSU, San Leandro Unified, Alta Bates Summit, UCSF Oakland’s Children’s Hospital, Asian Health Services, Native American Health Center, UC Berkeley

	Resumes, Cover Letters, Reference Sheets -Community Health students designed and taught lessons based on USDA Nutrition curriculum in Elementary School in San Leandro	adolescent brain. See TUPE Workshops Jan 2017 . Resume updated with recent WBL experiences, Reference page Informational Interviews with outside professionals done both and off campus	Resume update, cover letter, and reference sheet. Guidance on sending emails to prospective employers and how to complete online applications. Mock interviews and interview skills activities all using ECCO workbooks.	
Student Leadership		Juniors present to pathway during Pathway assembly in the fall	Seniors present to pathway during Pathway assembly in the fall Seniors present during Prospective Families Nights	
Summer Learning (Summer Bridge, summer learning, credit recovery)	Summer ECCCO , Summer school	Summer ECCCO , Summer school	Summer ECCCO , Summer school	
College Exposure	Rotating CSU East Bay College Visit: Campus Tour, Nursing and Education Department, Housing Tour SFSU College Visit: Campus Tour, UC Berkeley tour C & C Team visit from Trio, Upward Bound	California State University, San Jose tour and panel presentation from the Health Sciences department and currently enrolled students. UC Davis School of Health Tour	College & Career Upward Bound+ TRIO Support on college applications, FAFSA, and application due dates and support reminders. Samuel Merritt University Merritt College: health science career focus including visit to cadaver lab	
Personalized Supports	Offer after school and lunch time, support with our teachers and we have a care manager. On Fridays we conduct student interventions in	Offer after school and lunch time, support with our teachers and we have a care manager On Fridays we conduct student interventions in our	Offer after school and lunch time, support with our teachers and we have a care manager. On Fridays we conduct student interventions in our	

Skyline HS-Education & Community Health Program of Study

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	<p>our collaboration groups in grade level teams and have a dedicated pathway counselor in.</p> <p>Push-in/Pull-Out support for students with IEP accommodations. All accommodations offered are listed in IEP. Some accommodations include - Extended time to complete work per each student. Providing assistive technology to students who require it.</p> <p>Push-in-Pull-out support and study skills offered provide continuing program support including Career readiness and college preparedness.</p>	<p>collaboration groups in grade level teams and have a dedicated pathway counselor in.</p>	<p>collaboration groups in grade level teams and have a dedicated pathway counselor in .</p>	
Use of expanded learning time (before or after school)	(see above: Personalized Supports)	(see above: Personalized Supports)	(see above: Personalized Supports)	

Skyline VAPA Pathway Program of Study

Industry Sector: [Arts, Media, and Entertainment](#)

Industry Partners

Performing Arts (PA): Youth Speaks, Berkeley Rep, California Shakespeare, American Conservatory Theatre; Laney College Theatre Dept/Michael Torres, Dr. Philippa Kelly, Dramaturg, & Drescher Music Ensemble; SF Jazz, Laney; Oakland Ballet, Dimensions Dance Theater,

Visual Arts (VA): Dr. Isaac Emrick, Paul Lewin, California College of the Arts, CSU East Bay Visual Art Dept., Asian Art Museum, DeYoung Museum, Museum of the African Diaspora, SFMOMA, Contemporary Jewish Museum, Fort Mason Art and Cultural Center, Betti Ono Gallery, Berkeley Art Center

Pathway 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.			
Pathway 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. SVPA students draw from contemporary art practices and are regularly challenged to express themselves artistically and to publicly showcase their work.			
Meeting Time: [MTF 4th Period]	10th Grade Program	11th Grade Program	12th Grade Program	Graduate Pathway Outcomes
Academic Core <i>English</i> <i>Science</i> <i>Social Studies</i> (Cohort Integrity for these courses)	Chemistry World History ELA Fishtank (Unit 1, Unit 2, Unit 4) + Hamlet	U.S. History VA/PA Dolan Syllabus	Am Government/ Economics Brooks VA/PA: ELA Capstone Seminar Nelson VAPA Syllabus	SVPA Student Learning Outcomes
Technical Core/Theme (CTE Sequence)	VA: Intro to Visual and Commercial Art	VA: Illustration	VA: AP Studio Art (2-D Design, 3-D Design and Drawing Portfolios) PA: see below	
Integrated Projects SVPA Unit Planning Hub	David Brower Center Project	David Brower Center Project	Senior Capstone Visual and Performing Arts	
Other Electives	PA: CTE Drama 1, Int/Adv. Drama, CTE Professional Drama, Dance, Intermediate Dance, Advanced Dance, Jazz and, Orchestra, Stagecraft Drama 1 CTE Audio Production VA: Graphic Design, Advanced Graphic Design, Art 1 , Ceramics, Advanced Ceramics, Art 2 , Digital Photography, B	PA: CTE Drama 1, Int/Adv. Drama, CTE Professional Drama, Dance, Intermediate Dance, Advanced Dance, Jazz and, Orchestra, Stagecraft PA: Professional Drama Honors CTE Audio Production VA: Art 2 , Ceramics, Advanced Ceramics, Digital Photography, Graphic Design, Advanced Graphic Design,	PA: CTE Drama 1, Int/Adv. Drama, CTE Professional Drama, Dance , Intermediate , Dance Advanced Dance, Jazz and, Orchestra, Stagecraft, Professional Drama Honors CTE Audio Production VA: Art 2 , Ceramics, Advanced Ceramics, Digital Photography, Graphic Design, Advanced Graphic Design,	

