

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahyoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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 annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Schoolwide Plan
- 21<sup>st</sup> Century After School Programs

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Skyline High School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Skyline High School  
**CDS Code:** 1612590137943  
**Principal:** Vinnie Blye  
**Date of this revision:** 6/10/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

**Contact:** Vinnie Blye

**Position:** Principal

**Address:** 12250 Skyline Blvd.  
Oakland, CA 94619

**Telephone:** 510-482-7109

**Email:** [vinnie.blye@ousd.org](mailto:vinnie.blye@ousd.org)

*The District Governing Board approved this revision of the SPSA on:*

6/22/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

**2016-2017 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 checked="" type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |  |

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: 3/10/2016

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|---|

**Signatures:**

Vinnie Blye		5/31/2016
Print name of School Principal	Signature	Date
Vinnie Blye		5/31/2016
Print name of SSC Chairperson	Signature	Date
Preston Thomas		5-26-16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		5-31-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

## SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

**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 SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
8-19-15 to 8-20-15	Staff and Faculty	Buy Back Day and Focused Areas shared with staff and faculty.
9/10/2015	ILT and Teacher Leaders	Met with ILT members to discuss Skyline's SPSA Goals and Objectives.
9/25/2015	SSC Members	Met with SSC members to discuss SPSA Goals and Objectives.
11/5/2015	SSC Members	Reviewed site budget, school goals, priorities and focused areas for 2016-17.
11/10/2015	PTSA and Parents	Met with PTSA members to discuss how we are spending our funds to support academic achievement.
12/3/2015	SSC Members	Reviewed site budget, school goals, priorities and focused areas for 2016-17.
12/16/2015	Administrative Team	Reviewed the SPSA budget and conducted a root cause-analysis.
1/14/2016	ILT and Teacher Leaders	Reviewed the SPSA budget and conducted a root cause-analysis.
2/11/2016	After-school Program Director	Reviewed the 2015-16 21st Century budget and conducted a root cause-analysis to determine how to improve access to our after-school programs.
3/10/2016	SSC Members	Reviewed site budget, school goals, priorities and focused areas for 2016-17.
3/25/2016	Pathway Teachers & Leaders	Reviewed the Measure N proposal, conducted a root cause analysis and identified action items.
4/14/2016	SSC Members	Reviewed site budget, school goals, priorities and focused areas for 2016-17.

5/12/2016	SSC Members	Reviewed site budget, school goals, priorities and focused areas for 2016-17.
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**2016-2017 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 ... <b>General Purpose Discretionary #0000</b>	\$522,575.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$809,608.28	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$1,332,183.28</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$280,498.06	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$7,190.27	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$249,732.98	TBD
<b>TOTAL:</b>	<b>\$537,421.31</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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Skyline High school serves 1788 students 37% Latino, 32% African American, and 15% Asian, and 7% White students in grades 9 through 12. We believe a quality school must support students both emotionally and academically and we are committed to do both at high levels. We seek to engage students in rigorous academics and high-quality enrichment activities that develop their academic skills, creative talents, and civic values which prepares students for success in college and career.

### School Mission and Vision

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#### Vision

Our Vision for Skyline is that:

All members of the Skyline community will work cooperatively, and communicate respectfully in a peaceful, safe and clean environment

All Skyline students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential.

All Skyline students will graduate with transferable skills in academic, vocational, and social development for college, quality jobs, or career education.

#### 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.

#### Expected 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

Be able to work in teams and to value diversity.

Embrace a healthy and fit lifestyle.

Find joy in learning

## School Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	52.9%	47.1%		14.2%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		15.4%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	31.6%	0.7%	16.5%	39.6%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	1.4%	1.6%	6.7%	1.0%

## SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
<p>Academic Strengths:</p> <ul style="list-style-type: none"> <li>-There has been an increase in our non-pathway student GPA's.</li> <li>-Pathway students have the highest overall GPA.</li> <li>-The number of students performing "multiple grades behind" is decreasing.</li> <li>- About 4% of students are experiencing more than 1 year's growth on the SRI.</li> <li>-Daily Collaboration is built into the master schedule for teachers.</li> </ul>	<p>Academic Challenges:</p> <ul style="list-style-type: none"> <li>-The cohort graduation rate for 2014 is 69%</li> <li>-The opportunity gap between Pathways and non pathways is growing.</li> <li>-39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores.</li> <li>-African American students are enrolled in Pathways as the lowest overall ethnic group.</li> </ul>	<p>Root causes for graduation stem from low academic performance (not having the necessary prerequisite skills entering HS), attendance issues, and outside stressors.</p>

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
<p>-Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements.</p> <p>-2yr Pathway retention rates have increased by over 13% for the 2015 school year.</p> <p>-6% increase in all students earning an A in their core classes.</p>	<p>-Fewer students are taking 3 or more AP classes.</p> <p>-The overall enrollement in students taking AP classes is decreasing.</p>	<p>Students who have a difficult time with HS academics, may not have the skills needed for college success. Skyline has failed to develop and implement systems to analyze formative and summative assements that support implementation of research based strategies to support targeted student needs in all of the core subject areas.</p>

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
<p>Climate &amp; Culture Strengths:</p> <p>-Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report.</p> <p>-Based on the 2015 CHKS students fell safer at school.</p> <p>-3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015.</p> <p>-2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.</p>	<p>Climate &amp; Culture Challenges:</p> <p>-Juvenile detention rates are the highest in grade 10.</p> <p>-Suspension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year.</p> <p>-African American students received 38% of the school suspensions.</p> <p>-Latino students recieved 40% of the school suspension.</p> <p>-Based upon 2015 CHKS 25% feel they are treated fairly by their teachers.</p> <p>-There was a 15% teacher turnover rate for the school year ending in 2015.</p>	<p>Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.</p>

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
<p>Rigorous Academics Strengths:</p> <p>-6.5% Growth of Students being enrolled in A-G courses.</p> <p>-More students are performing "at grade level" based upon SRI data.</p> <p>-100% inclusion of SDC students into pathways.</p>	<p>-African Americian students are the lowest performing ethnic group based upon their enrollement in A-G courses.</p> <p>-The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices.</p> <p>-The overall number of students enrolled in Pathways decreased by 2.2% in 2015.</p>	<p>Skyline has failed to develop a cohesive instructional and curricular program that supports the knowledge and skills needed for student success. The instructional focus needs to be grounded in common core standards and involve the components of effective daily lesson planning. Furthermore, the school has failed to develop systems to monitor progress towards meeting targeted academic goals in all core subject areas.</p>



# SCHOOL GOALS, TARGETS & THEORY OF ACTION

## Schoolwide WASC Multi-Year Goals

- Ensure that all 9th grade students master basic Algebra I concepts. (Related to LCAP Goal 2: Students are proficient in state academic standards.)
- Ensure that all students improve reading and writing skills by (Related to LCAP Goal 3: Students are reading at or above grade level.)
- Ensure all Skyline students have social, emotional, and health supports. (Related to LCAP Goal 5: Students are engaged in school everyday.)

## Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	1: Graduates are college and career ready.	1: Graduates are college and career ready.
<b>Post-Secondary Readiness:</b>	--Increase the grade 10-12 AP course participation rate by 25 or more percentage points. --100% of all students in grades 9 through 12 will complete a web-based College and Career plan. --100% of all students in grades 9 through 12 will login to their web-based account and update relevant information at least 4 times each school year.	1: Graduates are college and career ready.	3: Students are reading at or above grade level.
<b>Climate and Culture:</b>	Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.	5: Students are engaged in school everyday.	1: Graduates are college and career ready.
<b>Rigorous Academics:</b>	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson planning, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	2: Students are proficient in state academic standards.	1: Graduates are college and career ready.

## Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Graduation Rate	All Students		15.5%	16.5%	1: Graduates are college and career ready.
<b>Post-Secondary Readiness:</b>	A-G Completion	All Students				A-G Completion
<b>Climate and Culture:</b>	Attendance Rate	Low- Income Students				Culture/Climate: Student
<b>Rigorous Academics:</b>	Concurrent Enrollment	All Students				AP Course Performance

## School Theory of Action

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Through the work of our Measure N design committees we seek to integrate a 3 Year Implementation Plan that seeks to:

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

The plan will include structures that support building a master schedule that is aligned to linked learning best practices, supports students academic and social-emotional learning needs. Furthermore, we seek to increase college and career awareness/readiness in all grades. Our plan will be primarily driven by our 4 Career Pathways and will require a restructuring of our current facilities layout. We seek to build a school environment where each one of Career Pathways have their own contiguous space. The plan seeks to spend Measure N funds on the following:

1. Each Pathway will hire a TSA to support an intensive academic acceleration program (4.0 FTE's)
2. Hire an onsite Computer Technician II to support instructional technology at the school (1.0 FTE)
3. Match funds to purchase another full-time counselor to support students being college, career and community ready. (0.55 FTE)

## SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Instructional Improvement Strategy:</b>	Increase the overall participation and engagement of teachers in Skyline professional learning program.	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson planning, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Culture &amp; Climate Improvement Strategy:</b>	Continue to build out our PBIS and RJ practices to support student engagement.	Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.	Personalized Student Support	Personalized Student Support
<b>Pathway Development/ Implementation Strategy:</b>	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	-Increase the A-G completion rate with a C or better by 10 or more percentage points. -Cohort graduation rates will increase by 10% or more. -Reclassify 10% of our English Language Learners.	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
<b>New or Emerging Design Feature #1:</b>	Implementation of Facilitative Leadership professional learning strategies to support administrators and teacher leaders.	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson planning, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

<p><b>New or Emerging Design Feature #2:</b></p>	<p>Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.</p>	<p>-Increase the A-G completion rate with a C or better by 10 or more percentage points.  -Cohort graduation rates will increase by 10% or more.  -Reclassify 10% of our English Language Learners.</p>	<p>Personalized Student Support</p>	<p>Program of Study &amp; Master Scheduling</p>
<p><b>New or Emerging Design Feature #3:</b></p>	<p>AVID for all 9th grade students</p>	<p>-Increase the A-G completion rate with a C or better by 10 or more percentage points.  -Cohort graduation rates will increase by 10% or more.  -Reclassify 10% of our English Language Learners.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Equity/Access/Achievement</p>
<p><b>Established Signature Element #1:</b></p>	<p>Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.</p>	<p>Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration.</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>	<p>Personalized Student Support</p>
<p><b>Established Signature Element #2:</b></p>	<p>The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.</p>	<p>-Increase the A-G completion rate with a C or better by 10 or more percentage points.  -Cohort graduation rates will increase by 10% or more.  -Reclassify 10% of our English Language Learners.</p>	<p>Program of Study &amp; Master Scheduling</p>	<p>School Leadership &amp; School Vision</p>

<p><b>Established Signature Element #3:</b></p>	<p>Common planning time and PD support for teachers built into the regular school day through the master schedule to support all teachers to participate in staff retreats; receive support from curriculum coaches; 45 minutes weekly Communities of Practice curriculum tuning; 45 minutes weekly team meeting (student case management and logistics); 90 min monthly staff meeting; release days to observe classrooms and plan next unit with planning partner.</p>	<p>To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson planning, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).</p>	<p>Program of Study &amp; Master Scheduling</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
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## SCHOOLWIDE PRACTICES

### Select Key Practices:

- Create a comprehensive system of college/career support and ensure all key activities are executed at each grade level with fidelity, college admissions and persistence rates will increase, more students will be empowered around postsecondary choice, more students will be involved in college and career experiences, etc.
- Purchase textbooks to support 9th grade Sociology class.
- Create an on-site teacher induction program to support new Skyline teachers through regular coaching support in order to support their ability to deliver instruction and manage their learning environment. This is an important strategy to address teacher turnover, including of more veteran teachers who would also be asked to help lead and support the teacher group.
- Implementation of an International Baccalaureate Program to support a schoolwide student achievement.
- Teachers learn: 1) a range of research-based instructional strategies, core practices, protocols, and procedures for engaging all learners; 2) ways to organize and manage their classes for student success; and 3) how to implement a preventative, problem-solving, and restorative approach to discipline.
- Students learn: 1) core habits of learning, academic mindsets, and learning strategies; 2) ways to set goals, assess their own progress, and persist in difficult tasks; and 3) how to develop authentic strategies to tackle the heightened demands of the Common Core State Standards and master complex academic content.
- Develop and broker WBL activities for SPED students that can be performed on campus.
- Build a successful Dual Enrollment program
- Give rising 9th graders an SEL and academic experience before they enter HS. Orient them to the campus, to a cohort of peers, to a teacher or two, and to the high school "way."
- Students must recover credit to graduate on time, and/or stay a-g compliant

## PATHWAYS AT SKYLINE HIGH SCHOOL

Skyline High School is home to four pathways:

- Computer Science & Tech
- Education
- Visual and Performing Arts
- Renewable Energy and Environmental Technology

## About the Computer Science & Tech Pathway

### Pathway Description

Our vision is to help students become responsible adults who can use technology to improve both their lives and the lives of others. We combine career training with college preparation. There is an emphasis on academic rigor, math and science content, cross curricular activities, and writing for a larger audience as a means to reinforce language arts skills.

### Pathway Mission and Vision

This pathway is for students who are interested in Computer Technology and all its possibilities. Students will learn about coding, digital art, animation, game design, web design, film production, audio/video technology and Computer Science. Classes emphasize hands-on projects using the latest interactive technology. We are partnered with Berkeley City College so students can receive college credit while taking high school courses.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	68.0%	32.0%		15.5%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		17.0%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	23.5%	0.5%	17.0%	47.0%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	2.5%	1.0%	7.5%	0.5%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
The students have an extraordinary focus in their career pathway, with high levels of diversity. Our graduation rate is 81%, significantly better than the schoolwide rate of 69%.	Approximately 11% of our students do not graduate. Although this is better than the 21% rate for the school as a whole, it is a significant challenge for us.	Insufficient early intervention strategies in place.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
We have a solid partnership relationship with Berkeley City College, and many Computer Academy students transition directly from Skyline to BCC.	40% of students are getting D's or F's in a core A-G class.	Insufficient academic support systems (tutoring) and early intervention strategies in place.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
We devote time in our academy to team building and group cohesion through a variety of activities, field trips, and special programs. Our suspension rate is only 2.5% versus the 6.6% rate for the school.	Even though our suspension rate is only 2.5%, we would like to get that down to zero.	Restorative Justice systems need to be more deeply implemented. A dedicated counselor will become part of the ongoing conversations, planning, professional development, and collaboration with partners related to the pathway theme and the pathway student learning outcomes. The pathway community of practice might consider scheduling regular parent/counselor/student meetings to review plans and student progress.

