

**MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION**

1016 Union Street, #940  
Oakland, CA 94607



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measures N and H-  
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** 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment  
Services For: Skyline High School

**Action Requested and Recommendation** Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Skyline High School as “Approved,” with a base allocation of \$1,342,150.00 and a strategic carryover allocation of \$35,329.58 for a total allocation not to exceed \$1,377,479.58.

**Background**

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

**Competitively Bid**

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

**Fiscal Impact**

Funding resource(s): Measure N  
Measure H

**Attachments**

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

**2023-2024 MEASURE N BUDGET**

Effective July 1, 2023 - June 30, 2024

School: **SKYLINE HIGH SCHOOL**

Site #: **306**

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$1,342,150.00	\$1,342,150.00	\$0.00

\*Funding Allocation is based on school's 2022-23 student enrollment count, Oakland Residents only (1,579) multiplied by the per pupil amount of \$850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
306-1	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
306-2	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
306-3	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
306-4	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

306-5	<p>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)</p>	\$151,494.71	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Science & Technology Academy
306-6	<p>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)</p>	\$108,611.60	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Visual & Performing Arts Academy
306-7	<p>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)</p>	\$149,434.75	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Education & Community Health Academy
306-8	<p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Visual &amp; Performing Arts Academy Pathway. The CTE Teacher will ensure every student in the Visual &amp; 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)</p>	\$118,208.49	1105	Teacher Salaries	TCHR DEPT HD	1.0 FTE	Visual & Performing Arts Academy
306-9	<p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy. The CTE Teacher will ensure every student in the Visual &amp; 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)</p>	\$95,577.39	1105	Teacher Salaries	THCR STR ENG	1.0 FTE	Visual & Performing Arts Academy

306-10	<p>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy. The CTE Teacher will ensure every student in the Visual &amp; 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)</p>	\$96,825.34	1105	Teacher Salaries	THCR STR ENG	1.0 FTE	Visual & Performing Arts Academy
306-11	<p>Teacher Salaries: Hire an CTE Teacher, at 1.0 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)</p>	\$38,017.00	1105	Teacher Salaries	THCR STR ENG	.30 FTE	Green Energy Academy
306-12	<p>Teacher Salaries: Hire a CTE Teacher, at .26 FTE for the Computer Science &amp; Technology Academy. The CTE Teacher will ensure every student in the Computer Science &amp; Technology Academy have access to a core CTE sequence. His duties include: Continue to teach CTE courses aligned to the Computer Science &amp; Technology Academy; support all enrolled students in achieving the pathway standards of the Computer Science &amp; Technology Academy. Develop and provide access to relevant work-based learning experiences PCN 2437 - Dennis Spencer (Salary and Benefit costs included)</p>	\$41,727.32	1105	Teacher Salaries	THCR STR ENG	.26 FTE	Computer Science & Technology Academy
306-13	<p>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)</p>	\$59,549.20	2405	Clerical Salaries	Administrative Assistant II Bilingual	.40 FTE	Whole School
306-14	<p>Allocation of \$15,801.34 to the Computer Science &amp; Technology Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Science &amp; Technology Academy Tab for expenditures)</p>	\$0.00	4399	Surplus			Computer Science & Technology Academy
306-15	<p>Allocation of \$18,214.23 to the Education &amp; Community Health Academy: To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education &amp; Community Health Academy tab for expenditures)</p>	\$0.00	4399	Surplus			Education & Community Health Academy
306-16	<p>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)</p>	\$0.00	4399	Surplus			Green Energy Academy

306-17	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
306-18	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 = \$11,165.04. (Salary & Benefit Costs Included)	\$10,694.51	1120	Teacher Salaries Stipends			Green Energy Academy
306-19	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
306-20	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
306-21	Teacher Salaries Stipends: Extended Contracts for the Computer Science & Technology 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 Computer Science & Technology 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 will support all students in the Computer Science & Technology 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 26 total hours + 25% benefit costs = \$1,2521.25 x 9 Teachers = \$11,261.25. (Salary & Benefit Costs)	\$10,790.72	1120	Teacher Salaries Stipends			Computer Science & Technology Academy
306-22	Conference Expenses: Travel expenses for Computer Science & Technology Academy Teacher/Staff. To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, Linked Learning Conferences, or other PBL conferences). Funding will be used for travel expenses, registration fees, and applicable meals.	\$4,623.78	5220	Conference Expenses			Computer Science & Technology Academy

306-23	Teachers Substitutes: Substitute coverage for the Computer Science & Technology Academy Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer 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)	\$386.84	1150	Teachers Substitutes		Computer Science & Technology Academy
306-24	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
306-25	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
306-26	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
306-27	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
306-28	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

306-29	<p>Teacher Salaries Stipends: Extended Contracts for the Visual &amp; Performing Arts Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.                      Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the Visual &amp; Performing Arts 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 will support all students in the Visual &amp; Performing Arts 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 16 total hours + 25% benefit costs = \$770 x 14 Teachers = \$10,780.                      (Salary &amp; Benefit Costs)</p>	\$10,309.47	1120	Teacher Salaries Stipends			Visual & Performing Arts Academy
306-30	<p>Conference Expenses: Travel Expenses for the Visual &amp; Performing Arts Academy Teacher/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.</p>	\$5,105.03	5220	Conference Expenses			Visual & Performing Arts Academy
306-31	<p>Teacher Substitutes: Substitute coverage for the Visual &amp; Performing Arts Academy Teachers to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Visual &amp; Performing Arts Academy specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway.                      (Salary &amp; Benefit Costs Included)</p>	\$2,799.75	1150	Teachers Substitutes			Visual & Performing Arts Academy



