



**College &
Career for
All Fund**

Established by Measure N

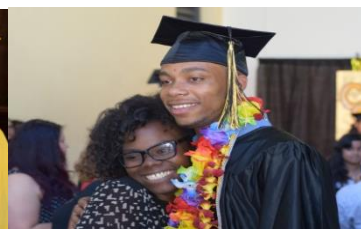


**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Skyline High School

2024-2025 Measure Education Improvement Plan Presentation



Presented to Measures N and H Commission

April 25, 2024

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Overview of School

- Student Enrollment of School:
1,387
- Student Demographics:
38.9% Latino/Latina
25.5% African American
1.3% Pacific Islander
12.3% White
7.4% Multiracial, Native American, Pacific Islander
10.1% Asian
0.5% Other
- Other highlights of whole school work:
 - 5 new pathway-aligned DE classes scheduled for 2024-25
 - Large cohort of incoming Newcomers with increasing capacity building in pathway class integration
 - Large population of students with IEPs, strong emphasis on integration into all aspects of pathways
 - Focus on safety, truancy, and positive culture
 - Attendance Team work
 - positive behavior incentives plan
 - campus supervision & safety improvements
 - 2-way communication with stakeholders

Our Pathways

- Visual and Performing Arts: ***Arts, Media & Entertainment***
12th: **107** 11th: **85** 10th: **86**
- Computer Technology: ***Information and Communication Technologies; Arts, Media & Entertainment***
12th: **107** 11th: **92** 10th: **101**
- Green Energy: ***Energy, Environment, and Utilities***
12th: **81** 11th: **90** 10th: **99**
- Education and Community Health: ***Education, Child Development, and Family Services***
12th: **91** 11th: **95** 10th: **100**

Reflections on 2023-24: Whole School

-Learning Walk data informed areas of need such as increased articulation of learning target and the "why" connected to each task we are asking students to do. We were then able to discuss and practice articulating Learning Targets in whole site PD.

-For the first time we are engaging whole site in Capstone research paper scoring. All-school scoring provides an important opportunity for vertical alignment; it engages the entire staff in supporting Capstone and scaffolding toward it. Reflections on all teachers' engagement with Senior Capstone Papers and Presentations will help to shape our literacy, student talk, and collaboration planning for the upcoming school year.

-Another initiative connected with Capstone alignment is the data science work spearheaded by the math department, in which AP statistics students led workshops for fellow Seniors in how to effectively work with data. The math department has developed a new data science class to increase Senior math class enrollment and to provide additional support for Seniors' Capstone projects.

Key Goals for 2024-25:

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

-The VAPA and Computer Pathways are currently in a process of restructuring, to shift over the next 2 years into single-stranded pathways. We seek for this experience to be dynamic and inclusive, honoring all teachers' work and expertise as well as student input.

Reflections on 2023-24: Green Pathway Strategic Actions

- Continue to integrate and use capstone and graduate outcomes at all grade levels and plan backwards, to improve all students' progress.
- Increase reading, reading support, reading strategies, student-to-student academic discussion. Incorporate literacy into CTE and core classes to decrease equity gaps.
- Deepen student leadership opportunities in the pathway, school site, district, state, and country by seeking opportunities for further growth & development of these young leaders via youth conferences and Skills USA membership.

Reflections on 2023-24:

Computer Pathway Strategic Actions

- We will align better around Student Learning Outcomes, identifying what are the quintessential pathway student experiences, and develop ways to build these into their core classes.
- Students should understand what to expect in Capstone papers, before 12th grade and across all classes. Students need to be able to put together their ideas. Teachers need to reinforce what students did in previous years.
- Start working on career readiness portfolio — a running website where students post their work.

Reflections on 2023-24:

Ed & Comm Health Pathway Strategic Actions

- In order to improve all students' academic outcomes, Pathway Collaboration will increase reading, reading support, reading strategies, student-to-student academic discussion and will share best practices around these.
- In order to deepen the public health integration in the pathway, we will embed one integrated project per grade level, with a focus on health, health education, public health, community health, and primary or secondary education career topics. We'll make use of Graduate Capstone rubric so that 10th and 11th graders see and use the rubric multiple times, focusing on 1-2 categories at a time.
- In order to improve college readiness for all students in the pathway, the team will develop a college exploration work plan for grades 10-12, beginning with graduate student outcomes and planning backward. We'll include core subject areas in this work plan. Include all types of colleges: community college, 4-year public, private, state, out-of-state, HBCU, etc. Consider routinizing the college visits.

Reflections on 2023-24:

Visual and Performing Arts Pathway Strategic Actions

- In order to improve Pathway students' A-G completion rate, the VAPA team will increase reading, reading support, reading strategies, and student-to-student academic discussion. We will collaborate more tightly with district ELMA team to better understand ELL reclassification procedure and strategies
- In order to increase youth leadership and relationships in the pathway, we will develop a peer mentoring program of older-younger students.
- In order to advance postsecondary planning, integrate reflection and portfolio documentation about (career exploration, WBL, college visits, mentorship, internship) into Capstone work, so students can consider in their Capstone work as well as postsecondary planning

Reflections on 2023-24: Measure H and N funding supports

- Funding for key CTE and student support staff strengthens all pathways' efforts toward A-G completion and a safe, joyful, thriving school community
- Funding for teacher planning, retreats, and professional development will advance our progress toward deepening integrated program of study, vertical alignment, and professional growth.
- Funding for our Work Based Learning Liaison and WBL events such as Mock Interview Fair and Opportunities Fair will support broadening the reach of WBL opportunities for all students.
- CEVs and College Trips
- Funding for strengthening integrating of focal group work (newcomer, 9th grade, AAMA, LMA/LMB) with pathway work - attending retreats, aligning with case management work, project support

Questions?

EVERY STUDENT THRIVES!

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