Skyline VAPA Pathway Program of Study

Industry Sector: Arts, Media, and Entertainment

Industry Partners

Performing Arts (PA): Youth Speaks, Berkeley Rep, California Shakespeare, American Conservatory Theatre; Laney College Theatre

Dept/Michael Torres, Dr. Philippa Kelly, Dramaturg, & Drescher Music Ensemble; SF Jazz, Laney; Oakland Ballet, Dimensions Dance Theater,

Visual Arts (VA): Dr. Isaac Emrick, Paul Lewin, California College of the Arts, CSU East Bay Visual Art Dept., Asian Art Museum, DeYoung Museum, Museum of the African Diaspora, SFMOMA, Contemporary Jewish Museum, Fort Mason Art and Cultural Center, Betti Ono Gallery, Berkeley Art Center



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Other				
Work Based Learning [WBL Continuum]	<u>VAPA WBL Plan</u> Eccco/Industry Partner <u>VA: Intro to Visual & Commercial Art partnerships:</u> Art in the Parks with Civic Design Studio and Laney College, Brooklyn Basin Affordable Housing Art Internship, Walt Disney Animation Workshop <u>PA:</u> Sean San Jose (Artistic Director, The Magic Theatre, Master Class); Kyle McReddie Residency (Dueling International, Stage Combat, Unarmed); Cleavon Smith, Playwright in Residence) William Hodgson, (Oakland Theatre Project, Co-Artistic Director) SF Playhouse Rising Stars; Oakland Theatre Project; Shotgun Players; CalShakes (Eric Ting, Artistic Director); Michael Torres (Laney College/Theatre Dept.)	<u>VAPA WBL Plan</u> Eccco/Industry Partner Collaboration <u>VA: Illustration partnerships:</u> Brooklyn Basin Affordable Housing Art Internship, David Brower Center, Berkeley Art Center, SFMOMA, Oakland Museum, CCA (California College of the Arts), Betti Ono Gallery, Shannon May (Art director and Illustrator at Google) John-Patrick Thomas (Illustrator at Apple), Ellen Duda (freelance YA book designer, illustrator and art director), Michael Olivo (comics and fabrication) <u>PA:</u> Cleavon Smith, Playwright in Residence and Amy Mueller (Former Artistic Director, Bay Area Playwrights Festival, 10 Minute Play Fest) William Hodgson, (Oakland Theatre Project, Co-Artistic Director) Sam Jackson, and Jasmine (10 Minute Play Fest); Master Classes with: Dr. Philippa Kelly, Dramaturg; Leontyne Mbele-Mbong (Shakespearean Text & Voice coach); Kyle McReddie (Dueling International, Stage Combat, Unarmed); SF Playhouse Rising Stars; Success Ufondo and Romeo Channer (World Premiere cast, Saint Joan (burn/burn/burn (Oakland Theatre Project); Shotgun Players; CalShakes (Eric Ting, Artistic Director); Laney College/Theatre Dept.	<u>VAPA WBL Plan</u> Eccco/On Campus Industries <u>VA:</u> Berkeley Art Center, SFMOMA, Oakland Museum, Disney Museum, CCA (California College of the Arts), SFAI (San Francisco Art Institute), Expressions College, Pixar, Betti Ono Gallery, Oakstop, Mission Cultural Center for Latino Arts <u>PA:</u> Cleavon Smith, Playwright in Residence and Amy Mueller (Former Artistic Director, Bay Area Playwrights Festival, 10 Minute Play Fest) William Hodgson, (Oakland Theatre Project, Co-Artistic Director) Sam Jackson, and Jasmine (10 Minute Play Fest); Master Classes with: Dr. Philippa Kelly, Dramaturg; Leontyne Mbele-Mbong (Shakespearean Text & Voice coach); Kyle McReddie (Dueling International, Stage Combat, Unarmed); SF Playhouse Rising Stars; Oakland Theatre Project; Shotgun Players; CalShakes (Eric Ting, Artistic Director); Michael Torres (Laney College/Theatre Dept.)	
Student Leadership				
Summer Bridge	NA	Civic Design Studio x Brooklyn Basin summer internship	Summer 2018 -2019	

Skyline VAPA Pathway Program of Study**Industry Sector:** Arts, Media, and Entertainment**Industry Partners****Performing Arts (PA):** Youth Speaks, Berkeley Rep, California Shakespeare, American Conservatory Theatre; Laney College Theatre