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Computer Academy has a higher rate of African American students (23%) enrolled in AP courses than the school as a whole (20%), and Computer Academy has a high AP test pass rate (36%) than the school as a whole (34%).	Only 20% of Computer Academy Seniors have a GPA over 3.5, which may limit their options after high school.	Insufficient academic support systems (tutoring) and early intervention strategies in place.

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

## Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Comp Acad will reach >85% graduation rate during 2016-17 school year	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	Enroll Skyline students in 9-14 ICT/DM pathway courses, including 10th grade hybrid courses, high-school site dual enrollment courses, and BCC dual enrollment courses (please see course map)	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building Enhance classroom engagement through implementation of SEL	5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	Collaborative development and implementation of curricular, pedagogical, and policy changes needed to align (through methods such as dual enrollment and accommodation in the HS master schedule) Skyline High School's existing and developing curriculum with BCC's Multimedia Arts and Computer Science curriculum, including the development of a 9th grade ICT/DM survey course introducing Skyline students to ICT/DM pathway career and college opportunities.	1: Graduates are college and career ready.	

## Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Graduation Rate	All Students				
<b>Post-Secondary Readiness:</b>	Concurrent Enrollment	All Students				
<b>Climate and Culture:</b>	Culture/Climate: Student	All Students				
<b>Rigorous Academics:</b>	On Track to Graduate	All Students				

## Pathway Theory of Action

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We are building out our pathway by expanding both our numbers of new students, and expanding the course offerings to include an emphasis on both Computer Science and Multimedia. We want to build in a system for students to be able to closely monitor and reflect on their individual progress through early interventions and academic support systems. The primary goal of the Computer Technology Pathway is to combine academic excellence with technical aptitude, thus empowering students to be successful in our modern, information-based global economy and community. By design, the students will see themselves as “college bound” and “on a career pathway” from the moment they begin 9th grade. Along with core subjects, students will develop strong technical, design, and communication skills, and will graduate with the professional certifications and workplace experience necessary to give them a competitive edge in tomorrow’s IT employment marketplace.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	We plan to increase our number of integrated projects to at least one project per semester per grade level, incorporating collaboration between Skyline and BCC teachers.	Collaborative development and implementation of curricular, pedagogical, and policy changes needed to align (through methods such as dual enrollment and accommodation in the HS master schedule) Skyline High School’s existing and developing curriculum with BCC’s Multimedia Arts and Computer Science curriculum, including the development of a 9th grade ICT/DM survey course introducing Skyline students to ICT/DM pathway career and college opportunities.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>New or Emerging Pathway Design Feature #1:</b>	We are piloting a senior project and would like to add an advisor (0.2 FTE) that meets with seniors and helps guide them to successful completion.		Program of Study & Master Scheduling	
<b>New or Emerging Pathway Design Feature #2:</b>	We plan to add additional courses that incorporate the concurrent / dual enrollment opportunities at Berkeley City.		Program of Study & Master Scheduling	
<b>New or Emerging Pathway Design Feature #3:</b>	Increase individual student support through a TSA and/or .2 FTE (Work Based Learning, BCC Liaison, etc.)		Personalized Student Support	Work-Based Learning
<b>Established Pathway Signature Element #1:</b>	Whole team and grade level collaboration with an emphasis on integrated cross curricular projects.		Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/Achievement

<b>Established Pathway Signature Element #2:</b>	Student interventions will be improved through individual student support and grade-level support teams.		Personalized Student Support	Equity/Access/Achievement
<b>Established Pathway Signature Element #3:</b>	Early college credit		Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions

## PATHWAY KEY PRACTICES

### *Select Key Practices:*

- Collaboration for the whole team.
- Concurrent enrollment.
- Grade level intervention Specialist Position.
- Using Google classroom.
- Visiting Artist program.
- Increased usage of cross-curricular projects.
- Increased use of SEL strategies in all classrooms (school-wide funds)
- Increased use of RJ practices in all classrooms (school-wide funds)
- Professional Development that is Pathway specific (outside training/conferences). \$6,000 per year.
- Graduate Capstone guidance teacher of record



## About the Education Pathway

### Pathway Description

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The Education & Community Health Academy at Skyline High School is a 3-year program that prepares students to grapple with some of the most pressing issues in education including educational rights, food justice, and gender studies. Students explore careers dedicated to improving the lives of young people: teachers, school psychologists, educational researchers and activists, administrators, coaches, social workers, health educators. A curricular focus throughout our program is health, with project-based learning on topics such as adolescent brain development, drug use and abuse, nutrition, and sex education.

We would like to create a second strand of courses in our Academy which focuses even more on community health. The new strand would share the 11th Grade CTE course Educational Psychology, and the projects and areas of study across the expanded Academy will all have deep and meaningful ties to the overall theme of building a healthy community by learning from and teaching each other. Students in this Community Health strand will explore careers such as nursing, medicine, kinesiology, health care management, public health law, and bioethics.

### Pathway Mission and Vision

In the Education & Community Health Pathway, you will analyze some of the most pressing issues in education and community health, while explore careers dedicated to transforming the lives of young people: health care professionals, teachers, school psychologists, educational researchers and activists, administrators, coaches, social workers. Students will graduate from this pathway proficient in public speaking, research skills, and interpersonal communication as well as knowledgeable about social justice and community health issues.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	26.5%	73.5%		9.3%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		13.2%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	32.5%	0.7%	14.6%	40.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.0%	2.0%	7.3%	1.3%

### PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

#### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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<p>Many students who remain through senior year are on track to graduate. Our SDC and RSP students are particularly well supported due to our strong collaboration with their case managers. Our graduation rate for 2014-2015 is 91.5%, 23.5% higher than Skyline at large.</p>	<p>Attrition to continuation schools needs to be reduced. Too many seniors and juniors transfer to continuation schools therefore targeted support and interventions during sophomore year is critical to keeping students on track to remain with their cohort and leave Skyline with a diploma.</p>	<p>Root causes of student attrition are family challenges, social distractions, truancy, mental and physical health, displacement to other cities, due to high cost of living, economic struggles forcing students to work after school, and students falling behind in credits due to poor achievement. Campus is challenging for students to find transportation to. Student culture on campus distracts certain students from getting to class--their are many temptations on campus that motivate students to cut and distract from achievement.</p>
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**Post-Secondary Readiness:**

Performance Strengths	Performance Challenges	Root Causes
<p>We have had an increase from 2014-2015 in acceptance to four year institutions for 2014-2015. Last year we only had about 5 students gain admittance to a 4 year institution. 50% of our senior cohort reports receiving acceptance letters from 4 year institutions, from institutions such as Stanford, Greensborough College, CSULA, CSULB, UCSC, Clark Atlanta, SJSU, UCSD, CSU Stanislaus, CSUEB, SFSU, Sacramento State, Seton Hall, Northern Arizona State, Iowa State, Wiley, Payne, Chico State, Tuskegee, CSU Channel Islands, Hawaii Pacific, Mills, St Mary's, Holy Names, and Idaho State. The other half of our students reporting plans to enroll in either vocational/technical programs like Bay EMT or Peralta Schools or other community college program. All students report a post secondary readiness plan when asked. Students will visit Berkeley City College to receive orientation, registration, enrollment, and other services on 4/26/16.</p>	<p>A number of talented brilliant seniors are unable to attend 4 year institutions due to poor or inconsistent academic performance, traumatic experiences, mental and physical health challenges, family challenges, and other social difficulties earlier in their high school career. Many seniors were unable to make up for a lost year or too and will begin their college career at a JC, despite academic skills and talents.</p>	<p>Root causes of this challenge include family challenges, social distractions, truancy, mental and physical health, displacement to other cities, due to high cost of living, economic struggles forcing students to work after school, and students falling behind in credits due to poor achievement. Campus is challenging for students to find transportation to. Student culture on campus distracts certain students from getting to class--their are many temptations on campus that motivate students to cut and distract from achievement. Many students are 1st generation college bound and lack support at home to motivate them and navigate them towards college. Teachers are beyond capacity in being able to support students with this.</p>