<b>School Name:</b>		<b>Skyline High School</b>						<b>Site #:</b>	<b>306</b>
<b>Pathway Name(s):</b>		<b>Green Energy, Computer Science &amp; Technology, Education &amp; Community Health, Visual &amp; Performing Arts (VAPA), 9th Grade Atlas</b>							
<b>School Description</b>									
<p>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.</p> <p>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.</p> <p>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.</p>									
<b>School Mission and Vision</b>									
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.									
<b>School Demographics</b>									<b>% Current Newcomers</b>
<b>2022-23 Total Enrollment Grades 9-12</b>			<b>1618</b>						2.7%
<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% Oakland Residents</b>	<b>% LCFF</b>	<b>% English Learners</b>	<b>% LTEL</b>	<b>% SPED RSP</b>	<b>% SPED Mild-Moderate</b>	<b>% SPED Severe</b>
	52.0%	48.0%	97.6%	72.5%	14.4%	10.0%	9.7%	1.7%	1.2%
<b>Student Population by Race/Ethnicity</b>	<b>% African-American</b>	<b>% Native American</b>	<b>% Asian</b>	<b>% Hispanic/Latino</b>	<b>% Filipino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Multiple Ethnicity</b>	<b>% Not Reported</b>
	25.8%	0.4%	10.3%	39.0%	1.2%	1.3%	12.7%	7.7%	1.5%
<b>Focal Student Population</b>	<b>Which student population will you focus on in order to reduce disparities?</b>					<b>African American - Male</b>			
<b>SCHOOL PERFORMANCE GOALS AND INDICATORS</b>									
Please refer to this <a href="#">Data Dictionary</a> for definitions of the Indicators.									
<b>Whole School Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	<b>2025-26 Goal (3-Year Goal)</b>		
<a href="#">Four-Year Cohort Graduation Rate</a>	90.2%	TBD	95%		97.00%		99%		
<a href="#">Four-Year Cohort Dropout Rate</a>	5.4%	TBD	3.00%		2.00%		1.00%		
<a href="#">A-G Completion Rate (12th Grade Graduates)</a>	64.4%	TBD	80.00%		85%		90.00%		
<a href="#">On Track to Graduate - 9th Graders</a>	64.7%	60.8%	73.00%		75.00%		85.00%		
9th Graders meeting A-G requirements	56.4%	58.0%	73.00%		75%		85.00%		
<a href="#">Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</a>	4.3%	TBD	95.00%		97.00%		100.00%		
<a href="#">Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better</a>	15.3%	9.8%	90.00%		90.00%		90.00%		
<a href="#">Percentage of 10th-12th grade students in Linked Learning pathways</a>	100.0%	99.3%	100.00%		100.00%		100.00%		
<a href="#">CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</a>	62.3%	TBD	80.00%		85.00%		90.00%		
<a href="#">College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation</a>	25.5%	TBD	30.00%		32.00%		35.00%		

<a href="#">College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation</a>	35.7%	TBD	40.00%		45.00%		50%
<b>Focal Student Population Indicator</b>	<b>2021-22 Baseline Data</b>	<b>2022-23 Data</b>	<b>2023-24 Benchmark</b>	<b>2023-24 Data</b>	<b>2024-25 Benchmark</b>	<b>2024-25 Data</b>	
Four-Year Cohort Graduation Rate	76.5%	TBD	95%		97.00%		99.00%
Four-Year Cohort Dropout Rate	13.7%	TBD	3%		2%		1.00%
A-G Completion - 12th Grade (12th Grade Graduates)	47.5%	TBD	85.00%		85.00%		90.00%
On Track to Graduate - 9th Graders	44.7%	41.2%	75.00%		75.00%		85.00%
9th Graders meeting A-G requirements	36.8%	38.0%	75.00%		75.00%		85.00%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	1.7%	TBD	95.00%		97.00%		100.00%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	5.0%	4.9%	95.00%		90%		90.00%
Percentage of 10th-12th grade students in Linked Learning pathways	100.0%	98.6%	100.00%		100%		100.00%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	50.9%	TBD	75.00%		85%		90.00%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	20.0%	TBD	50%		30.00%		25.00%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	30.0%	TBD	50.00%		70.00%		75.00%
<b>ROOT CAUSE ANALYSIS</b>							
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.							
<b>Indicator</b> <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>	<b>Strengths</b> <i>What is our site doing well that's leading to improvements in this indicator?</i>		<b>Challenges</b> <i>What 1-2 challenges are the most significant barriers to improvements in this indicator?</i>				
<b>Four-Year Cohort Graduation Rate &amp; Four Year Cohort Dropout Rate</b> (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.		<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>-Counselors' caseload doesn't enable them to meet with all students as frequently as is needed for ensuring that students get/stay on track.</li> </ul>				
<b>A-G Completion - 12th Grade</b>	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				

<p><b>On Track to Graduate - 9th Grade &amp; 9th Graders meeting A-G requirements</b> <i>(Analyze these two indicators together)</i></p>	<p>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.</p>	<p>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.</p>
<p><b>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation</b> <i>(Analyze these two indicators together)</i></p>	<p>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).</p>	<p>-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.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>	<p>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.</p>	<p>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.</p>
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>	<p>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.</p>	<p>-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.)</p>
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>	<p>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.</p>	<p>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.)</p>
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>	<p>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.</p>	<p>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.</p>

**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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>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.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<p><b>Supervisor &amp; Administrator Salaries: Hire a Pathway Coach, at .50 FTE.</b> 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)</p>	\$98,707.41	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.50 FTE	Whole School
<p><b>Pupil Support Salaries / Counselor: Hire a Counselor, at .70 FTE, for the Education &amp; Community Health Academy.</b> 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 --&gt; one for each pathway and one for Atlas- 9th Grade). PCN 3857 - Michael Helms (Salary and Benefit costs included)</p>	\$85,740.23	1205	Pupil Support Salaries / Counselor	Counselor	.70 FTE	Education & Community Health Academy