Dept/Michael Torres, Dr. Philippa Kelly, Dramaturg, & Drescher Music Ensemble; SF Jazz, Laney; Oakland Ballet, Dimensions Dance Theater,

Visual Arts (VA): Dr. Isaac Emrick, Paul Lewin, California College of the Arts, CSU East Bay Visual Art Dept., Asian Art Museum, DeYoung Museum, Museum of the African Diaspora, SFMOMA, Contemporary Jewish Museum, Fort Mason Art and Cultural Center, Betti Ono Gallery, Berkeley Art Center**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

College Exposure	VA: Merritt College, Laney College, CCA PA: San Francisco Conservatory, CSU East Bay, UC Berkeley, Laney College, American Conservatory Theatre (ACT), San Francisco State U, Pacific Conservatory of Performing Arts (PCPA), Southern OR U	VA: California College of the Arts, Art Institute of San Francisco, Academy of the Arts, CSU SF PA: Dr. Philippa Kelly, Dramaturg; American Conservatory Theatre (ACT), Berkeley Rep, California Shakespeare, Laney Theatre, Paul Drescher Music Ensemble,	VA: California College of the Arts, Art Institute of San Francisco, Academy of the Arts, CSU SF PA: Theatre First, Blk Prime	
Study Tours	VA: Oakland Museum of California, Oakland Zoo: Drawing on Location & Animal Anatomy study, Disney Museum and animation workshop PA: Orpheum Theater: Lion King, Oregon Shakespeare (OSF), ACT-SF	VA: San Francisco & Oakland Galleries, SFMOMA, DeYoung, Asian Art Museum, MoAD PA: Performing Arts: San Francisco Conservatory of Music, CSU East Bay, CSU Northridge, CSU Long Beach, UC Berkeley,	VA: Artist Studios, San Francisco & Oakland Galleries, SFMOMA, DeYoung, Asian Art Museum, MoAD PA: Record Labels, Theaters/Performance Venues, Performing Artists, Elementary and Middle Schools	
Advisory through CTE Courses	Students are advised through Pathway Counselor and Intervention/Team	Students are advised through Pathway Counselor and Intervention/Advisory Team	Students are advised through Pathway Counselor and Intervention/Advisory Team	
Personalized Student Supports	Weekly Student Interventions with whole team addresses academic, behavioral, emotional, and health issues Counseling Services 504 Plans Special Education Services	Weekly Student Interventions with whole team addresses academic, behavioral, emotional, and health issues Counseling Services 504 Plans Special Education Services	Weekly Student Interventions with whole team addresses academic, behavioral, emotional, and health issues Counseling Services 504 Plans Special Education Services	

Academic Core	10th Grade Program	11th Grade Program	12th Grade Program
ENGLISH -CTE Course Sequence (UCCI)			

Skyline VAPA Pathway Program of Study

Industry Sector: **Arts, Media, and Entertainment**

Industry Partners

Performing Arts (PA): Youth Speaks, Berkeley Rep, California Shakespeare, American Conservatory Theatre; Laney College Theatre Dept/Michael Torres, Dr. Philippa Kelly, Dramaturg, & Drescher Music Ensemble; SF Jazz, Laney; Oakland Ballet, Dimensions Dance Theater,

Visual Arts (VA): Dr. Isaac Emrick, Paul Lewin, California College of the Arts, CSU East Bay Visual Art Dept., Asian Art Museum, DeYoung Museum, Museum of the African Diaspora, SFMOMA, Contemporary Jewish Museum, Fort Mason Art and Cultural Center, Betti Ono Gallery, Berkeley Art Center



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

	Get Reel: English Through Your Lens (SVPA Cohort Pure)	Designing the American Dream: English 11 and Media Arts (SVPA Cohort Pure)	Capstone ELA Course (developed by Young) (SVPA Cohort Pure)
	Intro CTE ↓	Concentration CTE ↓	Capstone CTE ↓
Performing Arts CTE Menu of Options	CTE Drama 1 (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure)	CTE Drama 2 CTE Professional Drama (Honors)/ Dual Enrollment, Dr. Philippa Kelly, Dramaturg-in-Residence (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure)	Advanced Professional Theatre (Capstone, Dr. Philippa Kelly - Dramaturg-in-Residence) (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure)
	Introduction to Dance/Choreography (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure)	Intermediate Dance Performance Advanced Dance Choreography (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure)	Professional Dance ROP (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure)
	Intro to Guitar Beginning Choir (OYC) (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure) Audio Production	Jazz Band Orchestra Intermediate / Advanced Choir (Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure) Audio Production	(Universal Elective: <u>NOT</u> SVPA-PA Cohort Pure) Audio Production
Visual Arts CTE Menu of Options	CTE Introduction to Visual/Commercial Art <i>Electives:</i> Art 1 (Survey of All Media) Art 2 (Painting and Mixed Media) Ceramics 1 (All 3-D) Graphic Design Digital Photo <i>Dual Enrollment:</i> Beginning Painting/ Beginning Painting/ Intermediate Painting	CTE Illustration <i>Electives:</i> Art 1 (Survey of All Media) Art 2 (Painting and Mixed Media) Ceramics 1 (All 3-d) Advanced Ceramics Graphic Design Digital Photo <i>Dual Enrollment:</i> Beginning Painting/ Beginning Painting/ Intermediate Painting	CTE AP Studio Art (2-D Design or Drawing) <i>Electives:</i> Art 1 (Survey of All Media) Art 2 (Painting and Mixed Media) Ceramics 1 (All 3-d) Advanced Ceramics Graphic Design Digital Photo <i>Dual Enrollment:</i> Beginning Painting/ Intermediate Painting