**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
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<p>Each teacher spends one week on culture and community building each year. Grade level field trips to Pacific Leadership Institute and an end of the year pathway BBQ/ senior celebration at Planck contribute to positive culture and community among staff and students. Students generally are happy and prideful of their community and look after one another. Teachers and students go to each other for help and resources. Most students are interested in education, human services, psychology, and health fields. Teachers have conducted observations of each others classrooms and are currently collaborating in grade level interdisciplinary projects.</p>	<p>Education pathway classes tend to be louder than other cohorts on campus as our students are exceptionally social and their is a strong sense of community in cohorts. Students sometimes develop negative cohort cultures that can be difficult to dismantle. It can be difficult at times to attain one mic in certain cohort groups. High teacher turnover makes maintaining a consistant climate and culture a challenge in our collaboration group. The need to substitute, scheduling meetings with coaches, and teacher attendance represent challenges to achieving objectives during collaboration period on certain dates.</p>	<p>High teacher turnover makes maintaining a consistant climate and culture a challenge in our collaboration group. The need to substitute, scheduling meetings with coaches, and teacher attendance represent challenges to achieving objectives during collaboration period on certain dates to plan interventions for student behavior and achievement which can lead to increased management difficulties when small problems are not met at their root. Student need consistent teachers who can build trust and work together to create a consistant community culture with similar expectations with academics and classroom culture.</p>
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**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
<p>Students in our pathway by and large are masters at giving presentations and are excellent group collaborators. They thrive in social learning activities and group tasks. They are reliable and excel when given increased responsibilities particularly those that relate to the general welfare of other people. Our students are passionate about and easily engaged when learning about social justice and inequities. They are creative problem solvers and have unique perspectives, but are culturally competent and skilled at cross-cultural communication.</p>	<p>Some of our pathway students have little experience working with technology at home or in past school environments and therefore have room to grow in their technology skills. Many students struggle in math and world languages especially. many of our students enter the pathway already behind in credit and some are unable to complete ECCO internship due to the need to take summer school junior year. Attrition between sophomoe and senior year contributes to a diminished cohort in 12th grade classes. It is apparent that students struggling at the beginning of sophomore year will need targeted support to turn around their academic performance and achieve their high school diploma. Teacher scaffolding and differentiation as well as individualized student support and interventions will be critical to support the students in danger of not graduating. We are working with our collaboration group to identify common scaffolds and work towards implementing them.</p>	<p>Students learn negative culture in middle schools and it takes several years to unlearn behaviors. Freshman year is often a lost year for students. They enter the pathway ready to turn around but often struggle to make up for lost time.</p>

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Reduce attrition to continuation schools by 20% by 2017-2018.	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	20% of students will have taken a concurrent enrollment course upon graduation, leaving Skyline with college credit and experience with college level instruction.	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	Our climate and culture goal is to create collegial and collaborative team culture with open and honest conversations among adults who are committed to improving their instructional practice. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels.	1: Graduates are college and career ready.	
<b>Rigorous Academics:</b>	Students will participate in one grade level interdisciplinary cross curricular project each year culminating in senior capstone in which students will demonstrate mastery of skills related to field research, oral presentation, and research writing.	1: Graduates are college and career ready.	

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	On Track to Graduate	All Students				Percent of Students Leaving
<b>Post-Secondary Readiness:</b>	Concurrent Enrollment	All Students				Concurrent Enrollment
<b>Climate and Culture:</b>	Culture/Climate: Staff	All Students				Culture/Climate: Staff
<b>Rigorous Academics:</b>	On Track to Graduate	All Students				Graduation Rate

### Pathway Theory of Action

Based off data collected about student college and career interest, we are expanding our pathway in the 10th grade to incorporate two additional cohorts of sophomores who will study community health. We will add a 2nd 10th grade Intro to Community Health CTE course and additional sections of world history and chemistry. There will be 1-2 grade level integrated projects and increased hands-on experiential learning related to community health and education. Oral presentation, field research, research writing, facilitation and culture and climate keeping, group collaboration, and communication rubrics will be scaffolded through grade levels to ensure growth towards mastery by senior year. Our goals include: 1. Graduation Outcomes: Reduce attrition to Continuation Schools by 20% by 2017-2018 to improve our graduation outcomes. 2. Post Secondary Readiness: 20% of students will have taken a concurrent enrollment course upon graduation, leaving Skyline with college credit and experience with college level instruction for post secondary readiness. 3. Climate and Culture: to create collegial and collaborative team culture with open and honest conversations among adults who are committed to improving their instructional practice. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels. 4. Rigorous academics: our goal is for students to participate in one grade level interdisciplinary cross curricular project each year culminating in senior capstone in which students will demonstrate mastery of skills related to field research, oral presentation, and research writing. These goals connect to our strategies/ design features as follows:

We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health." This strategy relates especially to the goal of creating two tightly knit strands within the same pathway with a collegial and collaborative teaching team.

Create new positions for personalized student support: .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record. This strategy seeks to expand our human power capabilities and aligns with our goal of increased access to concurrent enrollment and integrated projects by establishing designated personnel to support these goals daily.

Expanded WBL opportunities in the field of Community Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, and job shadows: This strategy supports our rigorous academics goal as we seek industry feedback and involvement to align our projects to industry standards and increase student civic engagement opportunities as they conduct research. The strategy of expanding WBL opportunities in community health field including career exploration visits, guest speakers, and industries aligns clearly with our goal of expanding our pathway by creating a second community health strand based on feedback from students interested in health careers.

1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level. This strategy connects to our goal of creating a collaborative and collegial team culture with a close connection between the two strands as integrative curriculum, projects, and rubrics will create dialogue between classrooms and create a medium by which teachers collaborate. This strategy also will relate to our goal of attrition rate reduction as many of the students who leave struggled with low engagement. Project based learning and personal inquiry will engage more students who are not interested by traditional teaching practices and differentiate classes to increase the amount of students wanting to stay at Skyline. These students will feel celebrated and their research projects will build confidence needed to pursue high school graduation and possibly provoke interest in college and career options.

SEL and trauma-informed practices across team: 3 Ed/ CH teachers are currently part of the SEL cohort on campus. We would like to continue to expand our engagement and knowledge of these practices and strategies while adding more trauma informed practices to our repertoire to expand access to opportunities and make the classroom experience more conducive for our students many of whom have struggled with trauma and suffer from its repercussions. Students must build social emotional skills and teachers must create conducive learning environments if we are to reduce attrition rate and expand access to concurrent enrollment and the challenging rigor and collaboration skills required of grade level projects.

