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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date August 14, 2019
Subject 2019-2020 Single Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 Single Plan for Student Achievement (SPSA) for Skyline High School.

Background In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2018-2019 Single Plan for Student Achievement (SPSA) for Skyline High School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2018-2019 Single Plan for Student Achievement (SPSA)

School: Skyline High School
CDS Code: 1612590137943
Co-Principals: Bianca D'Allesandro & Nicole Pierce
Date of this revision: 12/11/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Bianca D'Allesandro
Address: 12250 Skyline Blvd.
Oakland, CA 94619

Position: Co-Principal
Telephone: 510-482-7109
Email: bianca.dallesandro@ousd.org

The District Governing Board approved this revision of the SPSA on: 08/14/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Skyline High School

Site Number: 306

- | | |
|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant |
| | <input checked="" type="checkbox"/> 21st Century |
| | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:




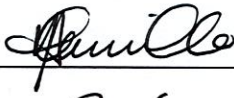
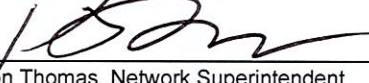
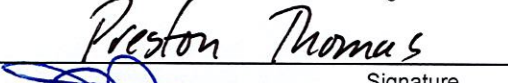

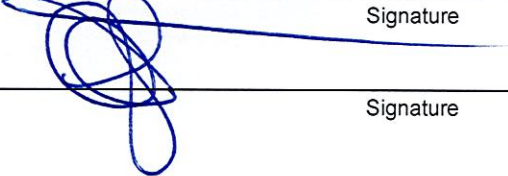
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 10/15/2018

6. The public was alerted about the meeting(s) through one of the following:

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

		Signature
Nicole Pierce & Bianca D'Allesandro		
		Signature
Jaumadre Hanzy, Chairperson		
		Signature
Preston Thomas, Network Superintendent		
		Signature
Mildred Otis, Executive Director, State and Federal Programs		

<u>5/14/19</u>	Date
<u>5/16/19</u> <u>5/16/19</u>	Date
<u>5/16/19</u>	Date
<u>5/23/19</u>	Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Skyline High School

Site Number: 306

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/16/18 & 2/21/18	Pathway Leadership Team	Pathway coach reviewed all the parts of the Site Plan Tool with Pathway Directors. In addition, pathway directors & pathway coach provided recommendations for the section on enabling conditions.
2/21	Pathway Community Partners & Students	Education and Community Health Pathway stakeholders gets input on the 2018-19 SPSA (Atlantic, Measure N and Perkins Spending)

2018-2019 Final Budget**Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$513,000.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$960,761.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,473,761.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$319,224.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$7,851.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$249,088.00	TBD
TOTAL:	\$576,163.00	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Skyline High School

School ID: 306

School Description

Skyline is a comprehensive four-year high school serving 1,700 students in grades 9 through 12. 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. At Skyline, we provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents and civic values. Skyline High School is located on a beautiful 47-acre campus at the crest of the Oakland hills. Most of the students who attend our school arrive and leave each day by public transportation. Our student population is a very diverse community with a wide range of social, economic and ethnic backgrounds represented. Approximately 74 percent of our students are eligible for free and reduced lunch.

School Mission and Vision

Vision: By building healthy relationships and exercising cultural humility, all members of the Skyline community will be supportive of and hold one another accountable. All Skyline students will strive to achieve high expectations through a rigorous curriculum that will prepare them for college, career and community readiness.

Mission: The Mission of Skyline High School is to provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values.

Schoolwide Learning Results - By graduation Skyline students will:

Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.

Be effective communicators who can leverage technology to find and to convey information.

Be responsible, mature, self-advocating young adults who have solid organizational and study skills.

Be able to work in teams and to value diversity.

Embrace a healthy and fit lifestyle.

Find joy in learning and life.

Family & Student Engagement

Fall Semester: 9th grade orientation, grade-level student registrations, Back to School Night, grade-level graduation and college a-g requirement nights, Performing Arts exhibitions,

SCHOOL DATA SLIDES

[Skyline Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
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<p>Graduation Rate (12th Grade)</p>	<p>68% of our current 12th graders are on track to graduate</p>	<p>Students enrolling at Skyline late in their academic adventure (11th and 12th grade) do not enter working at grade level or with sufficient credits to be on track to graduate. This places them at a decided disadvantage in attempting to attain enough credits to graduate. Many of our students are so far behind in credits earned and/or are not old enough (age 16) that they do not qualify for alt ed opportunities. Skyline, with its 47 acres and 1800 students can be overwhelming for many students due to its sheer size. Students can be easily distracted, and roam the campus to avoid being in classes where they are unable to access core curriculum due to low reading levels coupled with a lack of foundational pieces necessary to support success.</p> <p>Most of our LCFF students live outside our catchment area, making public transportation necessary coming to and leaving campus. Navigating long trips on public transit causes many students to feel unsafe due to the number of fights and incidents that frequently occur on the buses. This reality impacts some students' willingness and drive to attend school, placing them further behind in academic achievement. This is substantiated by our 11.2% chronic absense rate.</p>	<p>Each of Skyline's pathways will have a dedicated Assistant Principal, Pathway Director(s), Academic Counselor and Case Manager which will create a holistic support structure to meet every student's academic and SEL needs.</p> <ul style="list-style-type: none"> -Assistant Principal: will hold the vision of the pathway ensuring alignment of the school's vision while focusing on the Pathway and it's students needs. -Pathway Director: will drive the vision and day-to-day operations of the Pathway by meeting with teachers and facilitating collaboration of all the Pathway's members. -Academic Counselor: Closely monitors the pathway's student's academic progress to increase the number of students who are on track to graduate. -Case Manager: By working with the Community Schools Manager will oversee the culture and climate of the Pathway's students by monitoring attendance, discipline and supporting the SEL development by coordinating the services available to each student. -Skyline's pathway structure allows teachers to have the same students (Seeing students through multiple lenses and to be able to synchroze interventions and supports -We are moving to a modified block 7 period day in 18/19, potentially to an 8 period block schedule in 19/20. This provides more opportunities for students who are off track to make up credits and classes they need to graduate on time. -SLCs provides personalized supports to Skyline's most disenfranchised students by allowing student/teacher relationships to help accelerate student's learning and increasing their motivation -Collab structure Skyline funds one period per day of Collaboration. This Collaboration period allows each pathway to focus on students who are off track and to develop -Credit Recovery -Partner with AC transit & OUSD's Transportation dept.
<p>On Track to Graduate (11th Grade)</p>	<p>74% of our current 11th graders are on track to graduate</p>		<p>At the end of the 10th Grade Year, each student will have a Transcript To-further help students take ownership of their academic progress We have funded a 5th counselor in order to have each Pathway</p> <ul style="list-style-type: none"> -Transcript audits are performed at the end of the 10th Grade year -Community Schools Manager -Youth Center -Makers Lab -Internships

A-G Completion	With our current 12th graders, in total they are enrolled in 1,763 a-g courses. 80% of the students enrolled in their current a-g classes are earning Cs or higher (based on the Course Grades - Marking Period 4 data tab)	One challenge is the number of students (35.2%) reading one or more years below grade level. 47.6% of our incoming freshmen read at least one or more grades below their expected grade level. Frequently students this far behind opt not to attend classes when they cannot access core curriculum. This naturally impacts success in the classroom.	-With the aid of the Transcript Audit and Student Led Conferences students will have priority to attend Credit Recovery Summer School at Skyline to help students make up credit and A-G courses. -Case managers will monitor attendance and report out during collaborations in each of the Pathways. Case managers will also push into classes to check in with students on their Case Load. -Pathway specific support and intervention courses which will be led by Pathway teachers who already know the students and their needs.
SBAC ELA	Based on the 2016-17 SBAC ELA, this is based on # of students who took the test (not all required students were tested). However, for the ELA SBAC scores, 49.2% met or exceeded the standard.	Low reading levels, excessive absences, inability to access core curriculum, lack of high school readiness and insufficient time to acquire readiness.	Skyline is funding a 12 month TSA as a Literacy Coach to support with in class support, curriculum development and implementation of strategies and instructional best practices. Skyline uses the SRI as progress monitoring tool to track literacy growth and target students for intervention and improve SBAC ELA scores and to improve reclassification rates for ELL.
SBAC Math	Based on the 2016-17 SBAC Math, this is based on the # of students who took the test (not all required students were tested). However, for the Math SBAC scores, 17.2% met or exceed the standards.	Low reading levels, excessive absences, inability to access core curriculum, lack of high school readiness and insufficient time to acquire readiness.	Math Coach to provide in class support, curriculum development and implementation of strategies and instructional best practices in mathematics. This Math Coach will also support new teachers with induction, targeted teaching and classroom management strategies.
AP Pass Rate/Dual Enrollment Pass Rate	AP pass rate = 49% Dual enrollment pass rate = 96%	Scheduleing within the 7 period day. Proper preparation within AP classes.	We are moving to a modified block 7 period day in 18/19, potentially to an 8 period block schedule in 19/20. Increase number and variety of Dual Enrollment classes offered.
Pathway Participation/CTE Enrollment*	25% of 9th grade; 95% 98% of 10th and 11th graders (SPED not enrolled if indicated on IEP); 50% seniors	As we began moving to pathways for all students several years ago we used a slow rollout, allowing students who are currently seniors to opt in or out of pathways. This explains the 50% pathway participation rate for current seniors. We have not had enough teachers certified to teach CTE classes.	In the 2018/2019 we will be wall to wall with all students in grade 9 being in an Atlas house, and all students in grades 10-12 in a pathway. All pathway students will be enrolled in one CTE course per grade level.
English Learner Progress	Based on 2016-17 Reclassification Rate of 5.8%	Limited amount of time (1-2 periods 5 days a week X 4 years) we have to work with students, especially LTELs, to strengthen language skills. Challenges within master scheduling to fit required A-G classes and elective intervention classes within a 7 period day.	Work with district personnel to identify newcomers and administer the ELPAC test 2. ELD will be integrated into ELA curriculum for 2018-19 3. Designated administrator works with SELL committee and attends monthly meetings 4. Skyline and Host events such as TitanTalk where non-English speaking parents check in with teachers regarding A-G requirements, scheduling, reclassification, course selection, etc. Student translators will be participating.

