

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Skyline High School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Skyline High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Skyline High School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Skyline High School

0137943

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Skyline High School serves a broad range of students from the whole of the Oakland community . Students from the community choose to attend Skyline and we value that choice. Over the past six years, Skyline High School has undergone tremendous (and sometimes tumultuous) change. Five principals in six years, a constantly changing administrative staff, teachers coming and going and over one million dollars in budget cuts! Those teachers and staff who have been the constant at Skyline High School are to be honored for being one of the main constants to Skyline students and the Oakland community at large. So, we come to the Skyline High School "theory of action." 1. Understand that staff (all staff) come and go - it is part of today's life). However, Skyline High School and the entire school community must understand that to build consistency the school MUST adhere to the reform processes of the only constant in high schools - The Western Association of Schools and Colleges (WASC) accreditation processes. By understanding that WASC is the only constant in high schools (they always come back) Skyline can avoid the whims of changes that occur when there is a staffing change. Thus, Skyline High School will become a fully actualized WASC school. 2. Skyline High School will incorporate the Oakland Unified School District Strategic Plan into its Five Year WASC Action Plan. If one was to review the OUSD's Strategic Plan, one would see that the WASC reform processes align well with the strategic plan. 3. Skyline High School will support all efforts to maintain a stable leadership team. Yes, WASC is the main constant; however, it will take some time of stable leadership to reach full WASC school actualization. 4. Skyline High School will provide staff with "on time" staff development to better serve the students of the community at large. 5. Skyline High School will provide a rigorous learning environment where ALL student have access to the most rigorous curriculum possible . 6. Skyline High School will provide students with "real world" learning experiences that focus on trusting students to run school based enterprises (small businesses within the school environment), thus, allowing student to gain valuable school to career skills that will support them in their trek to the world of post high school educational opportunities. 7. Skyline High School will provide each student with an Individualized Academic Portfolio (IAP) which will focus upon ensuring each student will be programmed with correct courses leading toward graduation, A-G completion and credit

recovery programs (early intervention) as the need arises. 8. Skyline High School will provide students and staff with a safe supportive environment that include a program of Discipline That Restores. Skyline High School believes the above actions will provide our school community with a thriving community school which supports students to academic success, productive citizenship and needed skills to enter the world of work or higher education.

VISION

Become a FULL SERVICE COMMUNITY SCHOOL that is in service of and fully supporting the success of Skyline High School students, staff, parents/caregivers and the entire school community by: 1. Creating systems to allow for and support students achieving success in a rigorous, relevant and supportive curriculum. 2. Creating a dynamic system of Linked Learning programs that meets the needs of each student as they move to graduation and transition to post high school educational/career opportunities. 3. Developing a professional school staff that focuses upon reflection, best practices and balanced assessments that supports the growth of each staff member and student through high expectations for all. 4. Providing systems of support for students before school, during school and after school to allow for the growth and development of students connectedness to their community at large.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Adhere to the school's WASC Action Plan which outlines Strategies, Timeline, Resources and Means to Report Progress of the Action Plan as outlined below: Strategy: Skyline High School shall plan, create and implement an annual student registration Expo/Course Fair with associated educational conferences that require student and families to be an active part of course selection and understand graduation/A-G requirements and rigorous course offerings at Skyline High School. Timeline: Year 1 - February 2011 - May 2012 The Course Fair/Expo Organizing Committee shall meet to create and implement an operational plan to organize, create, implement and evaluate a Course Fair/Expo to allow students and their families to register for the 2011/2012 school year and select their courses for incoming 9th graders and continuing 10th, 11th and 12th-grade students. Monitoring: Resources - Administrative Team SLC coordinator College & Career Center Coordinator Youth Center coordinator Faculty Council members Department/ Academy leads Volunteer stakeholders Students District office personnel Computers Software Social media outlets Printing Books Supplies General, Grant and/or Title I Budget(s) Needed software Needed hardware Books Supplies Printing Food/beverages Release time/substitutes Rentals Large portable video screen Means to Report Progress - Meeting sign-in sheets Meeting agendas Student service logs PO requests Course Fair/Expo SOP Manual Completed documents Staff reports/presentations Social media updates Web site updates Logs of ?robo? calls Classroom visits Feeder school visits Calendar of meetings Developed review/evaluation protocol(s) Yearly survey(s)

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

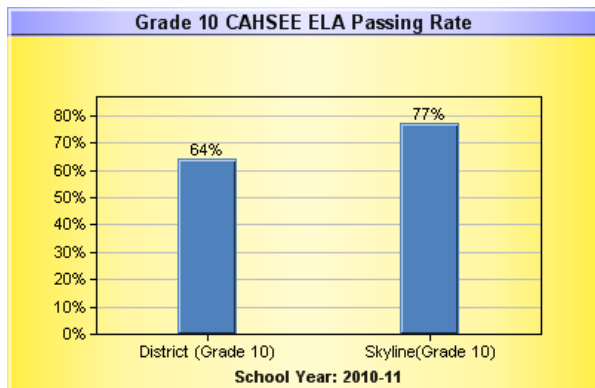
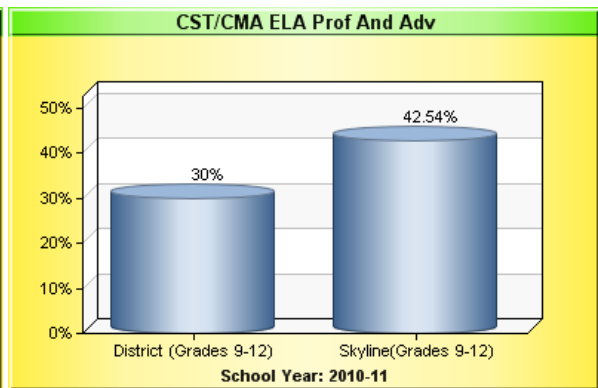
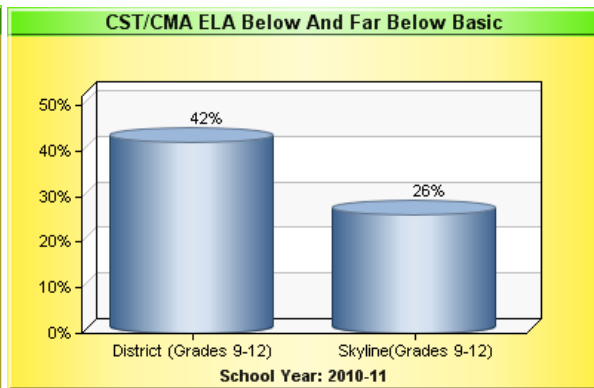
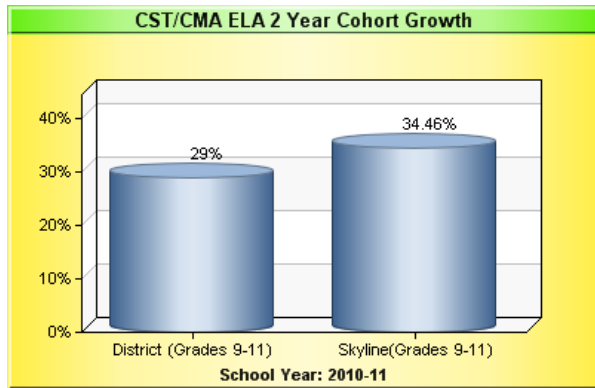
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Asst. Principal	3/6/2012	306SQ1A1287	Teach two periods of E.L.A. in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	3010-Title I		K12TCH0232	0.4	\$38,857.38
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB	All subgroups within Skyline High School shall increase						Teach one period of					

or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Asst. Principal	3/6/2012	306SQI1A1291	E.L.A. in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	3010-Title I	TCHDPT0001	0.2	\$11,616.96
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Asst. Principal	3/6/2012	306SQI1A1294	Teach one period of E.L.A. in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	7090-EIA - SCE	K12TCH0246	0.2	\$18,154.41
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Asst. Principal	3/6/2012	306SQI1A1295	Teach two period of E.L.A. in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	7090-EIA - SCE	K12TCH0662	0.4	\$35,068.32
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Asst. Principal	3/6/2012	306SQI1A1296	Teach one period of E.L.A. in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	7090-EIA - SCE	K12TCH1385	0.2	\$18,912.78