The following strategy create a new positions for personalized student support: TSA to provide case management and student interventions as well as establishing a student intervention structure and regular intervention practice will especially reduce our attrition rate as we identify our most at risk students and provide meaningful targeted individualized student support to buttress struggling students and teachers and involve parents when needed.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	SEL and trauma-informed practices across team	Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building Enhance classroom engagement through implementation of SEL	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #1:</b>	We will incorporate Community Health into our Pathway by adding a new 10th Grade CTE course called "Intro to Comm Health"	Our climate and culture goal is to create collegial and collaborative team culture with open and honest conversations among adults who are unafraid to take risks. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels.	Program of Study & Master Scheduling	Work-Based Learning
<b>New or Emerging Pathway Design Feature #2:</b>	Create new positions for personalized student support: TSA to provide case management and student interventions, .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record		Personalized Student Support	Equity/Access/Achievement
<b>New or Emerging Pathway Design Feature #3:</b>	Expanded WBL opportunities in the field of Comm Health by way of industry visits, guest speakers, internships, industry-aligned involvement in projects, job shadows	Our climate and culture goal is to create collegial and collaborative team culture with open and honest conversations among adults who are unafraid to take risks. There will be a strong connection between both strands: Education and Community Health as well as a positive culture across grade levels.	Work-Based Learning	Building a Rigorous Academic Core: Teacher Conditions
<b>Established Pathway Signature Element #1:</b>	1-2 Integrated project with civic action component at each grade level with use of Capstone rubrics scaffolded by grade level.		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
<b>Established Pathway Signature Element #2:</b>	SEL and trauma-informed practices across team		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions



<b>Established Pathway Signature Element #3:</b>	Student intervention structure and regular practice	Reduce attrition to continuation schools by 20% by 2017-2018.	Personalized Student Support	Equity/Access/Achievement
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## PATHWAY KEY PRACTICES

### *Select Key Practices:*

- A monthly scheduled Curriculum/Project/Unit Tuning structure with use of Capstone, scaffolded, for grade levels
- SEL- or trauma informed training for all teacher all teachers; incorporation of SEL strategies in all classrooms \$7,500
- Embedded use of CTE standards in all integrated civic-action minded projects.
- Improved use and increased access to technology for all students and classrooms for grade level projects and instruction. (laptop carts in each classroom and printers) \$40,000
- Supplies for new 10th grade CTE course Introduction to Community Health (textbooks, lab equipment) 7,500
- staff retreats for community of practice building, sharing best practices, integrated project planning, scope and sequence planning \$15,000
- Real Care baby infant simulator and accompanying curriculum \$30,000
- CPR Manequins, Trainer, and/ or training a teacher to give CPR/ First Aid Certification 10,000
- Expand Anatomy in Clay equipment for Physiology 5,000
- Update/expand basic lab equipment for Chemistry and Physiology 5,000
- Nasco Smart STAT whole body mannequin to demonstate physiology concepts \$12,000
- Physiology & Anatomy supplemental textbooks (\$3000)
- \$10,000 Teacher extended contracts for after school pathway meetings, Measure N Design work, interventions, curriculum development, internship placements, and event planning.
- Storage shelves and/or cabinets, lockable if possible, for CPR manequins, Anatomy in Clay models an supplies, Real Care baby infant simularator, NASCO Smart mannequin, and basic lab equipment \$7000



## About the Skyline Visual and Performing Arts Pathway (SVPA)

### Pathway Description

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The Skyline Visual and Performing Arts Pathway provides a rigorous course of study for students pursuing visual or performing arts careers. We will deepen your understanding of how the arts transform communities. The SVPA will prepare students for college by developing foundational skills necessary to major in, Studio Art and Illustration, Design and Digital Art, Acting and Technical Theatre, Music Performance, Music Education, Composition, and Music Industry we also prepare you to work as a professional artists or individuals in a creative industry art business.

SVPA centers on contemporary art practices and interdisciplinary curriculum with an emphasis on student voice, creating, analyzing and critiquing artistic work arts for social change through project-based collaborations within and between departments, and advocacy for the arts. SVPA students also showcase their talents and engage in arts-based civic practices.

SVPA fosters a rich academic and artistic community inspiring our students to work collaboratively with their peers and adults, to think creatively and critically about their core academic experiences, their art and performances, the impact of their actions, as well as to develop their communication skills so they can meet challenges with creativity and determination. Students experience master classes from guest artist, lecture-demonstrations from industry professionals, take study-tours to learn from experts in the field, and they receive work based learning experiences with community partners. Students in SVPA also create professional resumes, webpages, and digital portfolios demonstrating their academic and professional abilities.

## Pathway Mission and Vision

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### Pathway Vision:

The Skyline Visual and Performing Arts Department inspires high school students to develop skills and talents required to pursue excellence in a rapidly changing world. We exist to serve our students by cultivating artists, poised to bring creativity and professionalism to their campus, community, and country.

### Pathway Mission:

The Skyline Visual and Performing Arts Academy provides a rigorous course of study for students pursuing visual or performing arts careers. SVPA centers on art curriculum that is culturally relevant and highlights student voice. SVPA students showcase their talents, engage in community dialogue and draw from contemporary art practices. Within the academy, students choose a discipline in the fields of Performing Arts or Visual Arts. The progression for each discipline includes a freshman survey course, a sophomore introductory course, junior concentration course, and a senior capstone course. Students in SVPA create digital portfolios demonstrating their academic and professional abilities.

## Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe

Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	Filipino	Pacific/Islander	Caucasian	Multiracial

**PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES**

**Graduate Outcomes:**

Performance Strengths	Performance Challenges	Root Causes
<ul style="list-style-type: none"> <li>-There has been an increase in our non-pathway student GPA's.</li> <li>-Pathway students have the highest overall GPA.</li> <li>-More students are performing ""at grade level"" based upon SRI data.</li> <li>-The number of students performing ""multiple grades behind is decreasing.</li> <li>- About 4% of students are expericing more than 1 year's growth on the SRI.</li> <li>-Daily Collboration is built into the master schedule for teachers.</li> <li>-100% inclusion of SDC students into pathways.</li> <li>-6.5% Growth of Students being enrolled in A-G courses.</li> </ul>	<p>Academic Challenges:</p> <ul style="list-style-type: none"> <li>-The cohort graduation rate for 2014 is 69%</li> <li>-The opportunity gap between Pathways and non pathways is growing.</li> <li>-39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores.</li> <li>-African American students are enrolled in Pathways as the lowest overall ethnic group.</li> </ul>	<p>EL Support needed</p>

**Post-Secondary Readiness:**

Performance Strengths	Performance Challenges	Root Causes
<ul style="list-style-type: none"> <li>-Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements.</li> <li>-2yr Pathway retention rates have increased by over 13% for the 2015 school year.</li> <li>-6% increase in all students earning an A in their core classes.</li> </ul>	<ul style="list-style-type: none"> <li>-Fewer students are taking 3 or more AP classes.</li> <li>-The overall enrollement in students taking AP classes is decreasing.</li> </ul>	<p>Academic Coaches &amp; Intervention &amp; Acceleration Coaches Needed; Underprepared students attending schools without Intervention &amp; Acceleration Plans; systemic progress monitoring needed; Pedagogy of Hope (JD Andrades) needed;</p>

**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
<p>Climate &amp; Culture Strengths:                      -Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report.                      -Based on the 2015 CHKS students felt safer at school.                      -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015.                      -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.</p>	<p>Climate &amp; Culture Challenges:                      -Juvenile detention rates are the highest in grade 10.                      -Suspension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year.                      -African American students received 38% of the school suspensions.                      -Latino students received 40% of the school suspension.                      -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers.                      -There was a 15% teacher turnover rate for the school year ending in 2015.</p>	<p>School-Wide RJ &amp; PBIS Implementation w/ fidelity is needed; Admin needs RJ Leadership PD; School-Wide Systems not in place; Cultural Competency needed; Adult Relationship and NonViolent Communication PD; Anti-Bullying &amp; Upstanding 101; Trauma-Informed Care for Staff &amp; Students; Violence Prevention</p>

**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
	<p>-African American students are the lowest performing ethnic group based upon their enrollment in A-G courses.                      -The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices.                      -The overall number of students enrolled in Pathways decreased by 2.2% in 2015.</p>	

**PATHWAY GOALS, TARGETS & THEORY OF ACTION**

**Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	<p>-A-G completion rate will increase by 10%.                      -Students performing at grade level on the SRI will increase by 10%.                      -Reclassify 10% of our English Language Learners.</p>	1: Graduates are college and career ready.	