Suspension Rate	2017-18 YTD Suspension Rate 8.6%	Suspension rates fluctuate greatly depending on the administrators in charge. Other contributing factors include the number of students on campus returning from Juvenile Justice and DHP placements. Greater than 84% of our students come and go via AC transit, arriving from all neighborhoods of Oakland. Annually there seems to be an obligatory "shake out" on campus as students vie for social status among peers. Frequently these upsets result in negative behaviors leading to suspension. Another barrier is the lack of and inconsistent performance of our SSOs. On any given day we average 2-4 out of 7 SSOs on campus.	<p>Expand and improve the summer Bridge program to help build rapport with incoming freshmen students.</p> <p>Increase visibility of administrators, Care Managers and SSOs on campus during breaks and passing periods.</p> <p>Systemize and calibrate criteria for student behavior that can result in suspension.</p> <p>Liberalize communicate these standards to students and families.</p> <p>Train teachers and students in PBIS practices</p>
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1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	By June 2021, 87% of our 12th graders will meet all requirements to graduate.	Goal 1: Graduates are college and career ready	All Students	not available	79%	83%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
On Track to Graduate (11th Grade)	By June 2021, 85% of our 11th graders will be on track to graduate	Goal 1: Graduates are college and career ready	All Students	62%	79%	83%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
A-G Completion	By June 2021, 74% of our 12th grade students will have completed their A-G requirements with a C or better.	Goal 1: Graduates are college and career ready	All Students	49%	57%	63%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
SBAC ELA	By June 2021, 1) All students required to take the SBAC ELA exam will be tested. 2) At least 54% of all students who take the ELA SBAC will meet or exceed standards.	Goal 2: Students are proficient in state academic standards	All Students	31%	40%	47%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
SBAC Math	By June 2021, 1) All students required to take the SBAC Math exam will be tested. 2) At least 40% of all students who take the SBAC Math will meet or exceed standards.	Goal 2: Students are proficient in state academic standards	All Students	12%	20%	30%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
AP Pass Rate	By June 2021, at least 70% of all students who take one or more AP exams will score at least a 3 on each exam.	Goal 1: Graduates are college and career ready	All Students	49%	56%	64%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Dual Enrollment Pass Rate	By June 2021, 98% of students enrolled in Dual Enrollment classes will pass said class.	Goal 1: Graduates are college and career ready	All Students	96%	98%	98%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Pathway Participation/ CTE Enrollment*	By June 2021, 100% of our 10th through 12th grade students will be enrolled in pathways and actively participate in required CTE classes.	Goal 5: Students are engaged in school everyday	All Students	69%	100%	100%	Increase the number of Pathways to ensure all students are college and career ready
English Learner Progress	By June 2021, we will reclassify 7.5% of our English Language Learners from LEP to FEP.	Goal 4: English learners are reaching English fluency	English Learners	5.80%	7.50%	8.90%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students

Suspension Rate	By June 2021, we will reduce our suspension rate below 8%.	Goal 6: Parents and families are engaged in school activities	All Students	8.60%	8.20%	8.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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School: Skyline High School		School ID: 306
2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING		
Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	1.5 Not At All-- Somewhat	Green Pathway: Pathways were not involved in the discussion of the school vision and mission from the beginning, pathways are included at the end, after departments through ILT Education Pathway: Not confident that school leadership is on the same page and understanding enough of pathway vision, mission, and strategies Computer: More admin / pathway directors collab Visual Performing Arts: Need More Admin presence, involvement, and investment in Pathway development and sustainable practices Coach: The current school vision does not include the word 'pathways', 'Linked Learning' or Academies. Admin Team: More understanding of how pathways have evolved and will evolve in the next three years.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	1.5 Not At All-- Somewhat	Green Pathway: More distributed leadership is needed to accomplish this with involvement of all stakeholders. Education Pathway: this will take a shift in the way it has traditionally been done so just not sure they'll be able to pull it off w/o regular pathway collaboration Computer Pathway: staff should have defined roles and systems should be evident, scalable and monitored for effectiveness and when effective transferable Visual Performing Arts: honor and support funding protocols for Pathway to thrive, collaborate more closely with Pathway Leads in Culture & Climate, Accessibility, and Equity of Learning in all student populations within the pathway.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	1.5 Not At All-- Somewhat	Green: Pathways have not been used as core drivers in school decisions or change. Pathways need to be included from the beginning in this process. Education: not clear that school leaders are on board with "pathway is the intervention" (heard this before but not sure it's true) this is apparent with "one size fits all" strategies with such things as Case Manager Support person, etc. Computer: Traditional departments and atlas houses appear to be prominent Visual Performing Arts: Dedicated time for Pathway Administrator to meet with pathway & directors/ above comments are shared with SVPA pathway as well. Coach: 1 Admin Team: There has to be a dedicated administrator for each pathway. This must be planned in the budget
School Leadership & Vision Goal for 2018-19:		School and district leadership will articulate a school wide commitment to pathways to the entire staff by creating a school mission-vision aligned with all aspects of pathway quality. Each pathway AP and pathway teacher will have a clearly defined role in leading the pathway. The site Principal and APs will hold one another accountable for ensuring that necessary conditions are in place for successful pathway implementation.

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	1.5 Not At All-- Somewhat	<p>Green: Having an administrator over the pathway has been a positive change for us however the idea of having a Care Manager and WBLL have not been effective. RSP students are fully included in the pathway, however SDC and CE students were not enrolled in CTE classes. There has not been a dedicated counselor for our pathway this year and this has had an adverse effect on our Seniors especially.</p> <p>Education: Dedicated counselor who attends collaboration when possible is excellent, Care Manager ineffective structure and oversight, not all cohorts have teachers that are able to collaborate with us, dedicated SPED has been excellent</p> <p>Computer: interventions diluted at school wide level and accountability for outcomes difficult to assess</p> <p>Visual Performing Arts: We need Stronger support in the hiring for SpEd Para Educators, honoring Pathway dedicated Academic Counselor, honoring the job description of Business Manager, Care Managers, and Academic Counselors - not adding job responsibilities that are not within their job title.</p> <p>Coach: It is great there is SpEd case manager for each pathway but we need a counselor, AP and care manager dedicated to each pathway.</p> <p>Admin Team: There has to be a dedicated administrator for each pathway. This must be planned in the budget</p>	Skyline's staff needs to be re-structured in direct support of the pathways such that admin team, counseling team, and care managers understand their role in pathway quality.
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	2: Somewhat	<p>Green: Not all leaders in the school are aware of how pathways operate and now what supports are needed. ILT focuses more on departments. As a result leaders make conflicting decisions that do not meet pathway requirements</p> <p>Education: There is little to no communication between these groups in regard to pathways.</p> <p>Computer: Some "bodies" view themselves as the "driver", the "context" etc and not pathway development</p> <p>Visual Performing Arts: There is little to no communication between these groups in regard to pathways. There is not a clear understanding of what Pathways are outside of the Pathway Communities.</p> <p>Coach: ILT seems much more focused on DEPARTMENTAL instructional leadership & not as much on pathway leadership.</p> <p>Admin Team: There is no admin that knows exactly what each leadership team is doing</p>	The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	2: Somewhat	For the past several years there has been almost a revolving door of administrators at Skyline. At the close of last school year 5 of the 6 administrators left the school. This year we have been plagued with significant health issues among the administration team (cancer, brain surgery, repeated illnesses). These factors have contributed to the challenge of creating and maintaining clear and consistent structures and processes.	The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.

<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	<p>3: Mostly</p>	<p>Green: We have some contiguous space which has been a benefit to students and teachers but more clear definition is needed. Provision of appropriate science facilities for each pathway are severely lacking. Teachers are not paid on time for extended contracts through Measure N (which is school managed); carry over budget have been expended by school leadership without pathways being consulted. Individual teachers spend significant amounts of time dealing with facilities requests and inappropriate teaching conditions.</p> <p>Education: These things are slowly improving. However budget allocation of pathway Measure N funds is particularly murky and unclear.</p> <p>Computer: might be currently unsophisticated?</p> <p>Visual Performing Arts: Consideration of Newer Pathways financial needs was made for Measure N, + Pathway teachers have shared collaboration period for effective Pathway specific collaboration. - Student Cohorts were a mess this year due to not properly collaborating with those knowledgeable of Pathway Course Sequence Design</p> <p>Coach: It is hard because the school's mission and vision doesn't even include the word pathways, so it is hard to align the current vision to pathway budgets, facilities and master schedule needs.</p> <p>For the past several years there has been almost a revolving door of administrators at Skyline. At the close of last school year 5 of the 6 administrators left the school. This year we have been plagued with significant health issues among the administration team (cancer, brain surgery, repeated illnesses). Despite these factors we have truly endeavored to hold the big picture in the forefront of our thinking and planning to facilitate the most equitable and high quality outcomes for our students.</p>	<p>The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.</p>
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<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	<p>2.5: Somewhat</p>	<p>Green: Students in SDC and CE programs have not been enrolled in CTE classes despite requests from the pathway. They miss out on a core part of the experience of being in a Pathway. High achieving students need opportunities for taking AP classes to access challenging content within pathways but accessible by students from all pathways. Education: There has been effort made to make things equitable with Pathways taking the lead organically on equity among pathways Computer: policies, procedures and cohesive systems that integrate with one another and serve our goals in general are not currently our forte. Visual Performing Arts: Current Admin team is aware of the gaps and are working to identify ways to close the various gaps. Coach: We need more clarity around how we will equitably allocate Measure N funds so that all of the pathway students receive somewhat similar access to pathway opportunities. Admin Team: Again, each pathway needs a dedicated admin to provide support and guidance. For the past several years there has been almost a revolving door of administrators at Skyline. At the close of last school year 5 of the 6 administrators left the school. This year we have been plagued with significant health issues among the administration team (cancer, brain surgery, repeated illnesses). Despite these factors we have truly endeavored to hold the big picture in the forefront of our thinking and planning to facilitate the most equitable and high quality outcomes for our students.</p>	<p>The various leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) need to be led by an informed administrative team which has a clear understanding of pathway development & quality. There is much fragmentation at this time.</p>
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Systems & Structures Goal for 2018-19:
Skyline will dedicate a quality counselor, 1 AP and 1/2 care manager dedicated to each pathway.