<p><b>Pupil Support Salaries / Counselor: Hire a Counselor at 1.0 FTE, for the Green Energy Academy.</b> 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 --&gt; one for each pathway and one for Atlas- 9th Grade). PCN 8304 - Lauren Neubauer (Salary and Benefit costs included)</p>	\$121,860.58	1205	Pupil Support Salaries / Counselor	Counselor	1.0 FTE	Green Energy Academy
<p><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b> 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)</p>	\$105,951.94	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Whole School
<p><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b> 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)</p>	\$151,494.71	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Computer Science & Technology Academy
<p><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b> 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)</p>	\$108,611.60	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Visual & Performing Arts Academy
<p><b>Clerical Salaries: Hire a Pathway Case Manager, at 1.0 FTE.</b> 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)</p>	\$149,434.75	2405	Clerical Salaries	Case Manager 24	1.0 FTE	Education & Community Health Academy
<p><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE, for the Visual &amp; Performing Arts Academy Pathway.</b> The CTE Teacher will ensure every student in the Visual &amp; 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)</p>	\$118,208.49	1105	Teacher Salaries	TCHR DEPT HD	1.0 FTE	Visual & Performing Arts Academy

<p><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy.</b>                  The CTE Teacher will ensure every student in the Visual &amp; 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)</p>	\$95,577.39	1105	Teacher Salaries	THCR STR ENG	1.0 FTE	Visual & Performing Arts Academy
<p><b>Teacher Salaries: Hire a CTE Teacher, at 1.0 FTE Visual &amp; Performing Arts Academy.</b>                  The CTE Teacher will ensure every student in the Visual &amp; 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)</p>	\$96,825.34	1105	Teacher Salaries	THCR STR ENG	1.0 FTE	Visual & Performing Arts Academy
<p><b>Teacher Salaries: Hire an CTE Teacher, at 1.0 FTE for the Green Energy Academy.</b>                  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)</p>	\$38,017.00	1105	Teacher Salaries	THCR STR ENG	.30 FTE	Green Energy Academy
<p><b>Teacher Salaries: Hire a CTE Teacher, at .26 FTE for the Computer Science &amp; Technology Academy.</b>                  The CTE Teacher will ensure every student in the Computer Science &amp; Technology Academy have access to a core CTE sequence. His duties include: Continue to teach CTE courses aligned to the Computer Science &amp; Technology Academy; support all enrolled students in achieving the pathway standards of the Computer Science &amp; Technology Academy. Develop and provide access to relevant work-based learning experiences                  PCN 2437 - Dennis Spencer                  (Salary and Benefit costs included)</p>	\$41,727.32	1105	Teacher Salaries	THCR STR ENG	.26 FTE	Computer Science & Technology Academy
<p><b>Clerical Salaries: Hire Bilingual Administrative Assistant II Bilingual, at .40 FTE.</b>                  The admin assistant will provide support by tracking, supporting teachers in follow-through, and inputting 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)</p>	\$59,549.20	2405	Clerical Salaries	Administrative Assistant II Bilingual	.40 FTE	Whole School
<p><b>Allocation of \$15,801.34 to the Computer Science &amp; Technology Academy:</b>                  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Computer Science &amp; Technology Academy Tab for expenditures)</p>	\$0.00	4399	Surplus			Computer Science & Technology Academy
<p><b>Allocation of \$18,214.23 to the Education &amp; Community Health Academy:</b>                  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes. (see Education &amp; Community Health Academy tab for expenditures)</p>	\$0.00	4399	Surplus			Education & Community Health Academy

<p><b>Allocation of \$18,214.22 to the Green Energy Academy:</b>                  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Green Energy Academy tab for expenditures)</p>	<p>\$0.00</p>	<p>4399</p>	<p>Surplus</p>			<p>Green Energy Academy</p>
<p><b>Allocation Of \$18,214.25 to the Visual &amp; Performing Arts Academy:</b>                  To build distributed leadership and develop key pathway conditions to support improved student academic outcomes.(see Visual &amp; Performing Arts Academy tab for expenditures)</p>	<p>\$0.00</p>	<p>4399</p>	<p>Surplus</p>			<p>Visual &amp; Performing Arts Academy</p>

<b>Pathway Name:</b>	<b>Green Energy Academy</b>		<b>Program #:</b>	<b>3830</b>
<b>Mission and Vision</b>	<p><b>Mission:</b> 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.</p> <p><b>Vision:</b> 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.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<p><b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>	



<p><b>Integrated Program of Study</b>                  Equitable Admissions                  Cohort Structure                  Curriculum and Instructional Design and Delivery                  Assessment of Learning                  Early College Credit Opportunities                  Partner Input and Validation</p>	<p><b>Curriculum + Instructional Design</b>                  STEM pathway- CTE &amp; 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&amp;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><b>Assessment of Learning</b>                  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>
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<p><b>Work Based Learning</b>                  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><b>Integrated Student Supports</b>                  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. &lt;- 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>

**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.*

<b>Goal #1:</b> 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
<b>Goal #2:</b> 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.
<b>Goal #3:</b> 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?*

<b>Strategic Actions for Goal #1</b>	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.
<b>Strategic Actions for Goal #2</b>	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.
	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.
<b>Strategic Actions for Goal #3</b>	Deepen pathway discussion in alignment with whole school engagement with Mastery Based grading
	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**

<p><b>BUDGET JUSTIFICATION</b>                  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 <a href="#">EIP Budget Justification Instructions</a>.</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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>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.</i></p>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>

<p><b>Teacher Salaries Stipends: Extended Contracts for the Green Energy Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b>                  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 = \$11,165.04.                  (Salary &amp; Benefit Costs Included)</p>	<p>\$10,694.51</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Green Energy Academy</p>
<p><b>Conference Expenses: Travel Expenses for the Green Energy Academy Teachers/Staff.</b>                  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.</p>	<p>\$4,719.98</p>	<p>5220</p>	<p>Conference Expenses</p>			<p>Green Energy Academy</p>
<p><b>Teachers Substitutes: Substitute coverage for the Green Energy Academy Teachers</b> 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 &amp; Benefit Costs Included)</p>	<p>\$2,799.73</p>	<p>1150</p>	<p>Teachers Substitutes</p>			<p>Green Energy Academy</p>