Skyline VAPA Pathway Program of Study
Industry Sector: Arts, Media, and Entertainment
Industry Partners



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Performing Arts (PA): Youth Speaks, Berkeley Rep, California Shakespeare, American Conservatory Theatre; Laney College Theatre Dept/Michael Torres, Dr. Philippa Kelly, Dramaturg, & Drescher Music Ensemble; SF Jazz, Laney; Oakland Ballet, Dimensions Dance Theater,
Visual Arts (VA): Dr. Isaac Emrick, Paul Lewin, California College of the Arts, CSU East Bay Visual Art Dept., Asian Art Museum, DeYoung Museum, Museum of the African Diaspora, SFMOMA, Contemporary Jewish Museum, Fort Mason Art and Cultural Center, Betti Ono Gallery, Berkeley Art Center

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Work-Based Learning Lead: *DayMarr Johnson* Pathway Name: GREEN
 Collaborators: *Shanti Elliott*, [Ayo Akatugba](#), [Terri Van Hare](#), [Natalie Musick](#)

Central Resources <ul style="list-style-type: none"> • WBL Continuum • Non-OUSD Sample WBL Plans • OUSD 2023-24 WBL Plans • Sample Goals • Linked Learning Alliance Work Based Learning Silver and Gold Certification • Measure N EIPs

WBL Plan Template Options:

- [Calendar Template](#)
- [WBL Continuum Template](#)

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

- 1.
- 2.
- 3.

Calendaring WBL (in [Program of Study](#)):

- **For All-Student Experiences:** note *WBL experience*, *teacher*, *class*, and *industry partner* for each item
- **For Targeted Student Experiences:** note *subgroup*, *WBL experience*, and *staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students			<ul style="list-style-type: none"> • Career Day (Jan 23) 			<ul style="list-style-type: none"> • Opportunities Fair (March 11)
	Focal students						
10	All-Students		LiMPETS Field Trip (10/29) San Francisco State - visit the School of	<ul style="list-style-type: none"> • Speaker from ethical farming NGO (need to get the name of the 	Mock Interview Fair (March 20) YPLAN Field Trip (TBD)	Civil Engineering CEV (TBD)	

			the Environment - 11/14	organization)	Speakers from - Trees for Oakland - ENGEO Engineering		
	Focal students		•	<ul style="list-style-type: none"> Battery Company CEV (TBD) Ecology - CA Natives at the Oakland Zoo Field trip - 12/3 	Waste Mngt / Zero WasteCEV (TBD) Deep Medicine Circle Garden CEV (TBD) Ecology - OUSD Center Field Trip (2/25) Ecology - Save the Redwoods Field Trip (3/21)		
11	All-Students		<ul style="list-style-type: none"> Oakland MFG Day (Skill Trade) 10/10 Monterey Bay - 11/15 	<ul style="list-style-type: none"> The Tech Interactive Museum - 12/6 	<ul style="list-style-type: none"> Mock Interview Fair (March 20) 		
	Focal students		<ul style="list-style-type: none"> AnaPlan's Tour (11th Grade Girls) - 10/8 	<ul style="list-style-type: none"> Astranis (Green Pathway Girls)- 12/5 			
12	All-Students		<ul style="list-style-type: none"> Capstone Expert Interview Fair (Oct 23) Campus Tour (UCB) - 11/12 Monterey Bay - 11/15 	•	<ul style="list-style-type: none"> Community College Fair (March 13) Serpentine Prairie Nature Area - 2/13 		

	Focal students			<ul style="list-style-type: none"> Astranis (Green Pathway Girls)-12/5 			
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

Work-Based Learning Lead: *DayMarr Johnson* Pathway Name: Education & Community Health

Collaborators: *Shanti E, [Eric Espinosa](#), Edward Hill, ChEd Pathway Team*

Central Resources

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- [Non-OUSD Sample WBL Plans](#)
- [OUSD 2023-24 WBL Plans](#)
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WBL Plan Template Options:

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Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

- 1.
- 2.
- 3.