<b>Post-Secondary Readiness:</b>	-100% of all students in grades 10 and 11 will complete a College and Career plan. -100% of all Visual Arts students in grades 10 and 11 will compile a digital portfolio. -100% of all Performing Arts students will in grades 10 and 11 will prepare repertoire for auditions. -100% of all SVPA students will participate in evaluated juries.	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	-Increase student engagement through a pathway wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies. -Increase pathway relationships through incorporation of Restorative Justice Practices and Community Building -Enhance classroom engagement through implentation of SEL	1: Graduates are college and career ready.	
<b>Rigorous Academics:</b>	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson planning, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).		

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>		English Learners			48.4%	
<b>Post-Secondary Readiness:</b>						
<b>Climate and Culture:</b>						
<b>Rigorous Academics:</b>						

### Pathway Theory of Action

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Skyline High School's Visual and Performing Arts Programs have a rich history of tradition and excellence. The preservation of this history has led to the creation of the Skyline Visual and Performing Arts Pathway (SVPA). The SVPA will create students that are college and career ready regardless of their future careers by creating engaging content that is arts focused. Students will receive training and skills that are inherently founded in the arts and easily applicable to all industry sectors that students may want to pursue in the future. With a strong foundation in entrepreneurship, students will be served through improvement in Graduate Outcomes, Post-Secondary Readiness, Climate and Culture, and Rigorous Academics.

In order to meet our Graduate outcomes, the SVPA will engage in teacher collaboration with the focus of desinging curriculum that fosters academic conversations centered around Restorative Justice practices. We feel that equal voice is essential in creating safe, encouraging environments necessary for student success. We will also solícite parent participation, with the anticipation that the more inclusive we can make our culture for parents, the greater success we will generate for our students. The addition of a Bilingual parent liason is key for connecting with all of our parents and making all stakeholders feel a part of the team.

In order to achieve Post-Secondary Readiness, the students in the SVPA will participate in auditions, juries, and assessments that will be evaluated by industry professionals. Students will receive feedback that is industry specific and relevant. Students will also participate in Academic Conversations. Artists will present their work and communicate inspiration behind their work. Students patrons will also engage in dialogue with the student artists to offer feedback and observations.

In order to build Climate and Culture, the SVPA will utilize Restorative Justice Practices to provide all stakeholders with equal voice. Social Emotional Learning Strategies will be utilized in classrooms to teach students how to manage emotions and encourage understanding between all members of the SVPA community. PBIS will be used as a framework to establish cultural norms in the SVPA and positively reinforce behaviors that prepare our students for life in Visual and Performing Arts Careers.

In order to provide Rigorous Academics, SVPA teachers will participate in Interdisciplinary Collaboration to create project-based learning opportunities for our students. By teaching students how to work together provides students with experience needed in Visual and Performing Arts industries. Students will learn to identify areas of strength in team members and utilize those strengths to complete assignments. Students will also participate in academic discussions in order to develop and improve Cognitive Academic Language Proficiency. Students will participate in auditions evaluated by industry professionals in order to give students relevant information in a high accountability environment.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Interdisciplinary Project-Based Teacher Collaboration		Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

<b>New or Emerging Pathway Design Feature #1:</b>	Audition / Assessment (annual)		Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	Student Showcase / Exhibition / Reflection each marking period; Student Juries in the spring		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #3:</b>	FAMILY ENGAGEMENT & Bi-lingual Parent Liason for SVPA		Personalized Student Support	Equity/Access/Achievement
<b>Established Pathway Signature Element #1:</b>	Close Reading of Text - discipline specific (VTS, Critical Response Process (CRP), 3 Reads, National Core Arts Standards Discipline Protocols		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>Established Pathway Signature Element #2:</b>	Academic Conversation & Thinking Frames (Project Zero)		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Established Pathway Signature Element #3:</b>	Restorative Justice Practices/SEL/PBIS		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions

## PATHWAY KEY PRACTICES

### *Select Key Practices:*

- Tier 1 Restorative Justice Practices & Community Building
- SEL, Nonviolent Communication
- Academic Dsicussions & Thinking Frames
- Critical Response Process (Liz Lehrman's CRP) Responding/Analyzing/Critiquing Creative Work
- Daily Teacher Collaboration - Academy Tracker Tool
- AVID Strategies in Core Curriculum Classes
- Parents As Partners, Bilingual Liaison

## About the Renewable Energy and Environmental Technology Pathway (Green Academy)

## Pathway Description

The Renewable Energy and Environmental Technology Academy at Skyline High School (Green Academy) is connected to the industry sector Energy, Environment and Utilities.

The Academy began in the fall of 2010 with the 10th grade through a grant from the Department of Education as a California Partnership Academy. In the fall of 2012, the Academy received an extended grant from the California Energy Commission that expanded the Academy to grades 9-12. The current grant extends to 2017.

### INDUSTRY SECTOR CAREER PATHWAY: Energy and Utilities

This sector is designed to provide a foundation of knowledge and skills in careers related to energy, environment, and utilities. The pathways emphasize real-world, occupationally relevant knowledge, skills, and experiences of significant scope and depth in Environmental Resources, Energy and Power Technology. The standards integrate academic and technical preparation and focus on career awareness, career exploration, and preparation for entry to technical-level employment, and alignment with postsecondary programs focused on energy, utilities, and related fields.

## Pathway Mission and Vision

The mission of the Green Academy is to provide students with an opportunity to succeed in green energy careers and post-secondary education in the area of environmental technology. The Green Academy provides students with a comprehensive educational experience consisting of engaging and rigorous academics and hands-on learning. Students graduating from the academy are ready to pursue occupational training programs at the community college, post-secondary education, or directly enter the work force in an entry level technical training position with career potential. Our vision is to prepare students to meet the criteria of the Oakland graduate profile and our pathway student outcomes of competency in the Career Technical Education aspect of our Green Energy Pathway. In providing this preparation students will gain skills in Communication, Critical Thinking, Creativity and Collaboration as well as industry specific knowledge related to the field of Green Energy. Green Academy students will graduate from Skyline with a clear plan for further pursuits in the college or career path of their informed choice.