<b>Pathway Name:</b>	<b>Computer Science &amp; Technology Academy</b>		<b>Program #:</b>	<b>3847</b>
<b>Mission and Vision</b>	<p><b>Mission:</b> Computer Science &amp; Technology Academy provides students with an opportunity to succeed in careers in computer science and technology and post-secondary education in the area of computer programming, coding and digital multimedia. The Computer Science &amp; Technology Academy provides students with a comprehensive educational experience consisting of rigorous academics and engaging hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the workforce in an entry level technical training position with career potential.</p> <p><b>Vision:</b> Computer Science &amp; Technology prepares students to become responsible adults who can use technology to improve both their lives and the lives of others by integrating career training and college preparation learning experiences. Within the curriculum, there is an emphasis on academic rigor, math and science content, cross curricular activities, and audience-informed, contextual writing. Students will learn about coding, digital art, animation, game design, web design, film production, audio/video technology and Computer Science. We partner with Berkeley City College, so students can receive college credit while taking high school courses, and all classes emphasize hands-on project based learning using the latest interactive technology.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<p><b>Next Steps</b>  <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>	
<p><b>Integrated Program of Study</b>                  Equitable Admissions                  Cohort Structure                  Curriculum and Instructional Design and Delivery                  Assessment of Learning                  Early College Credit Opportunities                  Partner Input and Validation</p>	<p>Curriculum                  Curriculum design for CTE classes is designed with input from Advisory board advisors.</p> <p>Technology, careers beyond traditional science content</p> <p>Pathway classes prepare students for internships</p> <p>Research essay for Capstone classes, preparing for postsecondary success</p> <p>Resume building, interviews at all grade levels</p> <p>Connecting Classrooms to Congress project</p> <p><b>Assessment of learning</b>                  Students do presentations in all classes, leading to Capstone presentations.</p> <p>Teachers work closely with SPED teachers to adapt assignments to ensure success of all students.</p>	<p>Increase input from students and advisory board members.</p> <p>Build on civic engagement opportunities for students like Connecting classrooms to congress</p>	<p>-More class-class presentations, Seniors presenting to younger students.                  -Curricular involvement of industry partners.                  -Explore and develop apprenticeship models.</p>	

<p><b>Work Based Learning</b>                  Work Based Learning Plans                  Student Work Based Learning Experiences and Self Assessments                  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>-Steadily growing enrollment of Computer Pathway students in Summer ECCCO internships program                  -All 10th-12th grade students have access to Career Exploration Visits, creative and integrated project based learning, and career exploration activities guided by industry partners such as SAP, Dropbox, and Chabot Space &amp; Science Center.</p>	<p>-Inconsistent staffing of Game Design has weakened the promising development of the Game Design strand of the pathway.</p>	<p>Increase input from students and advisory board members.                   Build on civic engagement opportunities for students like Connecting Classrooms to Congress                   More exposure to careers/certification opportunities, from Laney College visits                   Career Fair to expose students to industry-related careers</p>
<p><b>Integrated Student Supports</b>                  College and Career Preparation and Support                  Social-Emotional Skill Development                  Individual Student Supports                  Student Input and Validation</p>	<p>Pathway tracks students, develops student interventions, develop norms for classrooms, COST referrals.</p>	<p>Need to look at data and track progress. Especially around student attendance and engagement. Consider how this teaching team might positively contribute to truancy issues.                  Need to focus more deeply on social emotional skill development; deeper integration with SEL work; relationship work                  Need to develop and implement a family engagement strategy</p>	<p>Need stronger school wide communication and support structures around what's going on in students' lives especially with the students who need support at home. Consider Computer pathway-specific communication to promote family/student engagement and sense of belonging.                   Relationship work similar to what 9th grade teacher focused on; embed some relationship building practices into Comp pathway classes; need training from other Skyline teachers on this and build time in Collab to address this                   Improve communication with SEL work being done already by COST team and Comp pathway team</p>

**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.*

<p><b>Goal #1:</b> By 2026</p>	<p>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.</p>
<p><b>Goal #2:</b> By 2026</p>	<p>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</p>
<p><b>Goal #3:</b> By 2026</p>	<p>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>

**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?*

<p><b>Strategic Actions for Goal #1</b></p>	<p>Align around the Capstone rubric for evidence and analysis skills, modifying it if needed. The rubric should be shared across all classes and used consistently to assess student progress.</p>
	<p>Students will be supported in building a career readiness portfolio from year to year, including WBL experiences and analysis and reflection on completed work at the end of each year to articulate student's growth</p>
<p><b>Strategic Actions for</b></p>	<p>Strengthen integration of industry and community partnerships with core academic teachers</p>
	<p>Emphasize WBL integration in core academic classes by using collaboration time to build out processes for reflection and career planning and look together at students' plans and how to shape curriculum and conversations with students to support them</p>

<b>Actions for Goal #2</b>	
<b>Strategic Actions for Goal #3</b>	Teachers will work together and with district and community partners on learning how to integrate action projects, project based learning, and civic education into the curriculum across all classes. These projects should be designed to challenge students to take ownership of their learning and develop real-world skills.
	Provide opportunities for reflection and feedback: All teachers give students opportunities to reflect on their learning and receive feedback from teachers, peers, and community partners. This can help students to develop a deeper understanding of their own strengths and areas for growth.
	Provide opportunities for students to take on leadership roles, encouraging student voice and participation in decision-making, and promoting a sense of community and collaboration among students.