Calendaring WBL (in [Program of Study](#)):

- **For All-Student Experiences:** note *WBL experience, teacher, class, and industry partner* for each item
- **For Targeted Student Experiences:** note *subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students			<ul style="list-style-type: none"> • Career Day (Jan 23) 			<ul style="list-style-type: none"> • Opportunities Fair (March 11)
	Focal students						
10	All-Students	Resume Building (Heal Internship)	STB Certification -Middle Harbor Shoreline (restoring the Bay) - Navigating the	Up-Date Resume (Public Facing Professional) Opportunities Fair	<ul style="list-style-type: none"> • Mock Interview Fair (March 20) • The Center field trip (two days) • Clay Sculpting 		

			Health Industry (Partners from UCSF/Stanford) workshop - Anger Management workshop (Crisis Support Alameda County) - Consent (workshop) Asian Health Youth Services.	- AYHS (healthy/Unhealthy workshops - Classroom Visit to Hintil Ka Cu CDC <ul style="list-style-type: none"> ● Research presented ● Activity (Drum making) ● Musical performance. 	<ul style="list-style-type: none"> ● 		
	Focal students						
11	All-Students	Resume Building/Updating (Heal Internship)	KQED youth take over (Experience) TBD <ul style="list-style-type: none"> - Skill Trades Fair - Oakland Rotary Club (networking /Program offering) - Mental Health workshop (Crisis Support Alameda County) - Sleep (Workshop) AHS. - UCB tour - 	Update Resume (Public Facing Professional) (opportunities Fair) <ul style="list-style-type: none"> - MHFA training Cert for 11th 	<ul style="list-style-type: none"> ● Mock Interview Fair (March 20) ● RJ Circle Building (working with District partners to film them. 	<ul style="list-style-type: none"> ● Family Unit guest speaker/ Workshop 	

	Focal students						
12	All-Students		<ul style="list-style-type: none"> Capstone Expert Interview Fair (Oct 23) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Community College Fair (March 13) 	<ul style="list-style-type: none"> Camping Trip (Portola Redwoods State Park) 	
	Focal students						
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

-

Work-Based Learning Lead: DayMarr Johnson Pathway Name: VAPA

Collaborators: Shanti E. K.Brooks Rachel Thomas, Alizia Gonzalez

Central Resources

- [WBL Continuum](#)
- [Non-OUSD Sample WBL Plans](#)
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C

WBL Plan Template Options:

- [Calendar Template](#)
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Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

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Calendaring WBL (in [Program of Study](#)):

- *For All-Student Experiences: note WBL experience, teacher, class, and industry partner for each item*
- *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years
9	All-Students			<ul style="list-style-type: none"> • Career Day (Jan 23) 			<ul style="list-style-type: none"> • Opportunities Fair (March 10)
	Focal students						
10	All-Students				<ul style="list-style-type: none"> • 		
	Focal students						

11	All-Students	Brower Center student meeting	<ul style="list-style-type: none"> CCA visit and portfolio reviews Swiirl partnership with Mel Science - social media advertising, current students Adobe presentation and in-progress feedback Maine College of Art and Design - presentation and portfolio reviews 	<ul style="list-style-type: none"> Winter Artist Market Asian Art Museum field trip 	<ul style="list-style-type: none"> Mock Interview Fair (March 20) 		
	Focal students						
12	All-Students	Brower Center student meeting	<ul style="list-style-type: none"> Capstone Expert Interview Fair (Oct 23) CCA visit and portfolio reviews Swiirl partnership with Mel Science - social media advertising, current students Adobe presentation and in-progress feedback Maine College of Art and design - presentation and portfolio reviews 	<ul style="list-style-type: none"> Winter Artist Market Asian Art Museum field trip De Young Museum 	<ul style="list-style-type: none"> Community College Fair (March 13) 		
	Focal students						
Partner-Staff Engagements Advisory board meetings, externships, etc.							