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Stipends for parent leads to do outreach for families to participate in school governance structures.	Whole School	All Students	General Purpose Discretionary	\$2,000.00	5825		Building the Conditions	A6.1 Parent/Guardian Leadership Development
Consulting Contract for mangement of student ASB and student engagement.	Whole School	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Consulting Contract for site communications in order to provide families information about school events, opportunities and engagement opportunities.	Whole School	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops
Service agreement for technology supports to manage school site.	Whole School	All Students	General Purpose Discretionary	\$80,224.00	5737		Building the Conditions	A3.1 Blended Learning
Textbooks to support core curriculum	Whole School	All Students	General Purpose Discretionary	\$20,000.00	4100		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
General supplies to support classroom learning and engagement	Whole School	All Students	General Purpose Discretionary	\$19,195.31	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
After 4 years we will need to replace 2 copy machines to give teachers the tools to provide supplemental learning materials	Whole School	All Students	General Purpose Discretionary	\$24,000.00	4425		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Equipment maintance agreements for 2 new copy machines and 3 current copy machines	Whole School	All Students	General Purpose Discretionary	\$30,000.00	5610		Building the Conditions	A1.3 A-G Completion

Graduation Ceremony	Grade Level Team	All Students	General Purpose Discretionary	\$14,000.00	5826		Comprehensive Student Supports	A1.3 A-G Completion
Career Technical Education coaching and administrative coaching in order to build the capacity of the administrative team to create overall structures to support administrative alignment to the pathway program including work based learning opportunities, counseling, and administrative alignment to the 4 pathways and Atlas Houses at Skyline. The CTE coaching will support educator pipelines with local middle and elementary schools.	Whole School	African American Students	Measure N	\$45,000.00	5825		Building the Conditions	A1.1 Pathway Programs
.5 FTE Pathway Coach (Supported by Central Funds) to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focus on the instructional core and Linked Learning	Whole School	All Students	Measure N	\$65,000.00	5708	NH0-459	Building the Conditions	A1.1 Pathway Programs
Allocation to Green Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to Computer Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to Education and Community Health Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to Skyline Visual and Performing Arts Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs
Allocation to each pathway depending on Master Schedule needs to ensure that each pathway has equitable allocation of funding given the various different funding that is available to the pathways. See pathway budgets	All Pathways	All Students	Measure N	\$154,255.00	4399		Building the Conditions	A1.1 Pathway Programs
Travel costs to visit other school's that have Linked Learning pathways and alternative bell schedules to support the move to the block schedule.	Whole School	All Students	Measure N	\$15,000.00	5220		Building the Conditions	A1.1 Pathway Programs
Allocation to 9th grade Houses to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	All Pathways	Low-Income Students	Measure N	\$15,000.00	4399		Building the Conditions	A1.1 Pathway Programs
Computers for integration into the 9th grade classes into each of the pathwas that will prepare students for the OUSD graduate capstone. Each Atlas house will have 1 chromebook cart that is allocated to the pathway for the pre-pathway projects to give students exposure to the 4 pathways at the school.	All Pathways	Low-Performing Students	Measure N	\$50,000.00	4420		Building the Conditions	A2.3 Standards-Aligned Learning Materials
.8 FTE for Academy Directors release periods to support the development of the pillars of Linked Learning	All Pathways	Low-Income Students	Measure N	\$93,766.40	1105	various	Building the Conditions	A1.1 Pathway Programs

MYP Coordinator monitors application process and ensures certification checkpoints are met (curriculum, unit plans, student work samples, etc) while also aiding with transition of 9th grade MYP students to Pathways in 10th grade year. Work with pathway directors and coaches to ensure CTE courses and teachers are MYP aligned. Communicates with families and communities Skyline serves.	Grade Level Team	All Students	Measure N	\$10,000.00	5825		Building the Conditions	A1.1 Pathway Programs
8 meetings for Freshman-Pathway Integration Committee--team will develop a model for integrating pathways into the Atlas House. Consisting one rep from each Atlas House and one rep from each pathway (after school / weekend meetings). Each pathway will adopt one Atlas House in 2018-19 SY	Grade Level Team	Low-Performing Students	Measure N	\$1,670.00	1120		Building the Conditions	A1.1 Pathway Programs
Meeting refreshments	Whole School	All Students	General Purpose Discretionary	\$1,500.00	4311		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Paper	Whole School	All Students	General Purpose Discretionary	\$6,000.00	4350		Building the Conditions	A2.3 Standards-Aligned Learning Materials
Dues and Membership fees	Whole School	All Students	General Purpose Discretionary	\$21,000.00	5300		Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Supplies to support academic acceleraton	Whole School	All Students	LCFF Supplemental	\$255.28	4310			A2.3 Standards-Aligned Learning Materials
Senior Clerk	Whole School	All Students	General Purpose Discretionary	\$53,206.50	2405	CLKTSR0033		
Textbook Clerk	Whole School	All Students	General Purpose Discretionary	\$59,291.37	2405	TXTCLK0001		
Senior Clerk	Whole School	All Students	General Purpose Discretionary	\$60,975.24	2405	CLKTSR0007		

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Titan 21 focal academic language (vocabulary words) integrated into core classes. Reading intervention specialist teaching 4 sections of intensive literacy intervention. 0.2 FTE for targeted push in to assist key students, family conferences with struggling students. 0.4 FTE for SRI testing, coordination, and working with teachers around implications of SRI outcomes. All Atlas English teachers had 2 periods a week of intensive push in to support students.	Fully Implemented	Somewhat Effective	Anecdotal evidence shows that students are using designated vocabulary fluently in class discussions, students report greater feelings of confidence as they approach the work, teachers report that working with students during the 2 periods weekly for intensive push in has resulted in stronger student/teacher relationships and better academic outcomes for students. We expect final SRI data to quantify and support these assertions.

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	100% of students will increase at least 50 lexile points from Fall 2018 to Spring 2019.	All Students	NA	NA	Increase 17-18 by 10%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students
Common Core	All teachers will implement and practice Titan 21 academic vocabulary and four common school-wide literacy practices (see tab #13 for more details).	All Students	NA	NA	Increase 17-18 by 10%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students

THEORY OF ACTION

<p>Theory of Action</p>	<p>1) Every teacher will learn a framework for teaching in a block schedule that includes 4 high-leverage literacy strategies and 3-5 core routines. 2) Design/chunk a block lesson Examples: Activator/Do Now Sustained Silent Reading or Paired Reading (Teacher confers 1-on-1 or with small group.) Modeling Guided Practice Project/Work Time Closing/Formative Assessment</p> <p>Strategy 1: Assign word study, not memorization. Teach 5-8 disciplinary words per month, and model them daily.</p> <p>Strategy 2: Teach students to use context clues to discover meaning.</p> <p>Strategy 3: Use visual cues and graphic organizers (e.g. vocabulary tree, word scrolls, word walls, logographic cue cards) to help students study words.</p> <p>Strategy 4: Build reading time into daily instruction to allow for individualized support. (SSR, paired reading, read aloud)</p>			
<p>How are you supporting English Language Learners?</p>	<p>We have a really solid curriculum in the district and we need to get our ELD teachers to get trained in the curriculum. Create a mandatory second or support class for English Language Learners and we need to strategically support based on Lexile, English Grade and GPA to place them in reading classes. We will dedicate 1.6 FTE to the additional class. .4 FTE will be dedicated in the 9th grade for English Language Learners and embed them in 2 houses. Atlas EL: EL classes, scaffolded assignments in all Atlas core classes, stronger collaboration between Atlas houses and EL teacher to have common scaffolding/instructional practices; train new EL 2018-19 teacher to ensure that EL teacher uses district-purchased curriculum. Atlas Reading Support: Atlas Reading Support classes; continue using STARl curriculum by training Reading Support 2018-19 teacher; design protocol and and expectations for Atlas lead teachers to support Atlas Reading Support teacher (vice versa).</p>			
<p>How are you building conditions for students and adult learning?</p>	<p>Pathways: Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture in to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional developed is planned in manner in which there are opportunities for a variety of learning activities / learning styles. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery. Continuing room placement priority to support contiguous Pathway space. Fully stocked library and support personnel. Provide APand counselor over each pathway, allowing more autonomy for pathways to be more "school within a school" esque.</p>			
<p>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</p>	<p>Governance Team (SSC, Parent Team, Student Leadership)</p> <p>SSC, Student Leadership, and ILT</p>	<p>Leadership Team (ITL)</p> <p>Carlisa Johnson, Michael Knox, Shane Durkan, Heather Meriovich, Tracey, Williams, Usrey, Blumberg-Long, Zapeta, Barbuto, Akatugba</p>	<p>Pathway Teams</p> <p>Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba</p> <p>How do we align the 9th grade houses to the pathways.</p>	<p>Department Teams</p> <p>English, Math, Science, Arts, History, social Studies,</p>