**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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>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.</i>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<b>Teacher Salaries Stipends: Extended Contracts for the Computer Science &amp; Technology Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b> Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with Computer Science & Technology 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 will support all students in the Computer Science & Technology 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 26 total hours + 25% benefit costs = \$1,2521.25 x 9 Teachers = \$11,261.25. (Salary & Benefit Costs)	\$10,790.72	1120	Teacher Salaries Stipends			Computer Science & Technology Academy
<b>Conference Expenses: Travel expenses for Computer Science &amp; Technology Academy Teacher/Staff.</b> To attend conferences to learn about best practices in order to integrate them into their pathway (Educating for Careers, Linked Learning Conferences, or other PBL conferences). Funding will be used for travel expenses, registration fees, and applicable meals.	\$4,623.78	5220	Conference Expenses			Computer Science & Technology Academy

<p><b>Teachers Substitutes: Substitute coverage for the Computer Science &amp; Technology Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary &amp; Benefit Costs)</p>	<p>\$386.84</p>	<p>1150</p>	<p>Teachers Substitutes</p>			<p>Computer Science &amp; Technology Academy</p>
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<b>Pathway Name:</b>	<b>Education &amp; Community Health Academy</b>		<b>Program #:</b>	<b>3850</b>
<b>Mission and Vision</b>	<p><b>Vision:</b> The Education &amp; 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><b>Mission:</b> The Education &amp; 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 &amp; activists, administrators, coaches, social workers, and health care professionals.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<p><b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i></p>	
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p><b>Curriculum &amp; Instructional Design &amp; Delivery:</b> -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><b>Work Based Learning</b>                  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>
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<p><b>Integrated Student Supports</b>                  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 &amp; Lrn: Students have been hearing from guest speakers on careers after high school, and will continue throughout the year.</p> <p><b>Individual Student Supports:</b>                  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</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.                  -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	
<b>Pathway Quality Strategic 3 Year Goals</b>	
<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 &amp; 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>	
<b>Goal #1:</b> 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.
<b>Goal #2:</b> 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.
<b>Goal #3:</b> 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	
<b>Strategic Actions for 2023-24</b>	
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>	
<b>Strategic Actions for Goal #1</b>	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.
<b>Strategic Actions for Goal #2</b>	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.
	Increase certifications, internships, and apprenticeships available to students in health careers as well as education/social service careers
<b>Strategic Actions for Goal #3</b>	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.
<b>Pathway Budget Expenditures</b>	
<b>2023-2024 Pathway Budget</b>	

<p><b>BUDGET JUSTIFICATION</b>                      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 <a href="#">EIP Budget Justification Instructions</a>.</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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>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.</i></p>	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME
<p><b>Teacher Salaries Stipends: Extended Contracts for Education &amp; Community Health Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b>                      Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with Education &amp; 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 &amp; 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 &amp; Benefit Costs)</p>	\$9,972.63	1120	Teacher Salaries Stipends			Education & Community Health Academy
<p><b>Conference Expenses: Travel Expenses for the Education &amp; Community Health Academy Teacher/Staff.</b>                      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.</p>	\$3,308.54	5220	Conference Expenses			Education & Community Health Academy
<p><b>Teachers Substitutes: Substitute Coverage for Education &amp; Community Health Academy Teachers</b> to visit other teachers classrooms, field trips, communities of practice, conferences and other Education &amp; Community Health Academy activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway.</p>	\$1,377.52	1150	Teachers Substitutes			Education & Community Health Academy
<p><b>Transportation Costs: Charter Bus rentals for the Education &amp; Community Health Academy students to attend College and Career Exploration Field Trips.</b>                      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 &amp; Community Health Academy theme.</p>	\$2,844.44	5826	Transportation Costs			Education & Community Health Academy
<p><b>Bus Passes: To purchase AC Transit and/or BART Tickets for the Education &amp; Community Health Academy students.</b>                      To provide students with equitable transportation options for school year and summer internships, college and career field trips, and work based learning opportunities.</p>	\$711.10	5820	Bus Passes			Education & Community Health Academy

<b>Pathway Name:</b>	<b>Visual &amp; Performing Arts Academy (VAPA)</b>		<b>Program #:</b>	<b>3907</b>
<b>Mission and Vision</b>	<p><b>Vision:</b> 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.</p> <p><b>Mission:</b> SVPA provides a rigorous course of study for grades 10-12 students with a strong personal interest in the visual or performing arts. Our program develops the "whole-person" with studies that integrate the arts with core academics. Curriculum centers on contemporary art practices with an emphasis on student voice, creating analyzing and critiquing artistic work, arts for social change and interdisciplinary project-based art collaborations within and between departments.</p>			
<b>PATHWAY QUALITY ASSESSMENT</b>				
<p><i>Using the <a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>, self-assess in each category</i></p>	<b>Evidence of Strengths</b>	<b>Areas For Growth</b>	<b>Next Steps</b> <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>	
<p><b>Integrated Program of Study</b> Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation</p>	<p>We utilize an equitable pathway admission procedure based first upon student selection, prioritizing students designated Special Ed and newcomer. Every student is placed in 1st or 2nd choice pathway. There is some room for pathway change between years, and requests are taken on a case-by-case basis.</p> <p>Early college opportunities available to all students equally.</p> <p>We prioritize pathway cohort purity where possible and are thus able to employ integrated and cross-curricular projects and planning.</p> <p>Pathway core teachers participate in trainings on making arts relevant in core content classes. Our students enjoy and are asked to express themselves artistically with many core subjects/projects/assignments, including Graduate Capstone Project.</p> <p>Many of our projects utilize performance or other non-traditional forms of assessments</p> <p>Better aligned and improved expectations for Senior Grad Capstone Project (held assembly), and implementation of Perf Arts Senior Capstone Class where majority of performance Capstone work is held.</p>	<p>Strengthen college-going culture in the pathway with college visits, stronger emphasis on dual enrollment, and increased integration of post-secondary planning in pathway classes</p>	<p>-Develop the Capstone portfolio model to include more postsecondary planning</p> <p>-deepen pathway team understanding and capacity to facilitate early college credit opportunities for their pathway students such</p> <p>-Strengthen instructional focus in Collaboration through more learning walks, looking at student work, and sharing instructional practices</p>	