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

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Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
90	Rossi, Bailly	Atlas/Gaia	Atlas Collab	English 1	Ethnic Studies [Gaia]	English 1	Prep
133	Pham, Monica	Atlas/Gaia	Atlas Collab	Ethnic Studies [Gaia]	Ethnic Studies [Gaia]	Ethnic Studies [Prometheus]	Ethnic Studies [Gaia/Prometheus]
70	McGhee-Esquivel, Christina	Atlas/Gaia	Atlas Collab	Biology	Biology	Biology	AP Biology
112	Litster, Max	Atlas/Gaia	Atlas Collab	AP Computer Science	Algebra 1	Algebra 1	Prep
94	Sinclair, Laurel	Atlas/Gaia	Atlas Collab	English 2H	English 2H	English 1	English 2H
84	Alem, Abraham	Atlas/Instructional Coach	Atlas Collab	Coaching	Coaching	Coaching	AP Human Geo
84	Waller, Donna	Atlas/Instructional Coach	Atlas Collab	Coaching	Coaching	Coaching	Coaching
66	Hymer, Cindy	Atlas/Prometheus	Atlas Collab	Biology	Biology CR	Physiology CR	Biology
131	Tucher, Phil	Atlas/Prometheus	Atlas Collab	Algebra 1	Algebra 1 Success	Algebra 1	.8 Release
101	Hein, John	Atlas/Prometheus	Atlas Collab	English 1	English 1	English 2H	English 1
85	Silberhorn, Shannon	Atlas/Prometheus	Atlas Collab	AP US History	AP US History	AP US History	Ethnic Studies
73	Kretschmer, Jess	Atlas/Prometheus	Atlas Collab	Biology	Biology	Biology SEI	Prep
55	Araiza, Jessica	Newcomer	Eng. 1/ELD	HS ELD 1	Prep	Eng. 3/ELD	Prep/Collab
52	Shafer, Lisa	ELD	Acad. ELD 2	Acad. ELD 1	HS ELD 3	Prep	Prep/Collab
56	Barbuto, James	Newcomer	US History SEI	World History SEI	World History SEI	Prep	Prep/Collab
GYM	Adams, KC	PE	PE 9/PE 10-12	Collab	PE 9/PE 10-12	Athletic Director Release	PE 9/PE 10-12
GYM	Debellotte, Thirkell	PE	PE 9/PE 10-12	PE 9/PE 10-12	Collab	PE 9/PE 10-12	PE 9/PE 10-12
GYM	Reed, Calvin	PE	PE 9/PE 10-12	Collab	PE 9/PE 10-12	PE 9/PE 10-12	PE 9/PE 10-12
GYM	Salazar, James	PE	PE 9/PE 10-12	PE 9/PE 10-12	Collab	PE 9/PE 10-12	PE 9/PE 10-12
74	Akatugba, Ayo	Green	Physics ES	Pathway Collab	Physics ES	Directors Release	AP Physics
68/11B	Van Hare, Terri	Green	Urban Ecology	Pathway Collab	Sustainability	Sustainability	Prep
72	Musick, Natalie	Green	Sust. Systems	Pathway Collab	AP Env Science	Sust. Systems	AP Env Science
51	Johnson, Brandon	Green	Gov/Econ [Ched]	Pathway Collab	US History [Green]	AP Government	Prep
76	Nealon, Cassidy	Green	Chemistry [Green]	Pathway Collab	AP Chemistry	Chemistry [Green]	AP Chemistry
79	Stewart, Rose	Green	English 3 [Green]	Pathway Collab	English 2 [Ched]	English 2 [Ched]	Prep

6th Period	7th Period								
English 1	English 1								
Ethnic Studies [Gaia]	Prep								
Prep	Biology								
Algebra 1	Algebra 1								
Prep	English 2H								
Coaching	Prep								
Reading Intervention	Prep								
Biology CR	Prep								
Prep	Algebra 1 Algebra 1 Success								
Prep	English 1								
Prep	Ethnic Studies								
Biology	Biology								
Eng. 2/ELD	HS ELD 2								
Acad. ELD 3/4	Acad. ELD 3/4								
Ethnic Studies SEI	Ethnic Studies SEI								
PE 9/PE 10-12	Prep								
PE 9/PE 10-12	Prep								
Prep	PE 9/PE 10-12								
Prep	PE 9/PE 10-12								
Prep	Physics ES								
Urban Ecology	Sustainability								
Sust. Systems	Prep								
Econ/Gov [Green]	US History [Green]								
Chemistry [Green]	Prep								
English 3 [Green]	English 2 [Green]								

Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
77	Lopez, David	Green	AP English Lang	Pathway Collab	AP English Lang	AP English Lang	English 4 [Green]
43	Ferrera, Joseph	Computer	Multimedia	Art Digital Film	Pathway Collab	Multimedia	Art Digital Film (+ 0.2)
46	Brown, Rodney	Computer	English 2 [Comp]	English 4 [Comp]	Pathway Collab	Directors Release	Prep
47	Iglesias, Luis	Computer	AP World History	Gov/Econ [Ched]	Pathway Collab	Gov/Econ [Comp]	Gov/Econ [Comp]
49	Xia, Mitch	Computer	AP World History	AP World History	Pathway Collab	AP World History	World History [Comp]
42	Rahmaan, Kameelah	Computer	US History [Comp]	World History [Green]	Pathway Collab	US History [Comp]	Prep
40	Yeh, Wilmot	Computer	Physics [Comp]	Adv. Game Design 2 [Comp CTE]	Pathway Collab	Physics [Comp]	Physics SEI [CHed]
41	Spencer, Dennis	Computer	Study Skills 9-12	Adv. Digital Film [Comp CTE]	Pathway Collab	SETTS*	Adv. Digital Film [Comp CTE]
26	Gonzalez, Alizia	VAPA	Art 2	Art 2	Visual Comm Art	Pathway Collab	Prep
21	Thomas, Rachel	VAPA	Illustration	Illustration	AP Art Studio	Pathway Collab	Prep
69	Nelson, Brandi	VAPA	English 4 [VAPA]	English 3 [CHed]	APEX [English]	Pathway Collab	English 3 [CHed]
91	Dolan, Casey	VAPA	English 2 [VAPA]	English 3 [VAPA]	English 3 [Comp]	Pathway Collab	English 3 [Comp]
20	Carroll, Conor	VAPA	Chemistry [VAPA]	Chemistry [VAPA]	Chemistry [VAPA]	Pathway Collab	Physics [VAPA]
10B	Brooks, Kisasi	VAPA	AP Government	Econ/Gov [VAPA]	Prep	Pathway Collab	Econ/Gov [VAPA]
104	Ropp, Lydia	VAPA	US History [CHed]	World History [VAPA]	US History [VAPA]	Pathway Collab	US History [CHed]
12B	Espinosa, Eric	Education	Prep	Princ. Tch. Learn	Intro to Ed. SEI	Princ. Tch. Learn	Pathway Collab
12C	Hill, Edward	Education	Ed. Psych	Intro to Education	Prep	Ed. Psych	Pathway Collab
Port. 15	Roe, Michael	Education	Prep	AP English Literature	English 4 [Ched]	AP English Literature	Pathway Collab
71	Braggs, Eric	Education	Chemistry [CHed]	Chemistry [Comp]	Chemistry [CHed]	Prep	Pathway Collab
64	Kasai, Maki	Education	Prep	Physiology [CHed]	Physiology [Open]	Physiology [CHed]	Pathway Collab