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

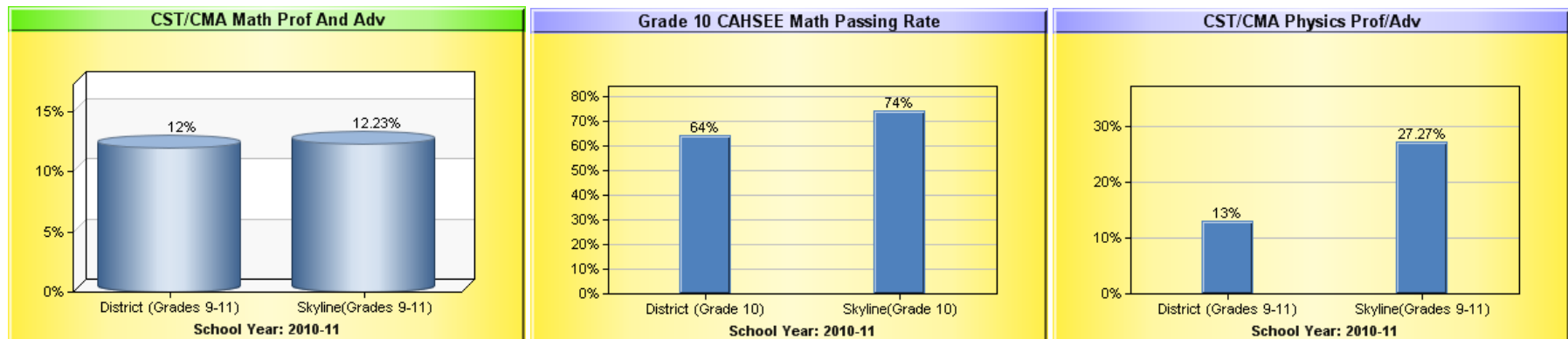
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

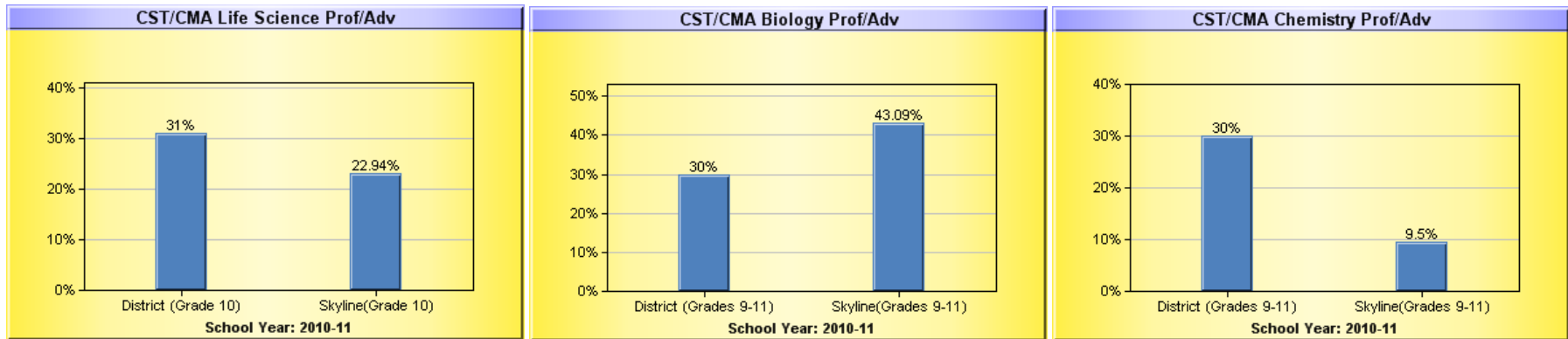
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Assist. Principal	3/6/2012	306SQ11B1298	Teach two periods of math in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	3010-Title I		K12TCH0992	0.4	\$34,978.96
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Assist. Principal	3/6/2012	306SQ11B1299	Teach one period of math in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	7090-EIA - SCE		K12TCH0215	0.2	\$21,093.05
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics,	FBB, BB	August to	Assist.			Teach three periods of math in a reduced-enrollment class that will permit more	7090-EIA -				

school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	English Language Arts, Science and Social Science by 10%+ every year for five years.	and BAS	June	Principal	3/6/2012	306SQ11B1300	individual attention to students who are performing below grade-level.	SCE		K12TCH0992	0.6	\$52,468.45
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	August to June	Assist. Principal	3/6/2012	306SQ11B1301	Teach five periods of math in a reduced-enrollment class that will permit more individual attention to students who are performing below grade-level.	3010-Title I		K12TCH9999	1	\$75,599.97

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Skyline High School

Principal: TROY JOHNSTON

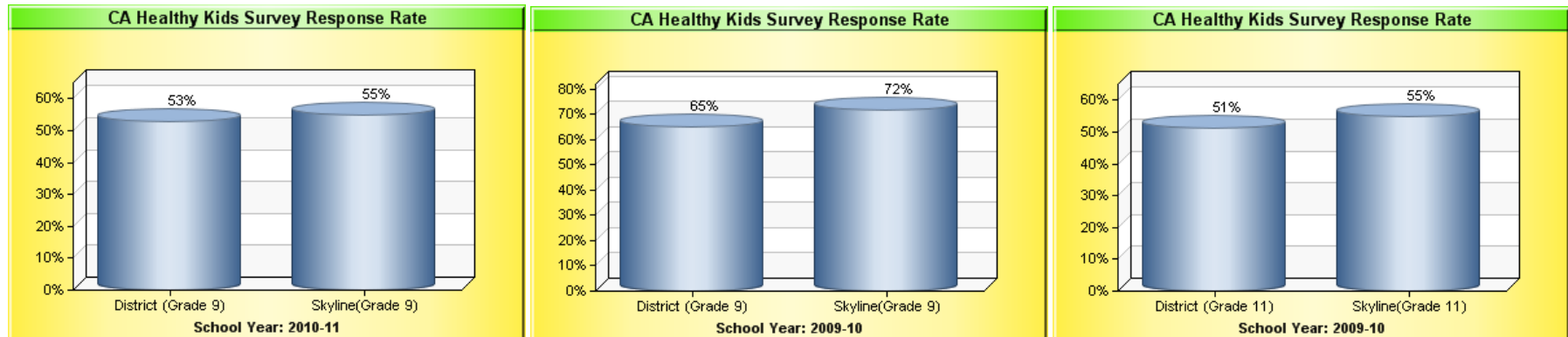
School Quality Standards relevant to this Strategic Priority

A quality school...