<p><b>Work Based Learning</b>                  Work Based Learning Plans                  Student Work Based Learning Experiences and Self Assessments                  Work Based Learning Provider Assessment of Student Workplace Readiness</p>	<p>Continuity of students' experience with "being a professional artist" with gallery Art Show at Brower Center</p> <p>Rich variety of excellent partners/collaborators that are very involved in students work/projects, promoting student-centered learning and civic engagement and providing powerful mentorship. Deepened relationships with community partners.</p> <p>Increased internship participation overall and with underrepresented students</p> <p>Incorporated during-the-school year internship with students who support with performances, practicing skills such as lighting, sound, stage management</p>	<p>Clarity and follow through on scope and sequence for WBL in pathway classes, starting with the end goal. and backwards mapping accordingly. This work will start in CTE classes, with CTE teachers leading the work. Expand planning with core teachers.</p> <p>Relevant teacher training and planning where necessary</p> <p>Integrate professionalism practices in our classes that include phone and email etiquette, cover letter and resume writing, interview skills, workplace behavior. We have yet to develop an intentional plan starting with student outcomes and working backwards. Need resume planning, interviewing practice, professionalism, etc.</p> <p>Increase numbers for summer internships. Relevant training for lead teachers on internship recruitment and follow through.</p>	<p>Identify 1-2 advisory board members or community partners that has capacity to deepen our partnership, specifically in supporting us to design our Work Based Learning planning.</p> <p>Ensure at least 1-2 college visits including art and/or design them per grade level, include both 2-year, 4-year universities</p> <p>Identify what sites/programs have lesson plans/curriculum on professionalism where students can explore and practice being a young professional.</p>
<p><b>Integrated Student Supports</b>                  College and Career Preparation and Support                  Social-Emotional Skill Development                  Individual Student Supports                  Student Input and Validation</p>	<p>Increased access to college and career planning, with designated college access partners and increased push-in support/workshops.</p> <p>Deepened connection between core content and arts.</p>	<p>Improve clearly stated learning objectives in each lesson, making clear the connections between class curriculum and industry themes.</p> <p>Increase AP class participation and achievement.</p> <p>Work on vertical alignment across the pathway (e.g. determine power content standards/skills that build on each other and lead to success in future classes.</p> <p>Improve individual class coordination of class progression.</p> <p>Improve numbers of students on track to graduate. Decreased students on-track to graduate in 12th grade, from 63.9% in 2018-19 to 38.7% in 2019-20; however, we anticipate that this number will dramatically shift as the second semester comes to a close. "</p>	<p>Create more alignment with learning objectives between all pathway classes and utilize PD/collaboration time to do so.</p> <p>Backwards map and calendar events that are publically heard and seen (e.g. community building, kids feel like a family, etc.)</p> <p>Maximize student inclusion and involvement when planning extra-curricular projects (e.g. involve other disciplines and encourage students in all classes to participate.)</p> <p>Utilize weekly collaboration structure to strengthen academic rigor of Capstone for all students, especially the performance aspect.</p> <p>Focus collaboration efforts in first semester of 10th grade to identify supports needed for students to stay on track to graduate through 12th grade.</p>

**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.*

<p><b>Goal #1:</b> By 2026</p>	<p>By 2026, the pathway will improve A-G graduation completion by 15% (from 60% to 75%).</p>
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<b>Goal #2:</b> By 2026	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.
<b>Goal #3:</b> 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.

**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?*

<b>Strategic Actions for Goal #1</b>	Work on vertical alignment across the pathway (e.g. determine power content standards/skills that build on each other and lead to success in future classes.
	Measure SRI scores change over time; identify areas of concern and implement supports early and consistently
	Credit recovery option (independent study, extended contract) for students who are identified as most at-risk
	Transcript audits in the classroom (fall and spring, all grade levels - more student accountability and transparency)
	Family outreach - getting families more intimately involved with transcripts, graduation requirements, opportunities, and resources
<b>Strategic Actions for Goal #2</b>	Pathway-wide training and application of restorative practices and culturally responsive pedagogy
	Increase teacher facilitation, or student check-ins, to confirm students are absorbing the lesson and increase opportunities for students to ask questions. This includes developing common teach
	Develop a youth leadership group with stronger student-teacher collaboration to incorporate more student input in pathway decision making
	Design thinking process for pathway planning, feedback, collaborative decision making that includes student voice
<b>Strategic Actions for Goal #3</b>	Review and strengthen scope and sequence of the pathway WBL plan, working backwards with the goal that by 12th grade all students will have had 2 internships, 2 college visits, career exploration, interview fairs, etc., along with reflection and portfolio documentation processes.
	Ensure that the WBL opportunities are embedded within the pathway curriculum and that collaboration time is used to coordinate instruction and opportunities with WBL providers, identifying and implementing needed training, and sharing of best practices with WBL lesson plans, sharing among and also between pathways if possible
	Increase and deepen partnerships with Arts organizations that offer both summer and year round internships.
	Research PostSecondary plans with other pathways as well as other sites, build time into collaboration to build such a plan for VAPA, in collaboration with College & Career Center and counselin
	Increase understanding among all VAPA Pathway teachers regarding early college opportunities such as CE and DE, investigate possibilities of articulation and certifications

**Pathway Budget Expenditures**

**2023-2024 Pathway Budget**

<p><b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a>.</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? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.)</p> <p>We encourage you to refer to this list of <a href="#">OUSD's Object Codes</a> if you have questions about which object codes to use. <i>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.</i></p>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>PATHWAY NAME</b>	