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area

.2 for Algebra/Geometry Teacher	All Students	LCFF Supplemental	\$19,567.35	1105	K12TCH0398	Rigorous Academics	A1.3 A-G Completion
1.0 ELD teacher to provide supports for LTEL students through pullout intervention and support (.2 FTE Supplemental)	English Learners	LCFF Supplemental	\$86,509.04	1105	K12TCH0398	Rigorous Academics	A1.3 A-G Completion
1.0 (12 month) TSA Literacy Coach to support ELA department, co-lead ILT Committee, organize lexile testing and Lexile school-wide data analysis, and co-coordinate MYP/IB implementation with 1.0 (12 month) TSA Math Coach	All Students	Central Resources	\$94,000.00	1119		Rigorous Academics	A1.3 A-G Completion
.2 Teacher	All Students	General Purpose Discretionary	\$12,290.36	1105	K12TCH0444		
.44 Teacher	All Students	General Purpose Discretionary	\$28,817.22	1105	K12TCH1864		
1.0 FTE English Teacher to provide reduced class sizes for more intensive supports for the 9th grade to support the Atlas House structure and begin the alignment of Atlas houses to pathways and ensure that the school is right sized for the academics.	All Students	Measure N	\$69,220.54	1105	K12TCH2556	Rigorous Academics	A1.1 Pathway Programs
English TSA to provide supports and interventions and supports and coaching for ELA teachers to implement the school's literacy strategies.	Low-Income Students	Title I: Basic	\$92,224.94	1119	C12TSA9999	Rigorous Academics	A3.2 Reading Intervention
.1 Teacher		LCFF Supplemental	\$9,568.75	1105	K12TCH0246	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$12,284.60	1105	K12TCH1748	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$12,793.71	1105	K12TCH0402	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$13,439.03	1105	K12TCH2371	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2113	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2270	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2110	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2109	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$13,841.23	1105	K12TCH1061	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$14,050.79	1105	K12TCH0641	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$14,131.71	1105	K12TCH1031	Rigorous Academics	A1.3 A-G Completion

.2 Teacher		LCFF Supplemental	\$14,286.22	1105	K12TCH0554	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$14,573.30	1105	K12TCH1388	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$14,850.33	1105	TCHDPT0014	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$15,442.15	1105	K12TCH0025	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$15,953.79	1105	TCHDPT0063	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$16,930.30	1105	K12TCH2093	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$17,054.67	1105	TCHDPT0032	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$17,077.27	1105	K12TCH0195	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$17,671.68	1105	K12TCH2514	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$18,135.05	1105	K12TCH9999	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$19,468.19	1105	TCHDPT0068	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$20,238.89	1105	K12TCH0131	Rigorous Academics	A1.3 A-G Completion
.2 Teacher		LCFF Supplemental	\$22,143.58	1105	K12TCH0246	Rigorous Academics	A1.3 A-G Completion
.4 Teacher		LCFF Supplemental	\$26,197.47	1105	K12TCH1864	Rigorous Academics	A1.3 A-G Completion
.4 Teacher		LCFF Supplemental	\$26,876.14	1105	K12TCH1386	Rigorous Academics	A1.3 A-G Completion
.4 Teacher		LCFF Supplemental	\$27,679.58	1105	K12TCH0015	Rigorous Academics	A1.3 A-G Completion
.4 Teacher		LCFF Supplemental	\$27,680.54	1105	K12TCH0350	Rigorous Academics	A1.3 A-G Completion
.4 Teacher		LCFF Supplemental	\$32,979.64	1105	K12TCH1152	Rigorous Academics	A1.3 A-G Completion
1.0 Teacher		LCFF Supplemental	\$45,348.21	1105	TCSTIP0692	Rigorous Academics	A1.3 A-G Completion
.62 Teacher		LCFF Supplemental	\$48,385.16	1105	K12TCH2116	Rigorous Academics	A1.3 A-G Completion
.8 FTE for 9th grade teachers to provide STAR! English intervention for newcomers.	Long-Term English Learners	LCFF Supplemental	\$49,161.44	1105	K12TCH0444	Comprehensive Student Supports	A2.9 Targeted School Improvement Support

.8 FTE for 9th grade teachers to provide STARI English intervention for newcomers.	Long-Term English Learners	LCFF Supplemental	\$54,578.26	1105	K12TCH2513	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
1.0 Teacher		LCFF Supplemental	\$68,447.99	1105	K12TCH2263	Rigorous Academics	A1.3 A-G Completion
1.0 Teacher		LCFF Supplemental	\$73,639.05	1105	K12TCH2112	Rigorous Academics	A1.3 A-G Completion

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	NA	NA	2.5	Varies by pathway: all pathways are tied to a CTE industry sector, however, some pathways do need to develop a clearer theme.
Integrated Core	NA	NA	2.5	Varies by pathway: we have allocated PD funds to further integrate the pathway theme into core classes.
Cohort Scheduling	NA	NA	2.5	Varies by pathway: we are approx 90% in core classes.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	NA	NA	2.5	Varies by pathway: we have allocated PD funds to further integrate the pathway theme into core classes as well as PD for the MYP framework.
Collaborative Learning	NA	NA	2.5	Varies by pathway: all pathways have at least one PBL unit per year.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	NA	NA	2.5	Varies by pathway: 37% of pathways teachers are engaged in regular peer observations.
Collaboration Time	NA	NA	3+	92% of pathway teachers have shared collaboration time.
Professional Learning	NA	NA	3	PL this year focused on PBL, Grad Capstone, PBIS, Block Schedule.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway coach provided school-wide PD on graduate capstone, standards-aligned interdisciplinary units/thematic units on 9/20, 11/29, 2/28, 5/23 & 5/30. 9th Grade: IB/MYP Training; common unit plans and assessments (all six marking periods) in all SLC core classes (ELA I, Ethnic Studies, Algebra/Geo 9, and Biology 9); Literacy Focus goals (school-wide) via ILT Committee which includes Titan 21 Academic Words and four common school-wide instructional practices to implement Titan 21 academic vocabulary.	Partially Implemented	Somewhat Effective	9th Grade: teachers are able to compare house and content area data; thus, teachers are able to compare/contrast their instructional practices based on data outcomes. As for the Titan 21, we had to put this process on pause due to the block schedule selection process (via staff meetings, ILT PDs, and department meetings). Now that we have chosen a block schedule design, we are creating our PDs so that it incorporates Titan 21 and other literacy practices into block schedule design.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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Standards Based Instruction/ Project-Based Learning	Each pathway will implement one standards-based PBL unit per grade-level (10th, 11th and 12th) in order to build alignment across the pathways by integrating academic discourse and CTE aligned writing with evidence.	All Students	NA	Each pathway will implement one standards-based PBL unit: 4 PBL Projects	12 PBL Integrated Projects	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Graduate Capstone/Culminating Experience	Each pathway will support all 12th grade students to complete a pathway-aligned Capstone Project which utilizes the OUSD Grad Capstone Rubrics: a minimum of two pathway teachers will collaborate around implementing this project.	All Students	NA	3 capstone Projects among 4 teachers	4 Capstone Projects among at least 8 teachers	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Course Passage Rates	By the end of 2019, 80% of our students will have met their A - G requirements via passage of required A-G courses and the school will reflect on the data through collaboration time.	All Students	NA	50% of 12th grade students met A-G requirements	80% of 12th grade students meet A-G requirements	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

THEORY OF ACTION

Theory of Action	Skyline will implement the MYP framework in grade 9 (Biology, Math, ELA, Ethnic Studies) in 2018-19 SY to increase academic rigor. 10th Grade CTE Teachers or pathway directors will be trained in the MYP framework in order to implement the Personal Project in each pathway. In the 10th-12th grade, we will work closely with pathways to create integrated standards aligned integrated project based learning within each pathway to allow for teachers to build it based on Common Core State Standards, Career Technical Education Standards throughout the pathway. Each unit should culminate in a performance based assessment that is supported by the MYP rubrics in grades 9 and 10 and build to the graduate capstone rubric in 11 and 12.. Throughout these projects, we will integrate the language and literacy focus of the school and support teachers to shift instruction to teach within the block.					
How are you supporting English Language Learners?	We currently have five sections of EL classes. The majority of the students who are enrolled in an EL course are also enrolled in their grade appropriate ELA course. Also, the Atlas teachers are implementing EL strategies in all of their unit plans. To assess their implementation of these EL instructional practices, they have completed at least two literacy rounds with a focus on EL strategies. Work with district personnel to identify newcomers and administer the ELPAC test 2. ELD will be integrated into ELA curriculum for 2018-19 3. Designated administrator works with SELL committee and attends monthly meetings 4. Skyline and Host events such as TitanTalk where non-English speaking parents check in with teachers regarding A-G requirements, scheduling, reclassification, course selection, etc. Student translators will be participating.					
How are you building conditions for students and adult learning?	Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional development is planned with opportunities for a variety of learning activities / learning styles which is supported by theories of adult learning. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	SSC, Student Leadership, and ILT	Carlisa Johnson, Michael Knox, Shane Durkan, Heather Meriovich, Tracey, Williams, Usrey, Blumberg-Long, Zapeta, Barbuto, Akatugba	Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba How do we align the 9th grade houses to the pathways.		English, Math, Science, Arts, History, social Studies,	