## Pathway Demographics

<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% LCFF</b>	<b>% English Learners</b>
	54.9%	45.1%		11.2%
	<b>% Oakland Residents</b>	<b>% SPED RSP</b>	<b>% SPED Mild- Moderate</b>	<b>% SPED Severe</b>
		12.1%		
<b>Student Population by Race/Ethnicity</b>	<b>African-American</b>	<b>American Indian/Alaskan Native</b>	<b>Asian</b>	<b>Hispanic/Latino</b>
	18.8%	0.0%	27.7%	41.5%
	<b>Filipino</b>	<b>Pacific/Islander</b>	<b>Caucasian</b>	<b>Multiracial</b>
	0.9%	1.8%	7.6%	0.9%



## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
92% of cohort graduation rate. Only 4% attrition rate	Have a 25% attrition rate for ELL. 33% of students are getting D's or F's in a core A-G class.	There is no professional development, program expectations or curricular support in our pathway to support EL students. Any EL support is on the individual teacher. Related to EL are the latino redesignated students who we have noticed struggle in core academics for year.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
90% of students enrolling in 2 or 4 year colleges.	33% of students are getting D's or F's in a core A-G class.	There is no after school support for tutoring or any other strategy that allows students who are struggling in class to get support when they find themselves behind and unable to catch up. We also have a problem with frequent absences that lead to students falling behind.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
<p>[Schoolwide]</p> <ul style="list-style-type: none"> <li>-Approximately 25% reduction in the number of students with unexcused absences (cutting) based upon a 2015 OUSD dashboard report.</li> <li>-Based on the 2015 CHKS students felt safer at school.</li> <li>-3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015.</li> <li>-2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.</li> </ul>	<p>[Schoolwide]</p> <ul style="list-style-type: none"> <li>-Juvenile detention rates are the highest in grade 10.</li> <li>-Suspension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year.</li> <li>-African American students received 38% of the school suspensions.</li> <li>-Latino students received 40% of the school suspension.</li> <li>-Based upon 2015 CHKS 25% feel they are treated fairly by their teachers.</li> <li>-There was a 15% teacher turnover rate for the school year ending in 2015.</li> </ul>	Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
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High rate of AP enrollment, especially for AA students.	AP pass rate is low: Below district average. 36% of 15-16 10th grade students are below reading level for SRI.	All AP courses are open access. This has had great benefits to our student body as a whole. However, some students are woefully unprepared for the rigor of an AP course and many students overload themselves with taking 2, 3 or 4 AP courses. This leads to them being over challenged and unable to focus and prepare themselves to pass each exam. We have no good system of advising, and no after school or systematic means of support.
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## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Improve attrition rate for ELL students.	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	Improve A-G pass rate	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>			
<b>Rigorous Academics:</b>	Improve Students SRI proficiency.	3: Students are reading at or above grade level.	

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	LTEL Reclassification Rate	English Learners	25 % attrition	unknown	5% (same as all other groups)	Dropout Rate
<b>Post-Secondary Readiness:</b>	A-G Completion	All Students	33% not A-G	unknown	25%	On Track to Graduate
<b>Climate and Culture:</b>						
<b>Rigorous Academics:</b>	SRI	All Students	36% of 10th not at level	unknown	30% not at level	SBAC ELA

### Pathway Theory of Action

We need to focus our energies on getting to the root causes of populations that have continuously underperformed regardless of multiple attempts at intervention in the past. These would be: EL, undermotivated students (D or F in core classes), readers who aren't proficient. These student's poor performance wears heavy on them and their motivation to succeed, brings down the overall energy of the cohort and leads to poorer performance of the cohort. Linked learning is a way to bring kids into a new way of thinking about education, but at the same time there are core academic skills that must be present. We have too many students who are not prepared to take full advantage of our linked learning experience (not perpared for an internships, not able to successfully complete the senior project) because of their chronic lack of feeling successful at school.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	We will differentiate for/support underperforming populations: EL, Below Grade SRI, SDC and poor academic achievement to improve students' academic skills, 21st century skills, academic language, performance and rigor.		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #1:</b>	We have piloted giving students kindles in the 10th grade to increase access to reading material for students.		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	We have piloted a collaboration between a classroom teacher and the SDC teacher and putting structures in place to develop best practices and protocols to improve SDC student support.		Equity/Access/Achievement	Personalized Student Support
<b>New or Emerging Pathway Design Feature #3:</b>	We are piloting a senior project advisor that meets with seniors and helps guide them to successful completion of a very rigorous senior project.		Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
<b>Established Pathway Signature Element #1:</b>	Our collaboration as an academy centers around a cycle of inquiry on performance based assessments. These assessments are intended to improve skills rather than academic content and can help students feel successful at a different type of learning task.		Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions

<b>Established Pathway Signature Element #2:</b>	<p>Our grade level collaboration teams frequently meet to discuss students of concern, whether this be behavioral, academic or social emotional. Interventions are then discussed and implemented.</p>		Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support
<b>Established Pathway Signature Element #3:</b>	<p>We have a strong CTE sequence that is designed to include college and career planning as well as project based hands on learning to engage students. The core academics of reading, critical thinking and math skills are incorporated into these classes to try to engage students in practicing these skills in a non traditional learning environment.</p>		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

## PATHWAY KEY PRACTICES

### *Select Key Practices:*

- Promote Project Based Learning with Use Of Technology (2 laptop carts ). This will enable each one of our CTE classes to have a laptop cart available for student use.
- CTE Supplies: Solar panel kits, multi meters etc, solar circuit and wind circuit trainers and curriculum.
- Kindle e-readers to support English classes.
- Professional Development on supporting EL students and reclassified students who are below grade in SRI specifically.
- A staff retreat to outline collaboration protocols and intervention strategies.
- Supplies for Solar Suitcase Summer Bridge Program
- Professional Development on supporting SDC students in pathway classes to improve participation and performance.
- License for SketchUp Pro

School Name: Skyline High School				School ID: 306							
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Comment (will not appear in final printed budget)	Budget Action Number	School ID
\$249,732.98	21st Century	After School Programming	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A1.6: After School Programs	5825	n/a	n/a	n/a	Contracts	306-2	306
\$34,374.13	General Purpose Discretionary	Hire AVID Teacher to support college & career for grade 9	AVID for all 9th grade students (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.4	NEW -9TH GRD	306-3	306
\$23,741.62	General Purpose Discretionary	Hire a PE attendant.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	PE ATTENDANT	PEATTN0028	1	Davis	306-4	306
\$23,624.21	General Purpose Discretionary	Hire a PE attendant.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	PE ATTENDANT	PEATTN0029	1	Brooks	306-5	306
\$4,884.83	General Purpose Discretionary	Hire a STIP sub.	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.1	new hire	306-6	306
\$44,950.00	General Purpose Discretionary	Hire an Interprogram AAMA Manhood Development Facilitator.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733	n/a	n/a	n/a	AAMA Manhood Development	306-7	306
\$37,500.00	General Purpose Discretionary	Hire an Interprogram Restorative Justice Coordinator.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	Restorative Justice	306-8	306
\$200,000.00	General Purpose Discretionary	Teacher Stipends	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	Teacher Stipends	306-9	306
\$20,000.00	General Purpose Discretionary	Teacher Substitutes	Common planning time and PD support for teachers built into the regular school day through the master schedule to support all teachers to participate in staff retreats; receive support from curriculum coaches; 45 minutes weekly Communities of Practice curriculum tuning; 45 minutes weekly team meeting (student case management and logistics); 90 min monthly staff meeting; release days to observe classrooms and plan next unit with planning partner. (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	Teacher substitutes	306-10	306
\$15,000.00	General Purpose Discretionary	Additional classified overtime to support school needs	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A2.8: Data & Assessment	2225	n/a	n/a	n/a	Classified overtime	306-11	306
\$15,000.00	General Purpose Discretionary	Additional classified overtime to support school needs	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A2.8: Data & Assessment	2425	n/a	n/a	n/a	Clerical overtime	306-12	306
\$50,000.00	General Purpose Discretionary	Purchase textbooks for our new Sociology for all 9th grade students program	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4100	n/a	n/a	n/a	Textbooks	306-13	306
\$53,500.21	General Purpose Discretionary	Supplies to support the academic and behavioral needs of the school to support GATE students.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	Supplies	306-14	306
\$86,048.79	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2110	1	new hire	306-15	306
\$86,048.79	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1944	1	new hire	306-16	306
\$129,789.42	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1119	1	Correa	306-17	306