<p><b>Teacher Salaries Stipends: Extended Contracts for the Visual &amp; Performing Arts Academy Teachers/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b>                  Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum with the Visual &amp; Performing Arts 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 will support all students in the Visual &amp; Performing Arts 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 16 total hours + 25% benefit costs = \$770 x 14 Teachers = \$10,780.                  (Salary &amp; Benefit Costs)</p>	<p>\$10,309.47</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Visual &amp; Performing Arts Academy</p>
<p><b>Conference Expenses: Travel Expenses for the Visual &amp; Performing Arts Academy Teacher/Staff to attend conferences.</b>                  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.</p>	<p>\$5,105.03</p>	<p>5220</p>	<p>Conference Expenses</p>			<p>Visual &amp; Performing Arts Academy</p>
<p><b>Teacher Substitutes: Substitute coverage for the Visual &amp; Performing Arts Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Visual &amp; Performing Arts Academy specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway.                  (Salary &amp; Benefit Costs Included)</p>	<p>\$2,799.75</p>	<p>1150</p>	<p>Teachers Substitutes</p>			<p>Visual &amp; Performing Arts Academy</p>

<b>MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN</b> (for Fiscal Year 2023-24)								
Name of School Site		Skyline High School				Site #		306
Approved Strategic Carryover <i>(from prior years - Carryover Plan)</i>		\$35,329.58		In the box below, please indicate why you decided to allocate Strategic Carryover.				
Total Budgeted Amount		\$35,329.58		We aim to improve student outcomes and experiences by investing in deepening teacher collaboration and integration. This includes ensuring that pathway teachers are connected to the college and career readiness work no matter what their specific discipline. Teacher growth in this area and teacher leadership development will bring better outcomes for pathway students.				
Remaining Amount to Budget		\$0.00						
<b>NOTE:</b> Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.								
<b>Directions:</b> 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 N 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 N Justification Examples - A Resource for EIP Development document linked below.								
<b>Resources:</b> <a href="#">Measure N 2022-2023 Permissible Expenses</a> <a href="#">Measure N Justification Examples - A Resource for EIP Development</a>								
<b>BUDGET JUSTIFICATION</b> 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 <a href="#">EIP Budget Justification Instructions</a> .  - 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 <a href="#">OUSD's Object Codes</a> 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.								
	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE &amp; NUMBER</b>	<b>FTE %</b>	<b>WHOLE SCHOOL OR PATHWAY NAME</b>	<b>Which Linked Learning pillar does this support?</b>	
<b>Teacher Salaries Stipends: Extended Contracts for Skyline Teacher/Certificated Staff to attend Collaboration &amp; Professional Development Time.</b> Funding for staff to attend retreats to collaborate with colleagues to more deeply integrate core curriculum standards and theme, facilitate communities of practice, and 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. Budget Calculation: \$38.50 per hour x 20 total hours + 25% benefit costs = \$962.50 x 11 Teachers = \$10,587.50. (Salary & Benefit Costs Included)		\$10,587.50	1120	Teacher Salaries Stipends		Whole School	Comprehensive Student Supports	

<p><b>Conference Expenses: Travel Expenses for the Skyline Teachers to attend conferences</b>, visit other school pathways, attend pathway or Linked Learning Conferences and professional development to learn about and implement best pathway practices aligned with all Pathways for the Whole School. Funding will be used for travel expenses, registration fees, and applicable meals.</p>	<p>\$11,356.96</p>	<p>5220</p>	<p>Conference Expenses</p>			<p>Whole School</p>	<p>Enabling Conditions</p>
<p><b>Teacher Substitutes: Substitute Coverage for the Skyline Teachers</b> to visit other teachers classrooms, attend field trips, communities of practice, conferences, and activities to learn about best pathway practices in order to integrate back into their own classrooms and pathway. (Salary &amp; Benefit Costs Included)</p>	<p>\$10,972.23</p>	<p>1150</p>	<p>Teachers Substitutes</p>			<p>Whole School</p>	<p>Enabling Conditions</p>
<p><b>Teachers Substitutes: Substitute coverage for the Computer Science &amp; Technology Academy Teachers</b> to visit other teachers' classrooms, attend field trips, communities of practice, conferences and other Computer Academy pathway specific activities to learn about the best pathway practices in order to integrate them back into their own classrooms and pathway. (Salary &amp; Benefit Costs)</p>	<p>\$2,412.89</p>	<p>1150</p>	<p>Teachers Substitutes</p>			<p>Computer Science &amp; Technology Academy</p>	<p>Enabling Conditions</p>

# Measure N/H 2023-2024 Education Improvement Plan Assessment

## Skyline High School

### Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

<b>Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway?</b> <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p><b>Evidence of Comprehensive Pathway Program(s) (<a href="#">2023-26 College and Career for All and Linked Learning Quality Standards</a>)</b></p> <p><i>Instructions: Review Pathway Quality Assessments &amp; Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> <li>● Integrated Program of Study</li> <li>● Work Based Learning</li> <li>● Integrated Students Supports</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>- Strong coherence across pathway assessments with particular focus on strength of CTE and projects with areas for growth in integrating internship preparation, SEL, and counseling supports into pathway classes.</li> <li>- Multi-strand pathways in three of the four pathways require significant resource, staffing, and curricular alignment. This is noted as a challenge in two of the pathways.</li> <li>- Multiple pathways indicated a need to better integrate student intervention into pathway, including strategies that address truancy (two pathways).</li> <li>- Multiple pathways struggling to offer a significant number of college and career exploratory visits, both due to the challenge of the process to set them up and to the reduction in opportunities since returning from shelter-in-place.</li> </ul> <hr/> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Embed quality standards into team meetings and planning time to keep them front and center and to increase pathway staff familiarity with them as such</li> </ul>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p><b>Instructions:</b> Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p><b>Root Cause Analysis</b> <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> <li>• School has identified a Focal Student population that is not achieving key outcome indicators.</li> <li>• School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach.</li> <li>• Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined</li> <li>• For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available.</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Focal population identified as African American males.</li> <li>• Root cause analysis for whole school identifies specific strengths and challenges</li> <li>• Needs identified, in areas, without a crystal clear reason for the challenge</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Consider how to facilitate shared ownership for schoolwide outcomes among ILT and pathway leads.</li> <li>- Regarding A-G completion, consider the role of pathway integration in core academics to improve outcomes</li> <li>- Explore strategies to embed post-secondary planning (in addition to exploration) in pathway classes</li> <li>- Gather student input ongoing to inform design of college and career supports, especially in light of rising number of students opting out of college after high school</li> </ul>			
<p><b>Pathway Quality Assessment(s)</b> <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> <li>• Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains</li> <li>• Next steps have been identified to support the continuous quality improvement of the pathway(s)</li> <li>• Self-assessment provides evidence, such as concrete examples or specific data</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• <b>Strong assessment of strengths and areas for growth, including the following patterns:</b> <ul style="list-style-type: none"> <li>○ Challenge of planning college and career exploration visits since return from shelter-in-place</li> <li>○ Desire to embed SEL and students supports more intentionally and consistently</li> <li>○ CTE is identified as a strength (most)</li> <li>○ Challenge of maintaining multiple CTE pathways in Linked Learning pathways due to resources, including funding and staffing</li> </ul> </li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Develop a college and career plan (built on the WBL plan)</li> </ul>			