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Stipends for teacher for week of summer planning time for MYP for 9th grade teachers and 10th grade pathway teachers to integrate the 9th grade houses to pathways	All Students	Measure N	\$15,279.00	1120	N/A	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Coaching for our Instructional Teacher Leader /ELA Coach, no funding necessary as long as the district office can provide this training support around whole school supports and leading teams to integrate the MYP/Graduate Capstone and increasing text complexity and writing with evidence across the curriculum.	All Students	Other	no cost	N/A	N/A	Building the Conditions	A2.4 Teacher Recruitment & Retention
9th and 10th Grade MYP training. MYP conference attendance, registration, travel and lodging to support teachers to developing integrated units and projects that incorporate rigorous standards and prepare students for the Linked Learning Pathways (2018-19 two teachers per Pathway--one CTE and one ELA) = 8 teachers	All Students	Measure N	\$40,929.60	5520	TBD	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Instructional Leadership Team (ILT) continues to plan PDs with Literacy Goal and block schedule lesson planning with supports from Engaging Schools. These professional learning opportunities will develop the instructional strategies necessary to implement project based learning.	All Students	LCFF Supplemental	no direct cost	1120	TBD	Rigorous Academics	A1.1 Pathway Programs
.6 FTE for MC3 classes to build a Skilled Trades Opportunity to the Green Energy Academy	Low-Income Students	Measure N	\$41,519.36	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs
.175 for Multi-Core Craft course that will be piloted at Skyline to support the development of student apprenticeships and specifically target homeless and foster youth that may benefit from apprenticeship training..	Foster Youth	Grant	\$15,400.00	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs
Professional development for the staff as the school moves to block scheduling to support integrated projects and improved instructional quality in pathways.	Low-Income Students	Measure N	\$35,000.00	5825	N/A	Rigorous Academics	A1.1 Pathway Programs

Training and implementation of introductory global context project-based learning practices into the 9th grade curriculum, so the 9th grade students have a smoother transition into pathways during their 10th grade year. Needs: training and time to plan AND connection to MYP/IB, so it does not feel like they are implementing two NEW separate practices.	All Students	Measure N	\$21,000.00	5220	N/A	Rigorous Academics	A1.3 A-G Completion
Supplies for Title 1 students and support materials and text for homeless youth	n/a	Title I: Basic	\$4,793.13	4310	N/A	Rigorous Academics	A1.1 Pathway Programs
Supplies for Dual Enrollment courses including text books and materials to support pathway students, GATE students, and students seeking early college credit.	All Students	Measure N	\$15,000.00	4310	N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

Work Based Learning

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	NA	NA	3	Skyline High School offers a variety of work based learning experience through that pathways that is integrated into teh CTE experiences. This does support the overall CTE sequence embedded in the pathway. The developing pathway, SVPA, has slightly lower scores than the other pathways in that they are still developing the systems and integrating WBL experiences into the program of study. Computer Academy is developing more work based learning experiences for the film strand within the pathway.
Pathway Outcomes	NA	NA	3	WBL has been intentionally embedded into the student experience in all pathways, which has provided students with a hands-on approach to further make sense of their academy, career and communtiy learning-based education.
Pathway Evaluation	NA	NA	2+	Collaboration teams do meet to discuss effectiveness of work based learning, and have developed a plan to evaluate the impact of work based learning. Evaluation plan needs to be used after every work based learning experience. Data needs to be input and evaluated further to create needs assessment. Partner organization evaluations of WBL experiences should also be discussed and reflected upon in coming school year.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Pathway: Each Pathway completed at least two career exploration visits and had at least two career awareness speakers in the CTE classes.	Fully Implemented	Effective	<i>All pathways have taken at least two career exploration visits with over 80% of students participating. All CTE classes will have at least two career awareness speakers before June 2018. We have deepened relationships with our industry partners by visiting their companies multiple years in a row and inviting employees to come to speak to Skyline students. We have also seen an increase of students from all pathways who will participate in an internship during summer 2018. The majority of our students exhibit their development and use of 21st century skills in the classroom during group work and outside the classroom during internships and other school activities. These skills are displayed during interviews for internship and job placements.</i>

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target
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Career Awareness	Host at least two career awareness speakers per grade level per year in each CTE course that support student understanding of the future demands of the workforce. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	80%	90%	100%	Increase the number or Pathways to ensure all students are college and career ready
Career Exploration	Complete at least THREE career exploration visits 1 per grade level with a set preparation and follow up activities. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	80%	90%	100%	Increase the number or Pathways to ensure all students are college and career ready
Career Preparation	Each pathway implements ECCO lessons on resume building, interview skills, and needed education for various careers in their particular field. Seniors participate in professional networking activity and LinkedIn workshops For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	75%	90%	100%	Increase the number or Pathways to ensure all students are college and career ready

THEORY OF ACTION

Theory of Action	Work-based learning in each pathway focused on career awareness, career exploration & career prep as it relates to post-secondary training and education, provides an opportunity for all students to apply academic content and technical training, while developing the skills that are critical to workplace & college success. Skyline will continue to fund a work based learning liaison to support the work based learning integration in the pathways and mapping out the work based learning for each pathway. There will be targeted supports for each pathway as each pathway expands into the 12th grade year. Skyline will survey the students at the completion of career exploration visits so each pathway can analyze the impact of the visit on student interests and further questions that students may have about the industry sector. For the Atlas houses, we will host a career day for each of our pathways sectors so that students can learn about the different career pathways prior to selecting into the pathway.
How are you supporting English Language Learners and students reading below grade-level?	Each pathway has 15% English Language Learners embedded within the pathway. In the preparation leading up to the Work Based Learning opportunities, we can provide a differentiated approach for students and prior to each WBL event, students will read text associated with the planned experience. Work Based Learning serves multiple learning modalities for LTEL's and can help engage them in the learning.
How are you building conditions for students and adult learning?	Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture in to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional development is planned in manner in which there are opportunities for a variety of learning activities / learning styles. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery. School-Wide: The goal is to have common collaboration practices so we can measure out goals and keep each pathway/Atlas houses accountable. Common protocols: (designed by ILT team) student interventions, data analysis/inquiry, student work analysis, instructional walks.

	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	SSC	Admin Team	Pathway: Christina Macalino & Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba Atlas: Christina Macalino & Anya Gurholt - Jo Usery, Michael Knox, Maki Kasai, and Shane Durkan	same as ILT

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE for WBL Liaison to support pathways to develop work based learning experiences for students.	All Students	Measure N	\$95,033.74	2205	STLWBL0002	Work-Based Learning	A1.1 Pathway Programs
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males	Inkind	No Cost			Work-Based Learning	A2.9 Targeted School Improvement Support
	Latino Students	Inkind	No Cost			Work-Based Learning	A2.9 Targeted School Improvement Support
Organize/host onsite options fair for students to learn about summer employment and internship opportunities modeled off Oakland High	All Students	General Purpose Discretionary	\$500.00	4311		Work-Based Learning	A2.9 Targeted School Improvement Support
Outside Work Experience integrated into Academy Director role to provide support and academic credit for school year employment and internships	All Students	Other	In kind			Work-Based Learning	A2.9 Targeted School Improvement Support
WBL opprtunities in the 9th grade houses to raise awareness about the pathway options in the 10th grade. WBL Liaison, Pathway Coach and TSA English coach to help build 9th grade WBL awareness opportunities through career fair	All Students	None				Work-Based Learning	A2.9 Targeted School Improvement Support
Organize 9th grade career day that is integrated into the Atlas houses so that each 9th grade student is exposed to careers for each pathway.	All Students	Other				Work-Based Learning	A2.10 Extended Time for Teachers

Host application, resume, cover letter, and mock interview support each marking period. Services lead by pathway partners, Alumni, school community partners, and parents. So that students qualify for summer internships and school year internships	All Students	Measure N	\$400.00	4310		Work-Based Learning	A2.9 Targeted School Improvement Support
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students		No Cost			Work-Based Learning	A2.9 Targeted School Improvement Support
Provide refreshments for panel of 5 guest speakers (quarterly x 4) so that students can be exposed to industry trends and the future of the labor market	n/a	Measure N	\$400.00	4311		Work-Based Learning	A1.1 Pathway Programs
Marketing Materials for 50 guests / sites (Pens/cardstock glossy thank you notes/etc.) so that we can continue to build industry partnerships for student exposure opportunities.	n/a	Measure N	\$100.00	4310		Work-Based Learning	A1.1 Pathway Programs
Buses for WBL events, CEV's or CTE Open Houses at Peralta that are open to all students so that students are able to learn about the career, programs and opportunities available for students at Peralta community colleges	All Students	Measure N	\$3,200.00	5826		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	NA	NA	2	Varies by Pathway: Assumes collective responsibility for getting to know all pathway students Collaborates to identify student academic, personal, and socio- emotional needs Provides some targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of most students Communicates with families regarding the interventions provided to students
College & Career Plan	NA	NA	2	Varies by Pathway: Collaborates with counselors to support students in developing and implementing individualized college and career plans Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. Provides or arranges several college and career exploration activities per year

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Care Managers: URFs, Conflict Mediations, SART/SARB, passing period supervision; COST team	Partially Implemented	Somewhat Effective	Next year 18-19 care managers daily work schedule needs to be better aligned with pathway collaboration time, so that care managers can work with pathway teachers and provide individualized, targeted student support. Care managers will provide information about specific students needs to the pathway teams.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	Skyline needs sufficient school security officers. Skyline's URF process needs to be supported and implemented with fidelity. Each pathway AP will take responsibility over the pathway with case management, counseling services and administration to reduce URF and suspensions by 10%.	All Students	8.6%	8.3%	8.0%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
College Access	Increase college acceptance rates for two and four year colleges by 5%.	All Students				

Differentiated Interventions	All students in Mild/Moderate Special Education Programs will decrease Universal Referral Forms by 50% as measured by implementation of PBIS strategies school wide and by enforcing Behavior Intervention Plans in every class. Students in the Counseling Enriched and Intensive Counseling Enriched Special Education Programs will decrease the number of out-of-school suspensions by 50% as measured by utilizing MTSS and student IEPs to direct the level of student inclusion into general education classes.	Students with Disabilities				Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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THEORY OF ACTION