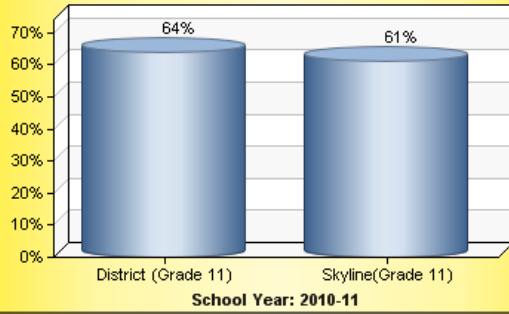
- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

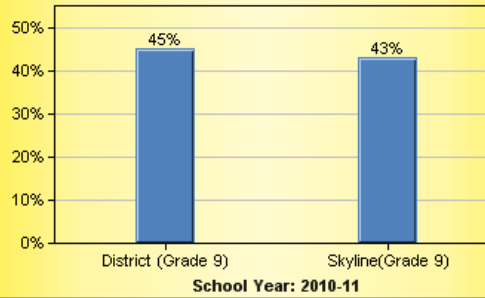
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



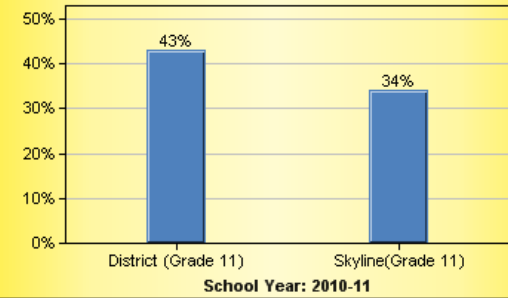
CA Healthy Kids Survey Response Rate



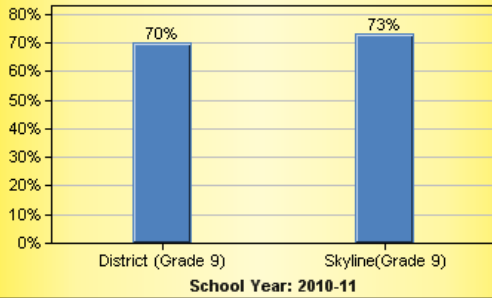
**Teachers show how lessons help in real life
__% Agree/Strongly Agree**



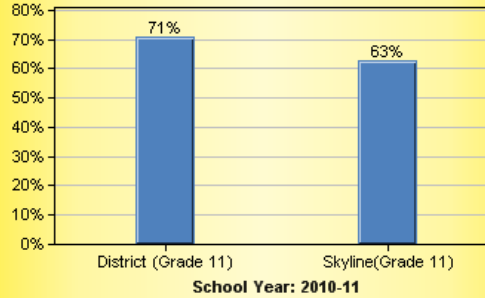
**Teachers show how lessons help in real life
__% Agree/Strongly Agree**



TeacherBelieveWillbeSuccess % Pretty Much & above



TeacherBelieveWillbeSuccess % Pretty Much & above



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

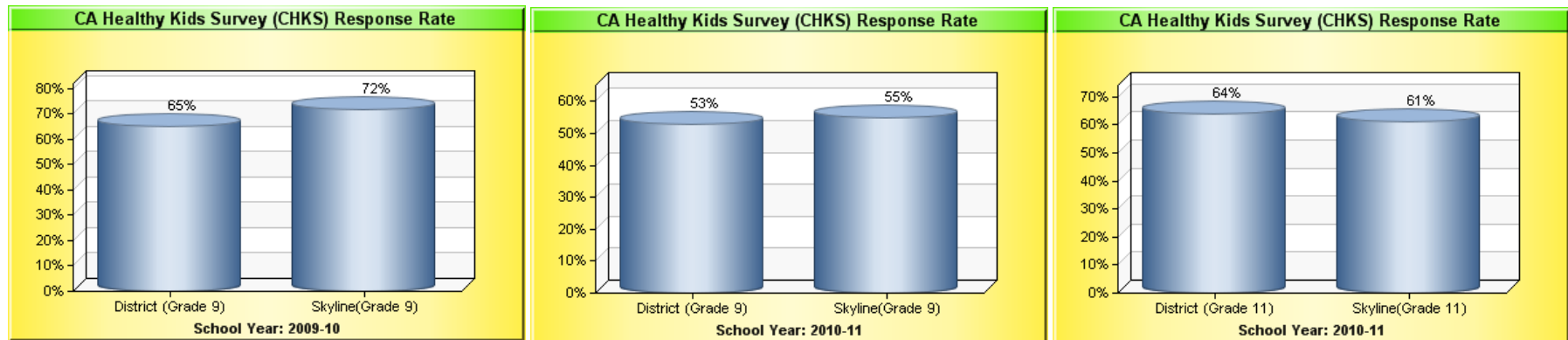
A quality school...

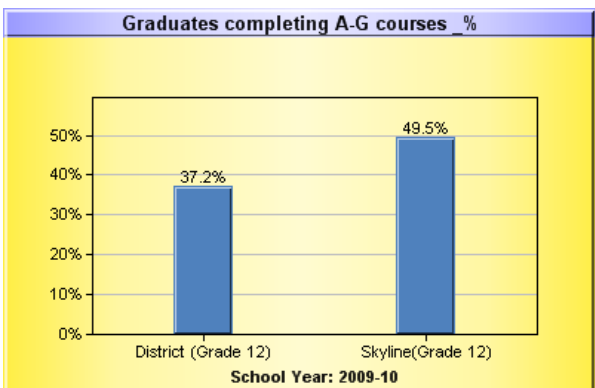
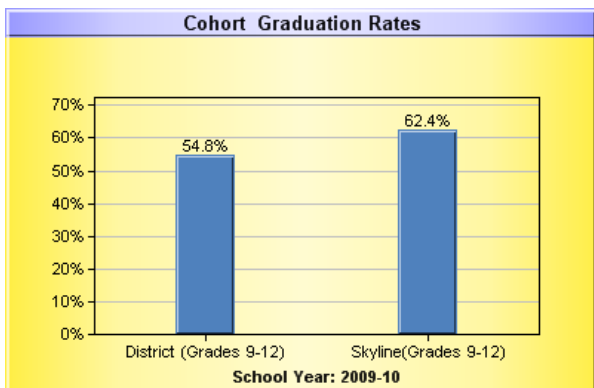
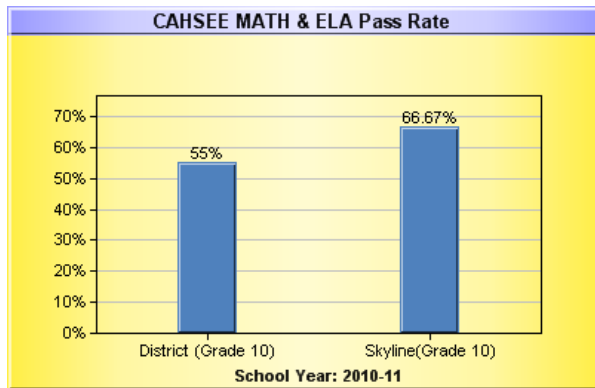
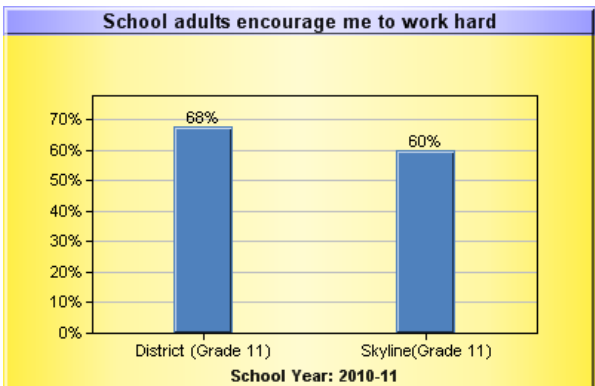
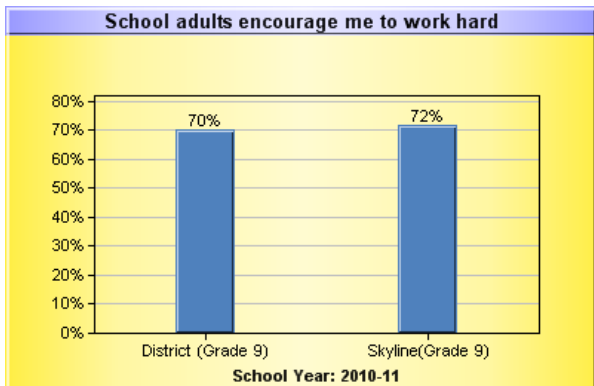
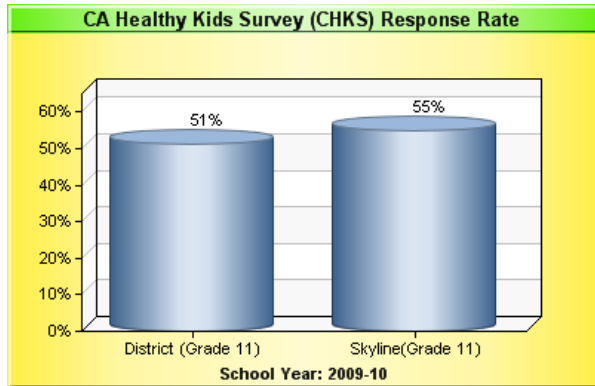
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that SHS students are earning "F" grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	All Students	August to June	Assist. Principal	3/6/2012	306SQ11D1304	School to Career transition to include tutoring, school based enterprise, parent engagement, improving attendance, personalization of student's 4 year plans. Connection with school community partners to increase teacher connection with school curricular pathways.	7090-EIA - SCE		T12TSA0116	0.3	\$22,904.03