School Name: Skyline High School				School ID: 306							
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Comment (will not appear in final printed budget)	Budget Action Number	School ID
\$60,276.91	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2371	0.71	Kaufman	306-18	306
\$72,901.40	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2111	1	Barbuto	306-19	306
\$70,975.86	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2114	1	Galli	306-20	306
\$70,774.99	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1972	1	Gomberg	306-21	306
\$16,688.02	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0248	0.29	Kuang	306-22	306
\$70,774.99	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2116	1	Braggs	306-23	306
\$62,885.56	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2270	1	Wooten	306-24	306
\$55,839.95	LCFF Supplemental	Fund a teacher to support 7th period school day	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0350	1	Carroll	306-25	306
\$25,002.45	LCFF Supplemental	Fund a part-time ROTC teacher	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses. (Schoolwide)	A5.2: Health and Wellness (Mental & Physical Health)	n/a	TEACHER ROTC	TCROT0014	0.5	Williams	306-26	306
\$1,601.15	LCFF Supplemental	Supplies to support the academic and behavioral needs of the school	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	Supplies	306-27	306
\$38,558.32	Measure G (School Libraries)	Fund a full-time Media Specialist	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.45	LIBRARY/MEASURE N	306-28	306
\$3,441.68	Measure G (School Libraries)	Supplies to support the academic and behavioral needs of the school	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	Supplies	306-29	306
\$43,963.47	Measure G (TGDS)	Hire a STIP sub to support teacher collaboration and teacher evaluations	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.9	new hire	306-30	306
\$48,848.30	Measure G (TGDS)	Hire a STIP sub to support teacher collaboration and teacher evaluations	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	1	New hire	306-31	306
\$1,638.23	Measure G (TGDS)	TBD	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	Surplus	306-32	306

School Name: Skyline High School				School ID: 306							
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Comment (will not appear in final printed budget)	Budget Action Number	School ID
\$47,126.83	Measure N Parcel Tax	Hire a TSA to support academic and behavioral interventions to support our Homeless and Foster Youth in your Schoolwide strategies.	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A.1.1: Pathway Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.55	New hire	306-33	306
\$85,685.15	Measure N Parcel Tax	Hire a TSA to support academic and behavioral interventions	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A.1.1: Pathway Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	New hire	306-34	306
\$85,685.15	Measure N Parcel Tax	Hire a TSA to support academic and behavioral interventions	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A.1.1: Pathway Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	New hire	306-35	306
\$85,685.15	Measure N Parcel Tax	Hire a TSA to support academic and behavioral interventions	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A.1.1: Pathway Programs	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	New hire	306-36	306
\$85,685.15	Measure N Parcel Tax	Hire a TSA to support academic and behavioral interventions	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A.3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	New hire	306-37	306
\$77,330.28	Measure N Parcel Tax	Hire a Computer Technician to support classroom instruction	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A2.1: Implementation of CCSS & NGSS	n/a	COMPUTER TECHNICIAN II	CTCHII9999	1	New hire	306-38	306
\$85,935.32	Measure N Parcel Tax	Hire AVID Teacher to support college & career for grade 9	AVID for all 9th grade students (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	NEW - 9TH GRD	306-39	306
\$85,935.32	Measure N Parcel Tax	Hire AVID Teacher to support college & career for grade 9	AVID for all 9th grade students (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	NEW - 9TH GRD	306-40	306
\$27,000.00	Measure N Parcel Tax	Pathway Coaches	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A.1.1: Pathway Programs	5708	n/a	n/a	n/a	??	306-41	306
\$939,581.64	Measure N Parcel Tax	Measure N funds to be allocated by principal and Measure Committee	n/a	n/a	4399	n/a	n/a	n/a	Surplus	306-42	306
\$70,110.00	Partnership Academy	Measure N funds to be allocated by principal and Measure Committee	n/a	n/a	4399	n/a	n/a	n/a	Surplus	306-43	306
\$51,561.19	Program Investment	New Teacher to support English Immersion	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A4.1: English Learner Reclassification	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.6	NEW -9TH GRD	306-44	306
\$85,935.32	Program Investment	New Teacher to support English Immersion	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program. (Schoolwide)	A4.1: English Learner Reclassification	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	NEW 9TH GRD	306-45	306
\$4,178.50	Program Investment	Supplies to support the academic and behavioral needs of the school	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	Supplies	306-46	306
\$113,921.68	Title I Basic	Hire a TSA to support academic and behavioral interventions	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	11 MONTH CLASSROOM TSA	C11TSA0223	1	Provide direct intervention to students not at grade level in English. Coach teachers on providing additional support to students below benchmark.	306-47	306
\$50,926.84	Title I Basic	Hire an Attendance Compliance Officer.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	STUDENT ATTENDANCE COMPL OFFCR	STACOF0001	0.6	.4 FTE to support students and families having attendance issues that jeopardize their ability to succeed academically and graduate.	306-48	306

<b>School Name:</b> Skyline High School				<b>School ID:</b> 306							
<b>Budget Amount</b>	<b>Budget Resource</b>	<b>Budget Action</b>	<b>Associated Strategy</b>	<b>Associated LCAP Action Area</b>	<b>Object Code</b>	<b>Position Title</b>	<b>UPC</b>	<b>FTE</b>	<b>Comment (will not appear in final printed budget)</b>	<b>Budget Action Number</b>	<b>School ID</b>
\$50,000.00	Title I Basic	Hire an Interprogram Counselor.	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (Schoolwide)	A1.3: A-G Completion	5732	n/a	n/a	n/a	Counselor	306-49	306
\$25,000.00	Title I Basic	Hire an Interprogram Social Worker.	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5740	n/a	n/a	n/a	Social Worker	306-50	306
\$40,649.54	Title I Basic	Supplemental supplies to provide additional material	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	Supplies	306-51	306
\$7,190.27	Title I Parent Participation	Funds to support Family Resource Center	Continue to build out our PBIS and RJ practices to support student engagement. (Schoolwide)	A3.3: Family Engagement focused on Literacy Development	5825	n/a	n/a	n/a	Need to change code for compliance	306-52	306





## School Site Council Membership Roster – High School

School Name: Skyline High School School Year: 2015-16

<b>Chairperson :</b> Dr. Vinnie Blye	<b>Vice Chairperson:</b> Rocquel Johnson
<b>Secretary:</b> Justin Anderson	<b>LCAP Parent Advisory Nominee:*</b> Latanya Brown
<b>LCAP EL Parent Advisory Nominee:*</b> Lisa Downes	<b>LCAP Student Nominee:*</b> Andy Han

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Justin Anderson		X			
Brandon Johnson		X			
Dale Fiess		X			
Rocquel Johnson				X	
Lisa Downes				X	
Vinnie Blye	X				
Christian Davis			X		
Andy Han					X
Jada Preyer					X
Diamond Greer-Green					X
Shane Durkan		X			
Lantanya Brown				X	

Meeting Schedule (day/month/time)	The 1st Thursday of each month at 5 pm in the Skyline Library
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**Or**  
3-Parent /Community  
3 High School Students

\*Please submit members' and nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org)

Revised 9/2/2015

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.

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Teacher signature

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

Signed on this December day of 3, 2015.