Theory of Action	Our theory of action is that if we provide appropriate and timely supports and interventions for struggling students then their outcomes will improve. Further, if we continually monitor their progress and modify interventions and supports as necessary we will see continued improvements in student outcomes.					
How are you supporting English Language Learners?	We employ a dedicated ELD teacher who works daily with all second language learners. We support these students with targeted curriculum and supports. Our SSC actively scrutinizes and monitors student progress. We are also actively exploring the possibility of adding a Newcomer program.					
How are you building conditions for students and adult learning?	Pathways: Teachers and students are treated with respect as self-directing persons, whenever possible. Teachers and students are invited to participate in the planning of the learning activity, whenever possible. Teachers and students set their own professional or academic goals, whenever possible. Skyline is working to improve our climate and culture in to ensure that teachers and students are physically comfortable and can socialize with those in their learning group. Professional developed is planned in manner in which there are opportunities for a variety of learning activities / learning styles. Teachers and students are provided with opportunities to reflect on their progress, evaluate themselves and update their goals for mastery.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	SSC, PTSA, Leadership students,	Admin team, ILT	Anya Gurholt - Rebecca Huang - James Barbuto - Mark Frey - Flint Christensen - Lauren Litwin - Kenny Williams - Anna Gomberg - Ayo Akatugba	All departments		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1 Case Manager to ensure each pathway has a Case Management support person	All Students	Measure N	\$102,795.19	2405	24CSEM9999	Comprehensive Student Supports	A1.1 Pathway Programs
Additional Counselor to support a 1:1 pathway ratio of counseling services (5 counselors --> one for each pathway and one for Atlas).	All Students	Measure N	\$102,899.00	5732		Comprehensive Student Supports	A1.3 A-G Completion

Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$34,328.38	1305	10APRH9999	Comprehensive Student Supports	A1.1 Pathway Programs
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$35,096.25	1305	10APRH0008	Comprehensive Student Supports	A1.1 Pathway Programs
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$35,420.09	1305	10APRH0087	Comprehensive Student Supports	A1.1 Pathway Programs
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$38,604.11	1305	10APRH0058	Comprehensive Student Supports	A1.1 Pathway Programs
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	Low-Income Students	Central Resources	\$127,437.76		PRMGCS0037	Comprehensive Student Supports	A2.2 Social Emotional Learning
CCRS 1.0 FTE to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularit meet with students and families to further a college going culture.	All Students	Central Resources	\$89,000.00	2300	NH0-472	Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$11,696.62	1105	K12TCH2115		A2.9 Targeted School Improvement Support
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$13,424.69	1105	K12TCH2515		
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$13,644.56	1105	K12TCH2513		
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$15,953.79	1105	TCHDPT0062		

.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$15,996.03	1105	K12TCH1944		
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$17,077.27	1105	K12TCH2182		
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$19,137.50	1105	K12TCH0246		
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$23,312.02	1105	K12TCH0246		
AAMA Facilitator to support the kings and provides schoolwide support for African American males.	African American Students	Title I: Basic	\$91,963.80	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning
.4 FTE implementation of OneGoal curriculum to address the needs of foster youth and homeless youth to give them access to college and career readiness curriculum	Foster Youth	Measure N	TBD	5733		Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy
MYP curriculum building. Develop curriculum and materials in order to ensure alignment to MYP standards and integration.	All Students	Measure N	\$12,383.70	1120		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials
10 Grade MYP Training MYP conference attendance, registration, travel and lodging	All Students	Measure N	\$35,000.00	5220		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials
MYP 10th grade testing fees to ensure that each 10th grade academy class qualifies for Middle Years Programming and can support the school to become IB-Career School.	All Students	Measure N	\$15,000.00	4310		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Climate & Culture Team/Teacher Stipend to create systems to support and improve overall climate and culture and reduce suspensions.	All Students	LCFF Supplemental	\$4,953.48	1120		Building the Conditions	A2.2 Social Emotional Learning

Stipend for coordination of FASA implementation, dual enrollement, and on track for graduation for Pathway students for counselor during peak seasons	All Students	Measure N	\$12,383.70	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers
Special Education Inclusion Program alignment into pathways through intentional creation of modified curriculum, planning/collaboration time for teachers.	Students with Disabilities	Measure N	\$24,767.40	1120		Building the Conditions	A1.1 Pathway Programs
Mental Health Interns that are aligned to provide supports for 9th grade and pathway students and homeless youth.	Low-Performing Students	Measure N	\$36,000.00	5739		Comprehensive Student Supports	A1.1 Pathway Programs
Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students.	Low-Performing Students	Measure N	\$35,000.00	4399		Comprehensive Student Supports	A1.5 Summer Learning
.8 FTE for TSA teacher to support interventions withing the Education and Community Health Pathway	Low-Income Students	Measure N	\$56,047.74	1119	C10TSA0217	Rigorous Academics	A1.1 Pathway Programs
Consulting contract for afterschool program	Low-Income Students	21st Century	\$249,087.67	5825		Comprehensive Student Supports	A1.6 After School Programs
Staff incentives for demonstrating a commitment to developing the climate and culture initiative	All Students	PTO/PTA	\$5,000.00			Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Surplus	Low-Income Students	Title I: Parent Participation	\$7,851.06	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Skyline High School

School ID: 306

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC/Org Key	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students					Work-Based Learning	A2.9 Targeted School Improvement Support	306-1
Consulting contract for afterschool program	Low-Income Students	21st Century	\$249,087.67	5825		Comprehensive Student Supports	A1.6 After School Programs	306-2
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	Low-Income Students	Central Resources	\$127,437.76		PRMGCS0037	Comprehensive Student Supports	A2.2 Social Emotional Learning	306-3
1.0 (12 month) TSA Literacy Coach to support ELA department, co-lead ILT Committee, organize lexile testing and Lexile school-wide data analysis, and co-coordinate MYP/IB implementation with 1.0 (12 month) TSA Math Coach	All Students	Central Resources	\$94,000.00	1119		Rigorous Academics	A1.3 A-G Completion	306-4
CCRS 1.0 FTE to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularit meet with students and families to further a college going culture.	All Students	Central Resources	\$89,000.00	2300	NH0-472	Comprehensive Student Supports	A6.2 Family Engagement Professional Learning for Administrators, Teachers, & Staff	306-5
.2 Teacher	All Students	General Purpose Discretionary	\$12,290.36	1105	K12TCH0444			306-6
.44 Teacher	All Students	General Purpose Discretionary	\$28,817.22	1105	K12TCH1864			306-7
Senior Clerk	All Students	General Purpose Discretionary	\$53,206.50	2405	CLKTSR0033			306-8
Textbook Clerk	All Students	General Purpose Discretionary	\$59,291.37	2405	TXTCLK0001			306-9
Senior Clerk	All Students	General Purpose Discretionary	\$60,975.24	2405	CLKTSR0007			306-10
Textbooks to support core curriculum	All Students	General Purpose Discretionary	\$20,000.00	4100		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	306-11

General supplies to support classroom learning and engagement	All Students	General Purpose Discretionary	\$19,195.31	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	306-12
Organize/host onsite options fair for students to learn about summer employment and internship opportunities modeled off Oakland High	All Students	General Purpose Discretionary	\$500.00	4311		Work-Based Learning	A2.9 Targeted School Improvement Support	306-13
Meeting refreshments	All Students	General Purpose Discretionary	\$1,500.00	4311		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	306-14
Paper	All Students	General Purpose Discretionary	\$6,000.00	4350		Building the Conditions	A2.3 Standards-Aligned Learning Materials	306-15
After 4 years we will need to replace 2 copy machines to give teachers the tools to provide supplemental learning materials	All Students	General Purpose Discretionary	\$24,000.00	4425		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	306-16
Dues and Membership fees	All Students	General Purpose Discretionary	\$21,000.00	5300		Building the Conditions	A2.1 Implementation of the CCSS & NGSS	306-17
Equipment maintenance agreements for 2 new copy machines and 3 current copy machines	All Students	General Purpose Discretionary	\$30,000.00	5610		Building the Conditions	A1.3 A-G Completion	306-18
Service agreement for technology supports to manage school site.	All Students	General Purpose Discretionary	\$80,224.00	5737		Building the Conditions	A3.1 Blended Learning	306-19
Stipends for parent leads to do outreach for families to participate in school governance structures.	All Students	General Purpose Discretionary	\$2,000.00	5825		Building the Conditions	A6.1 Parent/Guardian Leadership Development	306-20
Consulting Contract for management of student ASB and student engagement.	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	306-21
Consulting Contract for site communications in order to provide families information about school events, opportunities and engagement opportunities.	All Students	General Purpose Discretionary	\$40,000.00	5825		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops	306-22
Graduation Ceremony	All Students	General Purpose Discretionary	\$14,000.00	5826		Comprehensive Student Supports	A1.3 A-G Completion	306-23