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that English Learner students are earning "F" grades at an alarming rate and are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	English Learnings within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	English Learners	August to June	Assist Principal	5/17/2012	306SQ11E1305	Teacher will work individually with English Language Learners in the E.L. Resource Center to accelerate their mastery of English.	7091-EIA - LEP		K12TCH9999	0.75	\$56,699.98
Given that English Learner students are earning "F" grades at an alarming rate and are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high	English Learnings within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five	English Learners	August to June	Assist Principal	5/17/2012	306SQ11E1308	Teacher will work individually with English Language Learners in the E.L. Resource Center to accelerate their mastery of English.	7090-EIA - SCE		K12TCH9999	0.25	\$18,899.99

expectations and excellence.	years.											
Given that English Learner students are earning "F" grades at an alarming rate and are performing FBB, BB or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	English Learnings within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	English Learners	August to June	Assist Principal	5/17/2012	306SQI1E1311	Use of supplemental instructional materials to enhance the core instructional program for all English Learner students.	7091-EIA - LEP	4310-SUPPLIES		0	\$3,007.28
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students		GPA, A/P	GATE	2012-2013	Principal	5/17/2012	306SQI1E4596	GATE PROGRAM SERVICES	N/A		0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Skyline High School

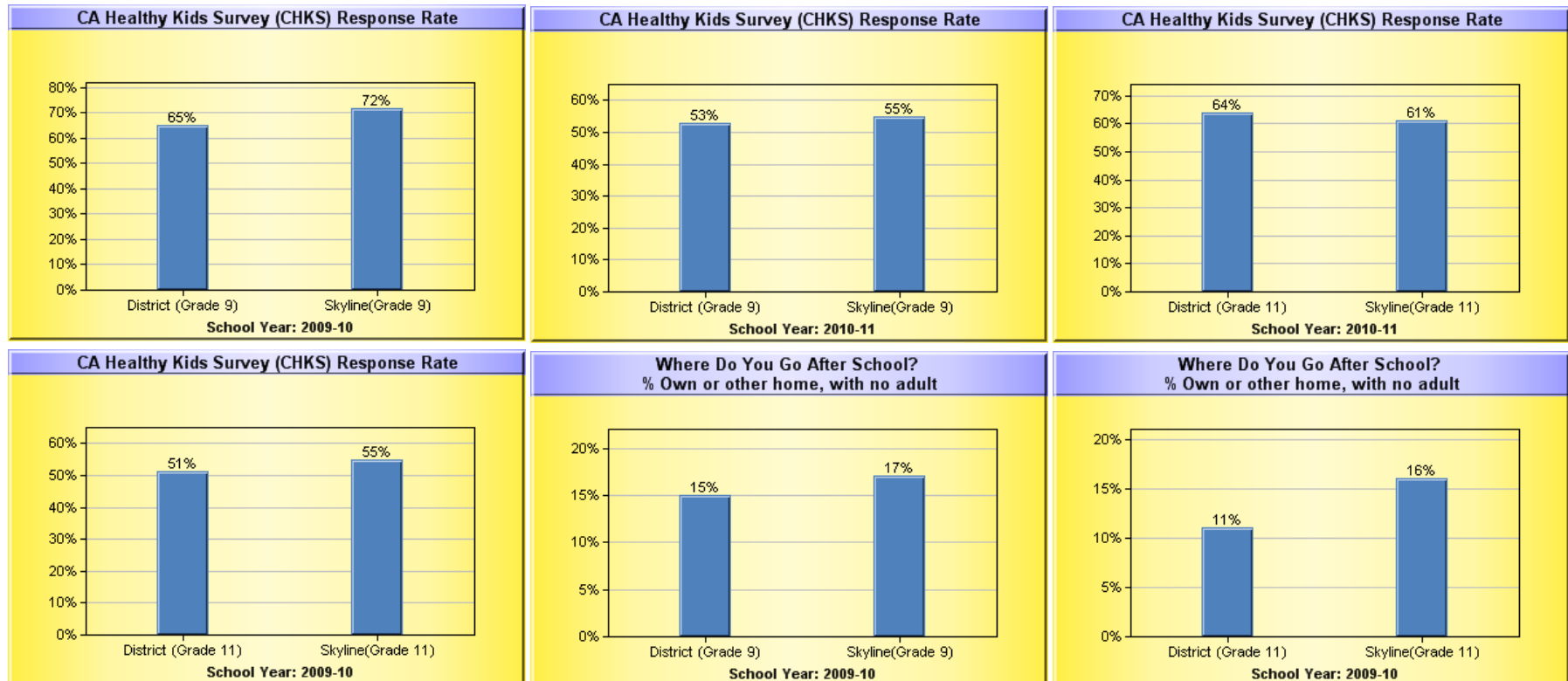
Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority
A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

A quality school...