6th Period	7th Period								
Prep	AP English Lang								
Multimedia	Art Digital Film								
English 4 [Comp]	English 2 [Comp]								
Prep	AP World History								
Prep	World History [Comp]								
World History [Ched]	World History [Ched]								
Physics [Comp]	Prep/Tech Release								
Film Studies	Prep								
Visual Comm Art	Visual Comm Art								
Apparel Design & Merchandising DE	AP Art Studio								
English 4 [VAPA]	Prep								
Prep	English 2 [VAPA]								
Prep	Physics [VAPA]								
Directors Release	AP Government								
US History [VAPA]	Prep								
Princ. Tch. Learn	Directors Release								
Ed. Psych	Intro to Education	DE Psych 1A							
AP English Literature	English 4 [Ched]								
Chemistry [Comp]	Chemistry [Comp]								
Physiology [CHed]	Physiology SEI [CHed]								

Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
111	Morales, Michael	Math	Prep	Geometry	Geometry	Geometry SEI	Geo Collab
61	Paauwe, Alex	Math	Compression	Prep	Data Science	Compression	Data Science
62	Correa, Washington	Math	Geometry	Geometry	Prep	Geometry	Geo Collab
110	Jayakumar, Vidya	Math	Algebra 1 Success	Prep	AP Statistics	Algebra 2	AP Statistics
130	Zhang, Xiaojie	Math	AP Calculus AB	Algebra 2	Algebra 2	Prep	Algebra 2
132	Mendez, Fernando	Math	Prep	Algebra 2 SEI	Algebra 1 SEI	Geometry	Algebra 1 Success
100	Regan, Sam	Math	Algebra 2	Prep	Algebra 1	Algebra 1	Algebra 2
113	Jeffries, Brian	Math	Geometry	Algebra 1	Prep	Geometry	Geo Collab
37	Ozdemir, Zoe	World Language	French 2	French 2	Prep	French 3/HP/AP	French 1
35	Zapeta, Jose	World Language	Spanish 2	EPH 3	Prep	Spanish 2	EPH 3
39	Valdez, Abelardo	World Language	Spanish 1	DE Child Dvlp.	Spanish 1	EPH 2	Prep
32	Elias, Martha	World Language	Prep	Spanish 2	Spanish 2	Spanish 2	Spanish 2
38	Rose, Nathan	World Language	Prep	Spanish 3	Spanish 3/HP	Spanish 3	Prep
11C	Marchetti-Kozlov	VAPA/Electives	Theater Director Release	Theater Director Release	Theater Director Release	Theater Director Release	Stage Craft
M1	Harris, Corbin	VAPA/Electives	Music Production	Music Production	Music Production	Prep	Music Production
23	Leal, Lisa	VAPA/Electives	Graphic Design	Prep	Digital Photography	Digital Photography	Graphic Design
25	Haubrich, Jason	VAPA/Electives	Ceramics	Ceramics	Prep	Ceramics	Ceramics
27	Guzman, Ruben	VAPA/Electives	Art 1	Prep	Art 1	Art 1	Art 1
Dance Studio	James, Dawn	VAPA/Electives	Prep	Dance	Dance	Dance Production	Int. Dance
M3/Choir (M4)	Green, Adam	VAPA/Electives	Choir	Jazz Band	Orchestra	Guitar [Modern Band]	Prep
M2	Makeba, Awele	VAPA/Electives	Drama 1 Professional Drama	Drama 1 Professional Drama	Prep		
93	Lopez, Alfredo [Vacancy K]	Electives	Collab/Prep [Atlas]	Case Manage	Case Manage	Case Manage	Case Manage
93	Diaz, Emily [Vacancy J]	Electives	Collab/Prep [Atlas]	Case Manage	LMA (Chicano Studies)	LMA (Peer Wellness Amb.)	Case Manage
102	Jackson, Kyle	Electives	Collab/Prep [Atlas]	Case Manage	AAMA	AAMA	AAMA
10C	Phan-Kohles, Sean	Electives	Prep	Journalism & Yearbook	Leadership	Leadership	Leadership
RSP Team: Resource Teacher + ISS							