.175 for Multi-Core Craft course that will be piloted at Skyline to support the development of student apprenticeships and specifically target homeless and foster youth that may benefit from apprenticeship training..	Foster Youth	Grant	\$15,400.00	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs	306-24
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males	Inkind				Work-Based Learning	A2.9 Targeted School Improvement Support	306-25
.1 Teacher		LCFF Supplemental	\$9,568.75	1105	K12TCH0246	Rigorous Academics	A1.3 A-G Completion	306-26
.2 Teacher		LCFF Supplemental	\$12,284.60	1105	K12TCH1748	Rigorous Academics	A1.3 A-G Completion	306-27
.2 Teacher		LCFF Supplemental	\$12,793.71	1105	K12TCH0402	Rigorous Academics	A1.3 A-G Completion	306-28
.2 Teacher		LCFF Supplemental	\$13,439.03	1105	K12TCH2371	Rigorous Academics	A1.3 A-G Completion	306-29
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2113	Rigorous Academics	A1.3 A-G Completion	306-30
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2270	Rigorous Academics	A1.3 A-G Completion	306-31
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2110	Rigorous Academics	A1.3 A-G Completion	306-32
.2 Teacher		LCFF Supplemental	\$13,641.69	1105	K12TCH2109	Rigorous Academics	A1.3 A-G Completion	306-33
.2 Teacher		LCFF Supplemental	\$13,841.23	1105	K12TCH1061	Rigorous Academics	A1.3 A-G Completion	306-34
.2 Teacher		LCFF Supplemental	\$14,050.79	1105	K12TCH0641	Rigorous Academics	A1.3 A-G Completion	306-35
.2 Teacher		LCFF Supplemental	\$14,131.71	1105	K12TCH1031	Rigorous Academics	A1.3 A-G Completion	306-36
.2 Teacher		LCFF Supplemental	\$14,286.22	1105	K12TCH0554	Rigorous Academics	A1.3 A-G Completion	306-37
.2 Teacher		LCFF Supplemental	\$14,573.30	1105	K12TCH1388	Rigorous Academics	A1.3 A-G Completion	306-38
.2 Teacher		LCFF Supplemental	\$14,850.33	1105	TCHDPT0014	Rigorous Academics	A1.3 A-G Completion	306-39
.2 Teacher		LCFF Supplemental	\$15,442.15	1105	K12TCH0025	Rigorous Academics	A1.3 A-G Completion	306-40
.2 Teacher		LCFF Supplemental	\$15,953.79	1105	TCHDPT0063	Rigorous Academics	A1.3 A-G Completion	306-41
.2 Teacher		LCFF Supplemental	\$16,930.30	1105	K12TCH2093	Rigorous Academics	A1.3 A-G Completion	306-42
.2 Teacher		LCFF Supplemental	\$17,054.67	1105	TCHDPT0032	Rigorous Academics	A1.3 A-G Completion	306-43

.2 Teacher		LCFF Supplemental	\$17,077.27	1105	K12TCH0195	Rigorous Academics	A1.3 A-G Completion	306-44
.2 Teacher		LCFF Supplemental	\$17,671.68	1105	K12TCH2514	Rigorous Academics	A1.3 A-G Completion	306-45
.2 Teacher		LCFF Supplemental	\$18,135.05	1105	K12TCH9999	Rigorous Academics	A1.3 A-G Completion	306-46
.2 Teacher		LCFF Supplemental	\$19,468.19	1105	TCHDPT0068	Rigorous Academics	A1.3 A-G Completion	306-47
.2 for Algebra/Geometry Teacher	All Students	LCFF Supplemental	\$19,567.35	1105	K12TCH0398	Rigorous Academics	A1.3 A-G Completion	306-48
.2 Teacher		LCFF Supplemental	\$20,238.89	1105	K12TCH0131	Rigorous Academics	A1.3 A-G Completion	306-49
.2 Teacher		LCFF Supplemental	\$22,143.58	1105	K12TCH0246	Rigorous Academics	A1.3 A-G Completion	306-50
.4 Teacher		LCFF Supplemental	\$26,197.47	1105	K12TCH1864	Rigorous Academics	A1.3 A-G Completion	306-51
.4 Teacher		LCFF Supplemental	\$26,876.14	1105	K12TCH1386	Rigorous Academics	A1.3 A-G Completion	306-52
.4 Teacher		LCFF Supplemental	\$27,679.58	1105	K12TCH0015	Rigorous Academics	A1.3 A-G Completion	306-53
.4 Teacher		LCFF Supplemental	\$27,680.54	1105	K12TCH0350	Rigorous Academics	A1.3 A-G Completion	306-54
.4 Teacher		LCFF Supplemental	\$32,979.64	1105	K12TCH1152	Rigorous Academics	A1.3 A-G Completion	306-55
1.0 Teacher		LCFF Supplemental	\$45,348.21	1105	TCSTIP0692	Rigorous Academics	A1.3 A-G Completion	306-56
.62 Teacher		LCFF Supplemental	\$48,385.16	1105	K12TCH2116	Rigorous Academics	A1.3 A-G Completion	306-57
.8 FTE for 9th grade teachers to provide STARl English intervention for newcomers.	Long-Term English Learners	LCFF Supplemental	\$49,161.44	1105	K12TCH0444	Comprehensive Student Supports	A2.9 Targeted School Improvement Support	306-58
.8 FTE for 9th grade teachers to provide STARl English intervention for newcomers.	Long-Term English Learners	LCFF Supplemental	\$54,578.26	1105	K12TCH2513	Comprehensive Student Supports	A2.9 Targeted School Improvement Support	306-59
1.0 Teacher		LCFF Supplemental	\$68,447.99	1105	K12TCH2263	Rigorous Academics	A1.3 A-G Completion	306-60
1.0 Teacher		LCFF Supplemental	\$73,639.05	1105	K12TCH2112	Rigorous Academics	A1.3 A-G Completion	306-61
1.0 ELD teacher to provide supports for LTEL students through pullout intervention and support (.2 FTE Supplemental)	English Learners	LCFF Supplemental	\$86,509.04	1105	K12TCH0398	Rigorous Academics	A1.3 A-G Completion	306-62

Instructional Leadership Team (ILT) continues to plan PDs with Literacy Goal and block schedule lesson planning with supports from Engaging Schools. These professional learning opportunities will develop the instructional strategies necessary to implement project based learning.	All Students	LCFF Supplemental		1120	TBD	Rigorous Academics	A1.1 Pathway Programs	306-63
Climate & Culture Team/Teacher Stipend to create systems to support and improve overall climate and culture and reduce suspensions.	All Students	LCFF Supplemental	\$4,953.48	1120		Building the Conditions	A2.2 Social Emotional Learning	306-64
Supplies to support academic acceleration	All Students	LCFF Supplemental	\$255.28	4310			A2.3 Standards-Aligned Learning Materials	306-65
MYP curriculum building. Develop curriculum and materials in order to ensure alignment to MYP standards and integration.	All Students	Measure N	\$12,383.70			Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials	306-66
.6 FTE for MC3 classes to build a Skilled Trades Opportunity to the Green Energy Academy	Low-Income Students	Measure N	\$41,519.36	1105	K12TCH0015	Rigorous Academics	A1.1 Pathway Programs	306-67
1.0 FTE English Teacher to provide reduced class sizes for more intensive supports for the 9th grade to support the Atlas House structure and begin the alignment of Atlas houses to pathways and ensure that the school is right sized for the academies.	All Students	Measure N	\$69,220.54	1105	K12TCH2556	Rigorous Academics	A1.1 Pathway Programs	306-68
.8 FTE for Academy Directors release periods to support the development of the pillars of Linked Learning	Low-Income Students	Measure N	\$93,766.40	1105	various	Building the Conditions	A1.1 Pathway Programs	306-69
.8 FTE for TSA teacher to support interventions withing the Education and Community Health Pathway	Low-Income Students	Measure N	\$56,047.74	1119	C10TSA0217	Rigorous Academics	A1.1 Pathway Programs	306-70
8 meetings for Freshman-Pathway Integration Committee--team will develop a model for integrating pathways into the Atlas House. Consisting one rep from each Atlas House and one rep from each pathway (after school / weekend meetings). Each pathway will adopt one Atlas House in 2018-19 SY	Low-Performing Students	Measure N	\$1,670.00	1120		Building the Conditions	A1.1 Pathway Programs	306-71
Stipend for coordination of FASA implementation, dual enrollement, and on track for graduation for Pathway students for counselor during peak seasons	All Students	Measure N	\$12,383.70	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers	306-72
Stipends for teacher for week of summer planning time for MYP for 9th grade teachers and 10th grade pathway teachers to integrate the 9th grade houses to pathways	All Students	Measure N	\$15,279.00	1120	N/A	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	306-73

Special Education Inclusion Program alignment into pathways through intentional creation of modified curriculum, planning/collaboration time for teachers.	Students with Disabilities	Measure N	\$24,767.40	1120		Building the Conditions	A1.1 Pathway Programs	306-74
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$34,328.38	1305	10APRH9999	Comprehensive Student Supports	A1.1 Pathway Programs	306-75
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$35,096.25	1305	10APRH0008	Comprehensive Student Supports	A1.1 Pathway Programs	306-76
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$35,420.09	1305	10APRH0087	Comprehensive Student Supports	A1.1 Pathway Programs	306-77
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway (4 assistant principals --> one for each grade-level)	All Students	Measure N	\$38,604.11	1305	10APRH0058	Comprehensive Student Supports	A1.1 Pathway Programs	306-78
1.0 FTE for WBL Liaison to support pathways to develop work based learning experiences for students.	All Students	Measure N	\$95,033.74	2205	STLWBL0002	Work-Based Learning	A1.1 Pathway Programs	306-79
1 Case Manager to ensure each pathway has a Case Management support person	All Students	Measure N	\$102,795.19	2405	24CSEM9999	Comprehensive Student Supports	A1.1 Pathway Programs	306-80
Marketing Materials for 50 guests / sites (Pens/cardstock glossy thank you notes/etc.) so that we can continue to build industry partnerships for student exposure opportunities.	n/a	Measure N	\$100.00	4310		Work-Based Learning	A1.1 Pathway Programs	306-81
Host application, resume, cover letter, and mock interview support each marking period. Services lead by pathway partners, Alumni, school community partners, and parents. So that students qualify for summer internships and school year internships	All Students	Measure N	\$400.00	4310		Work-Based Learning	A2.9 Targeted School Improvement Support	306-82
Supplies for Dual Enrollment courses including text books and materials to support pathway students, GATE students, and students seeking early college credit.	All Students	Measure N	\$15,000.00	4310	N/A	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	306-83
MYP 10th grade testing fees to ensure that each 10th grade academy class qualifies for Middle Years Programming and can support the school to become IB-Career School.	All Students	Measure N	\$15,000.00	4310		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	306-84
Provide refreshments for panel of 5 guest speakers (quarterly x 4) so that students can be exposed to industry trends and the future of the labor market	n/a	Measure N	\$400.00	4311		Work-Based Learning	A1.1 Pathway Programs	306-85
Allocation to 9th grade Houses to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$15,000.00	4399		Building the Conditions	A1.1 Pathway Programs	306-86