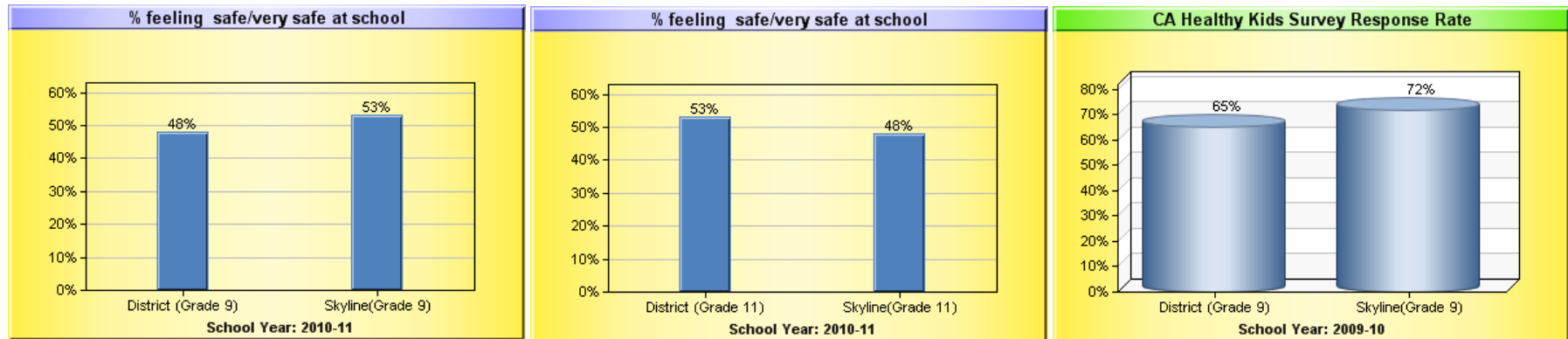
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

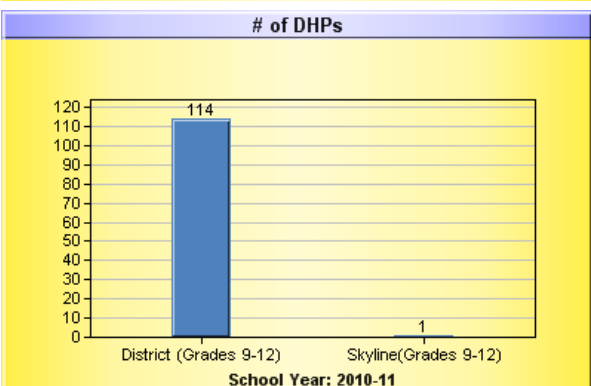
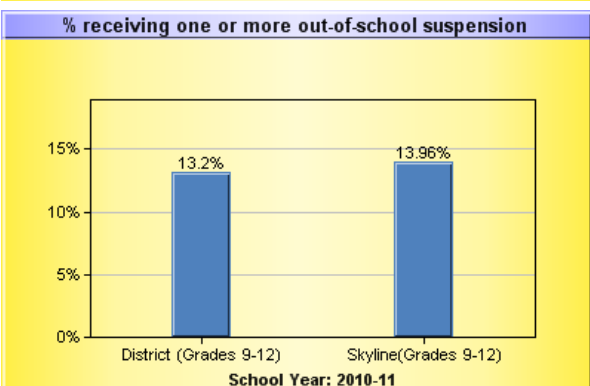
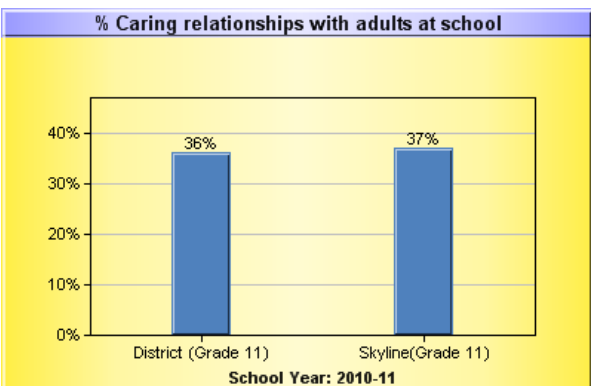
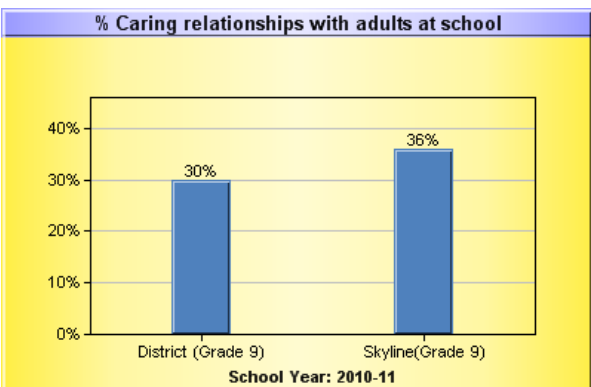
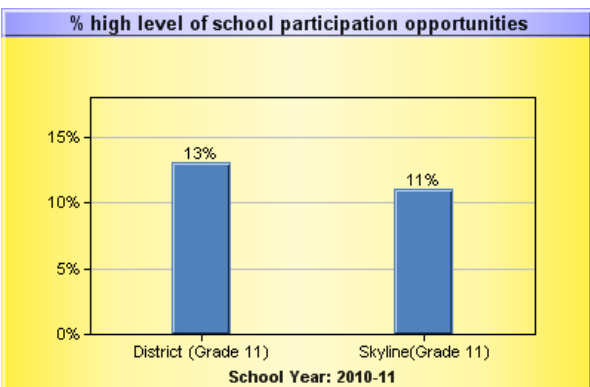
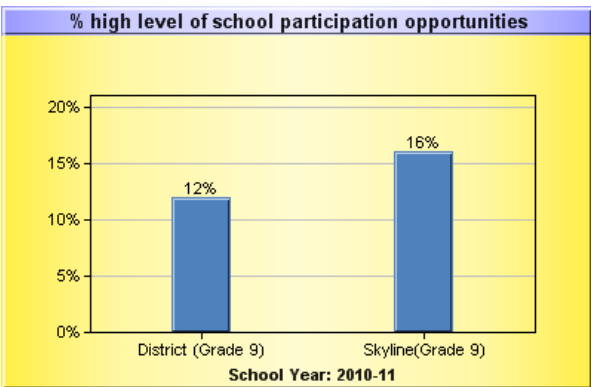
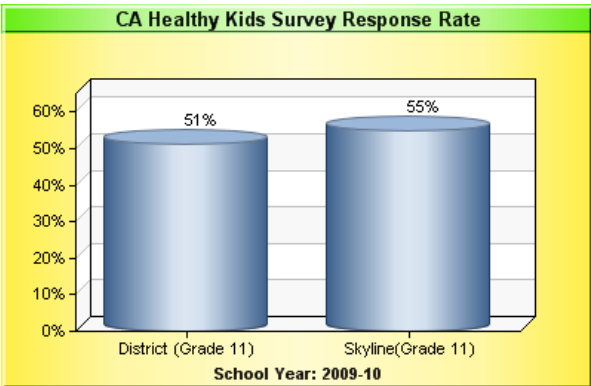
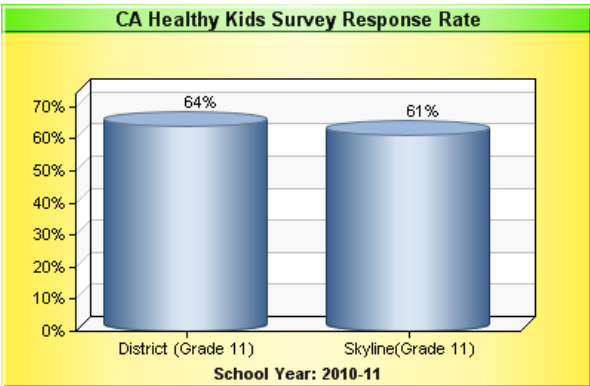
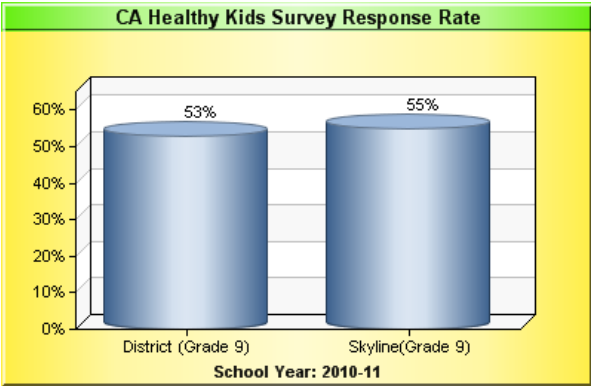
From OUSD Strategic Plan:

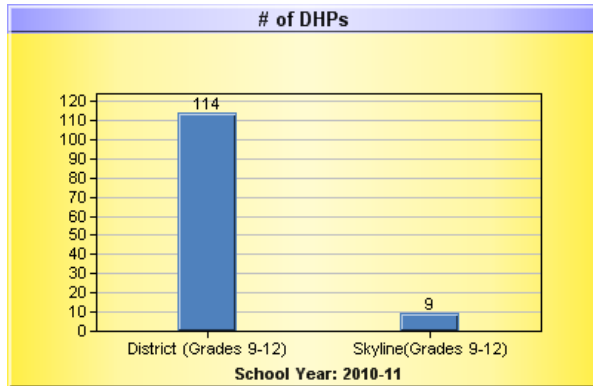
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%







Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that SHS students are earning "F" grades at an alarming rate and 70%+ of students are performing FBB, BB or Basic and that SHS values Relationships as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	Aug - June	Asst. Principal	4/1/2012	306SQI2A2587	Skyline High School shall use the Skyline High School Site Council to bring together all parent support groups (PTSA, CPASS, Performing Arts Boosters, Beautification Committee, ROTC Booster, etc.) to ensure that all parent support groups understand and are promoting the goals and objectives to the WASC Action Plan.	N/A			0	\$0.00
Given that SHS students are earning "F" grades at an alarming rate and 70%+ of students are performing FBB, BB or Basic and that SHS values Relationships as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	Aug - June	Asst. Principal	4/1/2012	306SQI2A2588	Skyline High School shall continue to expand the ? Climb the Mountain of Success,? a student, staff and school community positive recognition program, to ensure that successes at Skyline High School are celebrated.	N/A			0	\$0.00
Given that SHS students are earning "F" grades at an alarming rate and 70%+ of students are performing FBB, BB or Basic and that SHS values Relationships as	All subgroups within Skyline High School shall increase their individual CST						Skyline High School shall create and implement an Academic Responsibility					

one of its cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.	scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	FBB, BB and BAS	Aug - June	Asst. Principal	4/1/2012	306SQI2A2589	Matrix in consultation with Skyline High student leadership to standardize attendance, tardy, homework and classroom work expectations from a student perspective.	N/A			0	\$0.00
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Skyline High School

Principal: TROY JOHNSTON

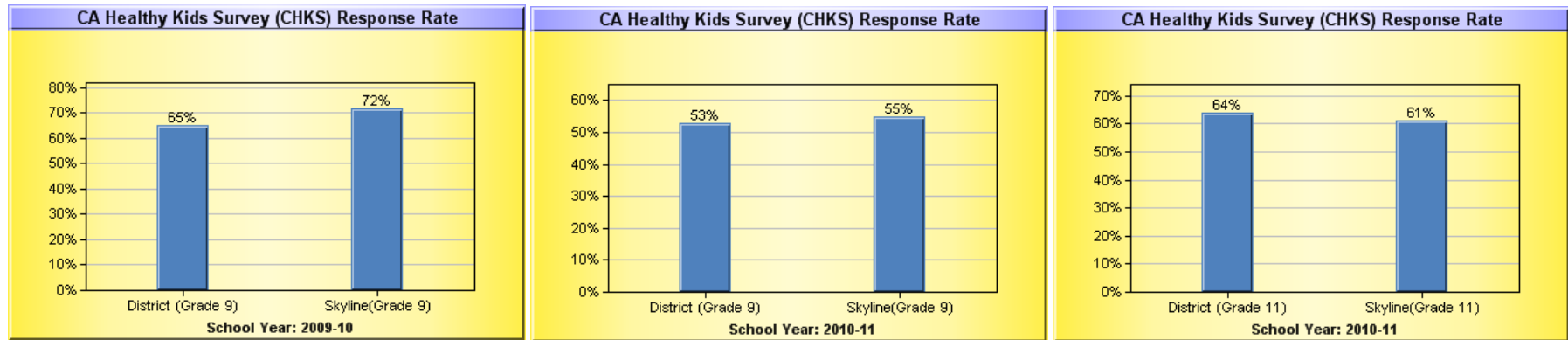
School Quality Standards relevant to this Strategic Priority

A quality school...

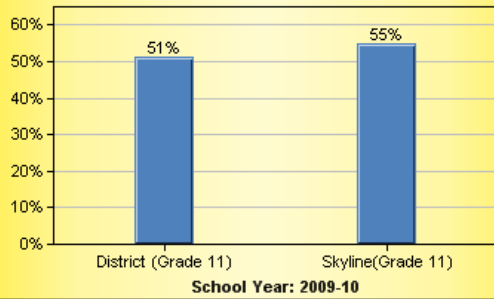
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

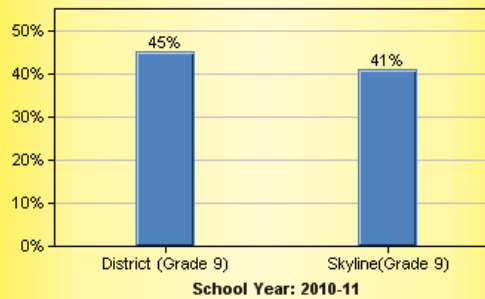
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.



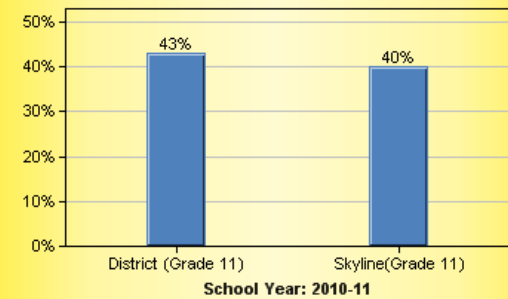
CA Healthy Kids Survey (CHKS) Response Rate



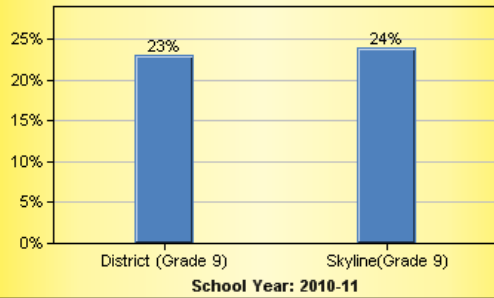
Did you eat breakfast this morning? _% No.



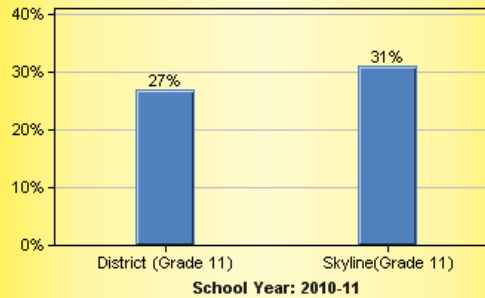
Did you eat breakfast this morning? _% No.