	<p>that lays out all planned activities, including completing procedures required by late August</p> <ul style="list-style-type: none"> <li>- Engage pathways in root cause analysis of focal population's outcomes by pathway</li> </ul>
<p><b>Strategic Goals</b></p> <ul style="list-style-type: none"> <li>• Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years</li> <li>• The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports)</li> <li>• Alignment is evident between schoolwide goals and Measure N/H priorities</li> <li>• For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other</li> <li>• For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Green, Computer, and CHED point to goals that reflect schoolwide indicators (graduation, A-G, GPA)</li> <li>• Strong emphasis on student leadership in goals of pathways, not school</li> <li>• Goals reflect new practices and are complex</li> <li>• Goals reflect planned growth across the three domains of Linked Learning, though none speak to the role of integrated counseling or dual enrollment</li> <li>• Alignment between school and pathway priorities is evident</li> <li>• With one exception, pathway goals are for "all students," not specific focal groups</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Engage students to gather input to inform the development of three domains of Linked Learning, especially work-based learning and post-secondary plans and integrated supports</li> <li>- Engage pathway leads to share strategic goals and move toward goals specific to focal population</li> <li>- Develop short-, mid-, and long-term goals to address truancy schoolwide and within pathways</li> </ul>
<p><b>Strategic Actions</b></p> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning             <ul style="list-style-type: none"> <li>• Integrated Program of Study</li> <li>• Work-Based Learning</li> <li>• Integrated Student Support</li> </ul> </li> <li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals</li> <li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li> </ul>	<p><b>Score: 3</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Strategic actions meet the goals in most cases</li> <li>• Computer Academy and CHED seek goals with actions that lack specificity to attain them</li> <li>• Some alignment of actions across common goals</li> <li>• VAPA's actions are particularly clear and strategic vis-a-vis similarly clear and strategic goals</li> <li>• Remarkable focus on academic achievement and coherence with school-wide and pathway focus in strategic actions</li> </ul>

	<p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>- Develop common and aligned actions across pathways where there is common focus, including student leadership, post-secondary planning, master-based grading, and work-based learning experiences</li> <li>- Revisit strategic actions and goals with pathways at before-school year or early-school year retreat to detail as needed and then embed in common planning time to enable focus and progress monitoring (to avoid the relative lack of focus that can easily occur as the year gets under way)</li> <li>- Embed data inquiry into common planning time to progress monitor and increase awareness of the theory of action that student achievement and outcomes will improve through Linked Learning</li> </ul>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting : Not Allowable 2	Missing 1
<p><b>Instructions:</b> Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p><b>Budget</b></p> <ul style="list-style-type: none"> <li>• A through line is evident between expenditures and the needs identified in the Education Improvement Plan</li> <li>• Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning</li> <li>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H</li> <li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Significant investment in Counseling and Case Management</li> <li>• Significant investment in CTE teacher salaries</li> <li>• Investment in PD and practice building through classroom visits (sub pay)</li> <li>• Note: Strategic investment in dual enrollment is not clear in this budget</li> </ul>			

## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

**Rating: Approved**

- School is **actively developing and implementing** *Linked Learning*, as evidenced by the establishment of all three domains of *Linked Learning: Integrated Program* (a distinct CTE program plus integrated core academics), *Work-Based Learning* (career awareness, exploration, and preparation embedded in classes), and *Integrated Supports* (strategically embedded supports, Tiers 1-3, through the pathway community of practice)
- School is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

**Strengths:**

- Skyline's EIP reflects remarkable coherence between pathways and school priorities and actions
- School-Wide tab reflects clear pathway strategies; pathway tabs reflect school-wide priorities
- CTE and Work-Based Learning appear to be near "fully implemented"

**Key Questions:**

- Given a limited budget and need to focus on improvement in A-G readiness, how might shifting over time to single CTE pathways in *Linked Learning* pathways enable greater depth and focus of programming and therefore impact?
- How might pathways and other student supports (e.g., counseling, case management) integrate strategic actions to maximize impact on student outcomes?

**Budget Feedback:**

- Consider impact of investing in multiple CTE teacher salaries on overall budget and impact of *Linked Learning* pathways
- Ensure adequate funding over time for professional development, collaboration across roles (including identified specialists, counseling and case managers, and Special Education teachers)
- Ensure adequate funding for all pathways to engage in deep college and career exploration, regardless of access to other funding (Perkins is limited to CTE classes only, whereas CPA allows expenditures in core classes, for example).

**Next Steps:**

What	Suggested Lead	Deliverable	Date
Revisit strategic actions with pathway teams to develop sufficient specificity to ensure viability of goals	Pathway coach	Updated strategic actions, represented on ongoing notes and agenda with each pathway	Late August



<p>Integrate shared priority actions into pathway lead collaboration space, specifically: student leadership, post-secondary planning, integrated student services and supports with the pathway model and team, and work-based learning plan development and execution</p>	<p>Pathway coach</p>		
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