Allocation to Green Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs	306-87
Allocation to Computer Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs	306-88
Allocation to Education and Community Health Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs	306-89
Allocation to Skyline Visual and Performing Arts Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Low-Income Students	Measure N	\$22,750.00	4399		Building the Conditions	A1.1 Pathway Programs	306-90
Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students.	Low-Performing Students	Measure N	\$35,000.00	4399		Comprehensive Student Supports	A1.5 Summer Learning	306-91
Allocation to each pathway depending on Master Schedule needs to ensure that each pathway has equitable allocation of funding given the various different funding that is available to the pathways. See pathway budgets	All Students	Measure N	\$154,255.00	4399		Building the Conditions	A1.1 Pathway Programs	306-92
Computers for integration into the 9th grade classes into each of the pathways that will prepare students for the OUSD graduate capstone. Each Atlas house will have 1 chromebook cart that is allocated to the pathway for the pre-pathway projects to give students exposure to the 4 pathways at the school.	Low-Performing Students	Measure N	\$50,000.00	4420		Building the Conditions	A2.3 Standards-Aligned Learning Materials	306-93
Travel costs to visit other schools that have Linked Learning pathways and alternative bell schedules to support the move to the block schedule.	All Students	Measure N	\$15,000.00	5220		Building the Conditions	A1.1 Pathway Programs	306-94
Training and implementation of introductory global context project-based learning practices into the 9th grade curriculum, so the 9th grade students have a smoother transition into pathways during their 10th grade year. Needs: training and time to plan AND connection to MYP/IB, so it does not feel like they are implementing two NEW separate practices.	All Students	Measure N	\$21,000.00	5220	N/A	Rigorous Academics	A1.3 A-G Completion	306-95
10 Grade MYP Training MYP conference attendance, registration, travel and lodging	All Students	Measure N	\$35,000.00	5220		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials	306-96

9th and 10th Grade MYP training. MYP conference attendance, registration, travel and lodging to support teachers to developing integrated units and projects that incorporate rigorous standards and prepare students for the Linked Learning Pathways (2018-19 two teachers per Pathway--one CTE and one ELA) = 8 teachers	All Students	Measure N	\$40,929.60	5520	TBD	Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	306-97
.5 FTE Pathway Coach (Supported by Central Funds) to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focus on the instructional core and Linked Learning	All Students	Measure N	\$65,000.00	5708	NH0-459	Building the Conditions	A1.1 Pathway Programs	306-98
Additional Counselor to support a 1:1 pathway ratio of counseling services (5 counselors --> one for each pathway and one for Atlas).	All Students	Measure N	\$102,899.00	5732		Comprehensive Student Supports	A1.3 A-G Completion	306-99
.4 FTE implementation of OneGoal curriculum to address the needs of foster youth and homeless youth to give them access to college and career readiness curriculum	Foster Youth	Measure N		5733		Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy	306-100
Mental Health Interns that are aligned to provide supports for 9th grade and pathway students and homeless youth.	Low-Performing Students	Measure N	\$36,000.00	5739		Comprehensive Student Supports	A1.1 Pathway Programs	306-101
MYP Coordinator monitors application process and ensures certification checkpoints are met (curriculum, unit plans, student work samples, etc) while also aiding with transition of 9th grade MYP students to Pathways in 10th grade year. Work with pathway directors and coaches to ensure CTE courses and teachers are MYP aligned. Communicates with families and communities Skyline serves.	All Students	Measure N	\$10,000.00	5825		Building the Conditions	A1.1 Pathway Programs	306-102
Professional development for the staff as the school moves to block scheduling to support integrated projects and improved instructional quality in pathways.	Low-Income Students	Measure N	\$35,000.00	5825	N/A	Rigorous Academics	A1.1 Pathway Programs	306-103
Career Technical Education coaching and administrative coaching in order to build the capacity of the administrative team to create overall structures to support administrative alignment to the pathway program including work based learning opportunities, counseling, and administrative alignment to the 4 pathways and Atlas Houses at Skyline. The CTE coaching will support educator pipelines with local middle and elementary schools.	African American Students	Measure N	\$45,000.00	5825		Building the Conditions	A1.1 Pathway Programs	306-104

Buses for WBL events, CEV's or CTE Open Houses at Peralta that are open to all students so that students are able to learn about the career, programs and opportunities available for students at Peralta community colleges	All Students	Measure N	\$3,200.00	5826		Work-Based Learning	A1.1 Pathway Programs	306-105
WBL opprtunities in the 9th grade houses to raise awareness about the pathway options in the 10th grade. WBL Liaison, Pathway Coach and TSA English coach to help build 9th grade WBL awareness opportunities through career fair	All Students	None				Work-Based Learning	A2.9 Targeted School Improvement Support	306-106
Coaching for our Instructional Teacher Leader /ELA Coach, no funding necessary as long as the district office can provide this training support around whole school supports and leading teams to integrate the MYP/Graduate Capstone and increasing text complexity and writing with evidence across the curriculum.	All Students	Other			N/A	Building the Conditions	A2.4 Teacher Recruitment & Retention	306-107
Outside Work Experience integrated into Academy Director role to provide support and academic credit for school year employment and internships	All Students	Other				Work-Based Learning	A2.9 Targeted School Improvement Support	306-108
Organize 9th grade career day that is integrated into the Atlas houses so that each 9th grade student is exposed to careers for each pathway.	All Students	Other				Work-Based Learning	A2.10 Extended Time for Teachers	306-109
Staff incentives for demonstrating a commitment to developing the climate and culture initiative	All Students	PTO/PTA	\$5,000.00			Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	306-110
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$11,696.62	1105	K12TCH2115		A2.9 Targeted School Improvement Support	306-111
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$13,424.69	1105	K12TCH2515			306-112
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$13,644.56	1105	K12TCH2513			306-113
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$15,953.79	1105	TCHDPT0062			306-114

.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$15,996.03	1105	K12TCH1944			306-115
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$17,077.27	1105	K12TCH2182			306-116
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$19,137.50	1105	K12TCH0246			306-117
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Low-Income Students	Title I: Basic	\$23,312.02	1105	K12TCH0246			306-118
English TSA to provide supports and interventions and supports and coaching for ELA teachers to imlement the school's literacy strategies.	Low-Income Students	Title I: Basic	\$92,224.94	1119	C12TSA9999	Rigorous Academics	A3.2 Reading Intervention	306-119
Supplies for Title 1 students and support materials and text for homeless youth	n/a	Title I: Basic	\$4,793.13	4310	N/A	Rigorous Academics	A1.1 Pathway Programs	306-120
AAMA Facilitator to support the kings and provides schoolwide support for African American males.	African American Students	Title I: Basic	\$91,963.80	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning	306-121
Surplus	Low-Income Students	Title I: Parent Participation	\$7,851.06	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	306-122



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Skyline High School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

SSC meets monthly during the 2nd Tuesday of the month at 5:00 pm in Skyline's library. We invite all community members to participate and provide input and feedback. While only SSC members can vote, feedback is welcomed by all.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

We have various parent meetings throughout the month. PTSA meets quarterly at 6:00 pm, SSC meets monthly at 5:00 pm, and we have several volunteer opportunities throughout the school days and some weekends.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Our notices for SSC go out in our weekly electronic newsletters as well as announced on our electronic sign in from of the school. Notice and agenda are also posted in the main office and on the doors leading into the Administration Building.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Title 1 funds and programs are discussed monthly at our SSC meetings. Notes are made public by filing all documents and minutes in our SSC Binder located in the main office.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Teachers administer many assessments throughout the year. Scores are sent home with students, as well as posted electronically through google classroom and on AERIES. During registration, each family is encouraged to set their AERIES access. WE have personnel available to walk families through this process and train families on how to access the system.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

parents are always encouraged to meet with administration or teachers regarding their child's education. As Skyline moves to wall to wall Pathways with Atlas houses embedded, we will have a counselor and an administrator assigned for each Pathway and Atlas house. This way each student and their family will have the same counselor and administrator for at least 3 years.

School-Parent Compact

(Name of school) Skyline High School :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Skyline High School :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Each parent/ guardian is encouraged to use the AERIES portal to access their students progress. Several times a year teachers reach out to families when students are in danger of failing or are performing below standards.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

Students who are struggling academically are identified in pathway teams who will contact parents/ guardians.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

Each teacher is given a daily collaboration period to collaborate with colleagues on how to support students who are struggling academically. Often times collaboration happens within Pathways or Atlas Houses so teachers who share the same students can work together in providing a support plan. Teachers will reach out to families on how they can collaborate to support their student.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Administrators will integrate the Title1 Program during all school activities and community meetings to encourage and support parents in becoming partners with the school site in supporting their students.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

communication will be in both English and Spanish

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

The school site can provide Spanish translation at parent/ community meetings.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)


With enough notice Skyline will contact OUSD translation services department to help provide translation, both spoken and written, in the various languages needed for parents.



Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Skyline High School School Site Council on (Date) October 15, 2016 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Skyline High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

10/15/16

(Date)

Skyline High School
School Name

Secondary School Compact 2017-2018

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this 30 day of May, 2010.



2017-2018
School Site Council Membership Roster – High School

School Name: Skyline High School

Chairperson : Christopher Scheer
Vice Chairperson: Ruby Habeebullah
Secretary: Harley Litzelman

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Nancy Bloom	X				
Christopher Scheer		X			
Harley Litzelman		X			
Joseph Usrey		X			
Eve Hyman		X			
Yesenia Alamillo			X		
Jonathan Piper					X
Khoi Nguyen					X
Nadia Brooks					X
Antelma Juarez				X	
Ruby Habeebullah				X	
Lori Alexander Washington				X	

Meeting Schedule (day/month/time)	every 3rd Thursday of the month at 4 pm
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SSC Legal Requirements: (Ed. Code 52852)

- Members **MUST** be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be an equal number of students and parent/community members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
3-Parent /Community
3-Students