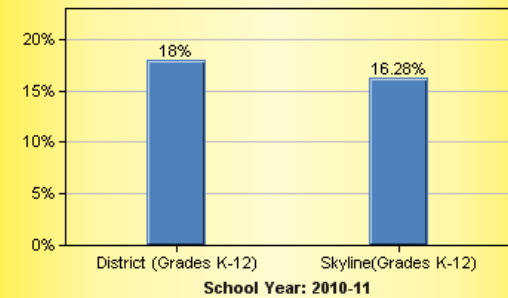
of days of alcohol use during past 30 days



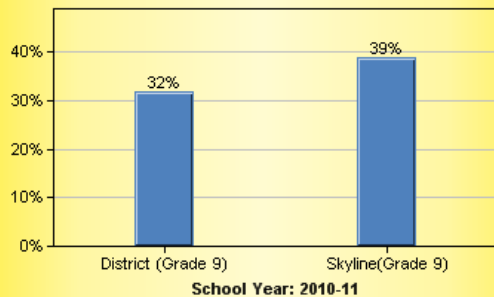
of days of alcohol use during past 30 days



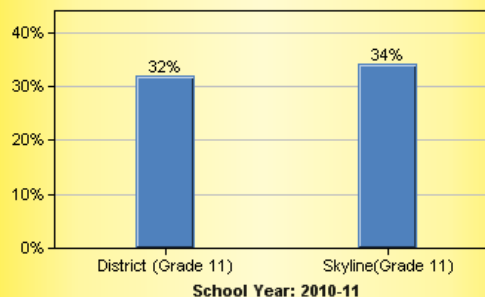
% Average Daily Participation in Breakfast



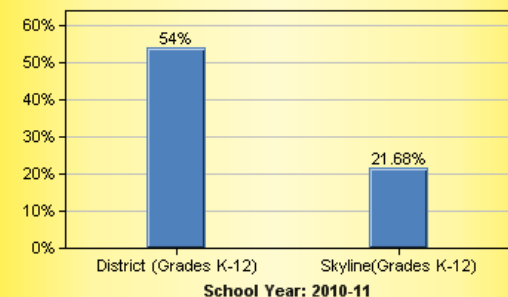
% feeling sad almost every day for 2 weeks or more

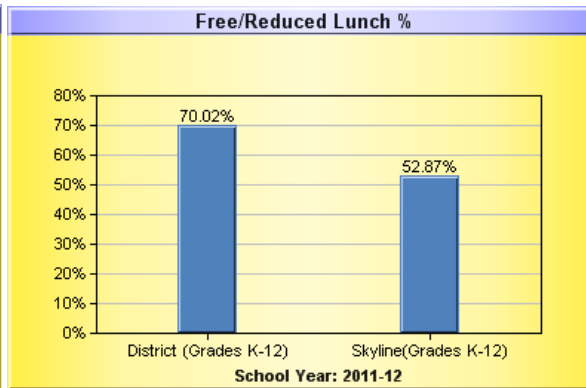
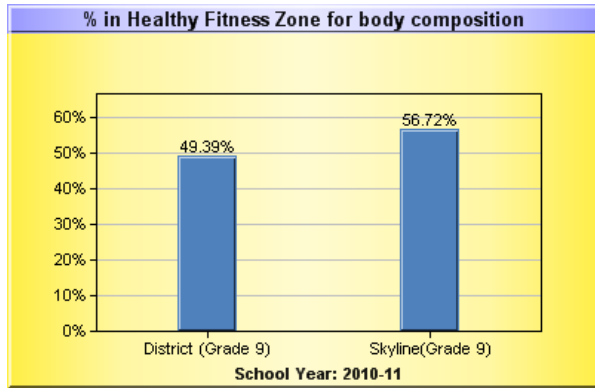


% feeling sad almost every day for 2 weeks or more



% Average Daily Participation in Lunch





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Skyline High School shall continue to maintain and support The Skyline High School Family Resource Center, Youth Center and College and Career Center (depending on budget) to ensure that students, parents/caregivers and the school community have informational and direct access to Skyline High School's academic and student support services and co/extra-curricular activities.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	All Students	Aug - June	Asst. Principal	4/1/2012	306SQI2B2590	Coordinate and integrate with new Community Health Center to ensure outreach efforts.	N/A			0	\$0.00
Skyline High School shall continue to maintain and support The Skyline High School Family Resource Center, Youth Center and College and Career Center (depending on budget) to ensure that students, parents/caregivers and the school community have informational and direct access to Skyline High School's academic and student support services and co/extra-curricular activities.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	All Students	Aug - June	Asst. Principal	4/1/2012	306SQI2B2591	The FRC, Youth Center, College & Career Center and Health Center stakeholder committee to create and publish a meeting calendar, communication review/evaluation protocol and yearly update of Before, During and After School SOP Manual.	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

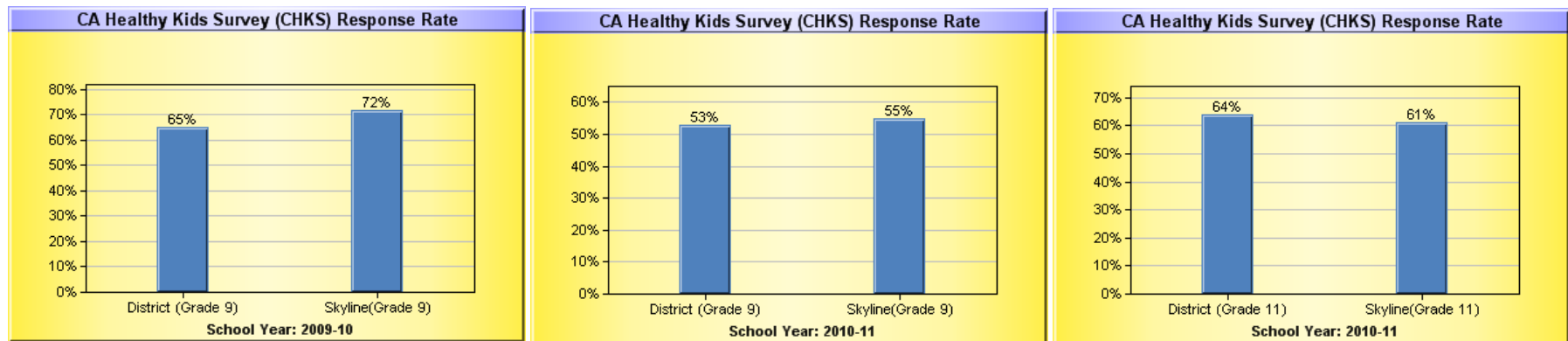
A quality school...