[illegible]

Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
48	Clark, Matthew / Alaskari	Computer 10-12 (26)	SETSS*	SETSS*	Pathway Collab	SETSS*	Stdy Skl
14	Murray, Tristan / Lundy, Egyptsheanna	CHED 10-12 (29)	Stdy Skl	Prep	SETSS*	Stdy Skl	Pathway Collab
92	Akuluze, Matthew / Vacancy	VAPA 10-12 (25)	SETSS*	SETSS*	Stdy Skl	Pathway Collab	Prep
82	Oparaocha, Hilda / McGee	Green 10-12 (19)	SETSS*	Pathway Collab	SETSS*	Stdy Skl	Stdy Skl
95	Ortiz, Sofia / Seagel, Sean	Atlas	Atlas Collab	Stdy Skl 9	SETSS*	SETSS*	Prep
67	Banga, Navjeet / Vacancy	VAPA 12	SETSS*	L1 English 3/4	SETSS*	Pathway Collab	L1 English 3/4
13B	Hopkins, Sam	All Pathways	Atlas Collab	SETSS*	SETSS*	SETSS*	Stdy Skl 9
Mild/Mod SDC: Mild/Mod Teacher + ISS							
Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
80	Smith, Edward / Mings	Green 10-12	SETSS*	Collaboration	L1 World History	SETSS*	1 Gov/Econ - US Histor
11A	Simon-Bryant, Rachel / Ali	Ched 10-12	SETSS*	Study Skills 10-12	Prep	L1 English 1/2	Collaboration
103	Sjobring, John / Harris, Barbara	VAPA 10th	L1 Math Geo/Algebra 2	SETSS*	Study Skills 10-12	Collaboration	L1 Math Geo/Algebra 2
63	Wooley, Gail / Vacancy	Atlas	Collaboration	L1 Biology	L1 Algebra 1	Study Skills 10-12	SETSS*
Mild/Mod CE + ICE SDC: Teacher + Para +Therapist							
Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
36	Huerta, Christian/ Vacancy	All House/PW	Collaboration	SETSS*	Study Skills 9-12	SETSS*	L1 English (1-4)
12A	Donahue, Matt / Hughes, Tamisha	All House/PW	Collaboration	Mth L1 A/G/A2	Mth L1 A/G/A2	Study Skills 9-12	SETSS*
MOD/EXT SDC: Teacher + Paras							
24	Eagleton, Shawne / Booker, Lawana Atkins, Lary	Green	L2 English 1/2/3/4	L2 Math 9/10/11/12	P.E. ADPT 9/10/11/12	L2 Science 9/10/11/12	L2 History 9/10/11/12
30	Naughton, Alex / Salazar, Maria, Johnson, Mikayla	Education	L2 English 1/2/3/4	L2 Math 9/10/11/12	L2 Life Skills 9/10/11/12	L2 Science 9/10/11/12	L2 History 9/10/11/12
33	Hire, Lauren/ Lennon, Camille	VAPA	L2 Study Skills 9/10/11/12	L2 Life Skills 9/10/11/12	L2 English 1/2/3/4	Collab/Prep	Collab/Prep
60	Vacancy / Waldorf, Shelline, Cohen, Jeremy	VAPA	L2 English 1/2/3/4	Collab/Prep	L2 History 9/10/11/12	L2 Science 9/10/11/12	L2 Math 9/10/11/12
DHH +Visually Impaired: Teacher + Para							
Room	Teacher	Program	1st Period	2nd Period	3rd Period	4th Period	5th period
83	Ratto, Sandra	Metis/Computer	Atlas Collab	SETSS*	Pathway Collab	Study Skills 9-12	Study Skills 9-12
41	Spencer, Dennis	Computer	Study Skills 9-12	Adv. Digital Film [Comp CTE]	Pathway Collab	SETSS*	Adv. Digital Film [Comp CTE]

6th Period	7th Period								
6th Period	7th Period								
SETSS*	Prep								
SETSS*	SETSS*								
Stdy Skl	SETSS*								
SETSS*	Prep								
Stdy Skl 9	SETSS*								
Prep	Stdy Skl 10-12								
SETSS*	Prep								
6th Period	7th Period								
Study Skills 10-12	Prep								
SETSS*	L1 English 1/2								
Prep	SETSS*								
SETSS*	Prep								
6th Period	7th Period								
L1 English (1-4)	Prep								
SETSS*	Prep								
L2 Life Skills 9/10/11/12	L2 Study Skills 9/10/11/12								
P.E. ADPT 9/10/11/12	L2 Study Skills 9/10/11/12								
L2 Math 9/10/11/12	L2 Science 9/10/11/12								
L2 Study Skills 9/10/11/12	Collab/Prep								
6th Period	7th Period								
SETSS*	Prep								
Film Studies	Prep								