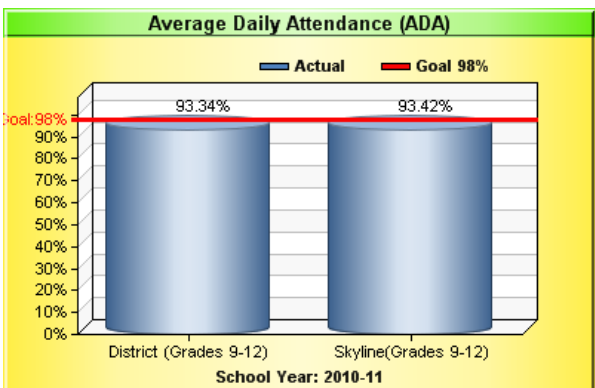
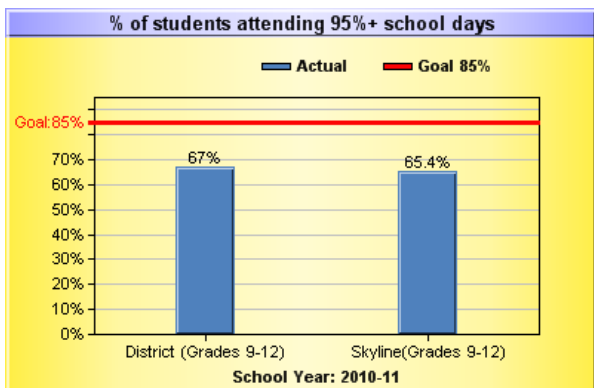
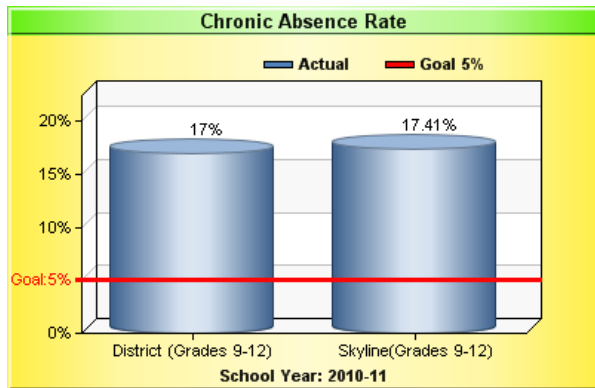
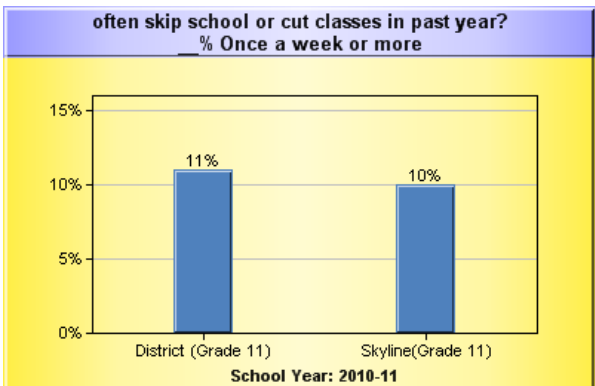
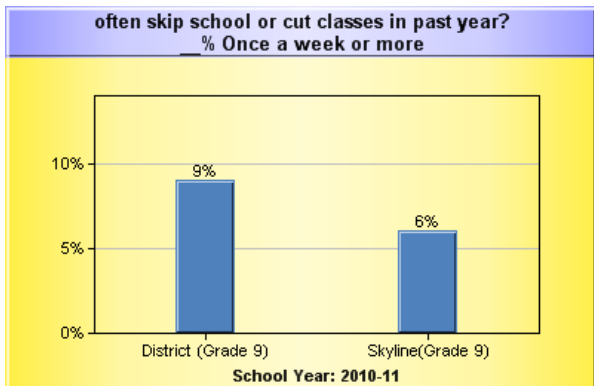
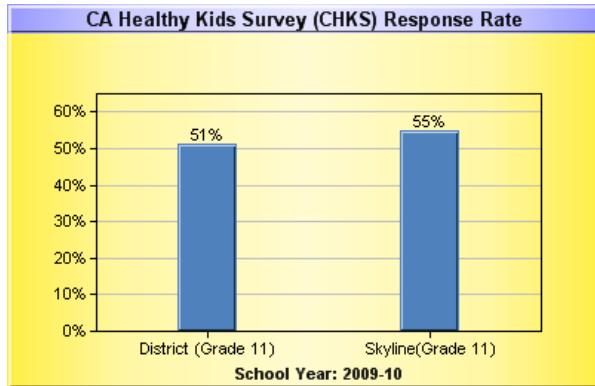
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	All Students	August to June	Assist. Principal	3/6/2012	306SQI2C1317	Will work to ensure that students are attending classes and meeting graduation requirements through both direct interventions and referrals within the school and to community agencies.	3010-Title I		STACOF0001	1	\$75,562.15
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB	All subgroups within Skyline High School											

<p>or Basic and that SHS values Rigor as one of it's cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student's educational experience while at SHS focusing upon high expectations and excellence.</p>	<p>shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.</p>	<p>All Students</p>	<p>August to June</p>	<p>Assist. Principal</p>	<p>3/6/2012</p>	<p>306SQI2C1318</p>	<p>Will work to ensure that students are attending classes and meeting graduation requirements through both direct interventions and referrals within the school and to community agencies.</p>	<p>7090-EIA - SCE</p>	<p>T10TSA0225</p>	<p>1</p>	<p>\$88,738.21</p>
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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

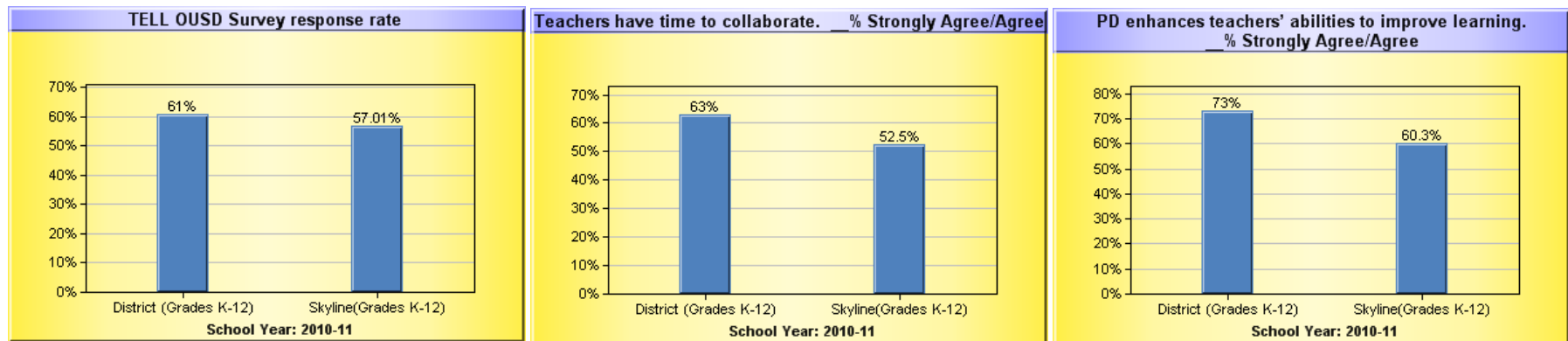
A quality school...

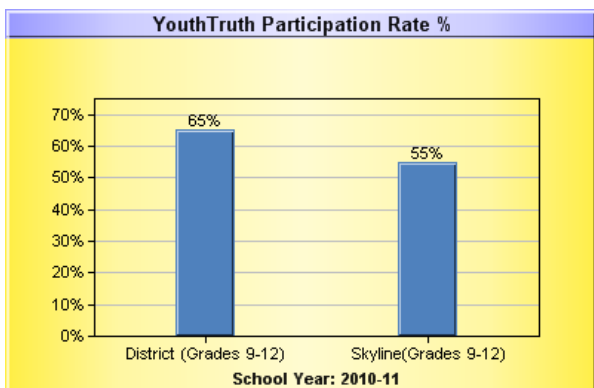
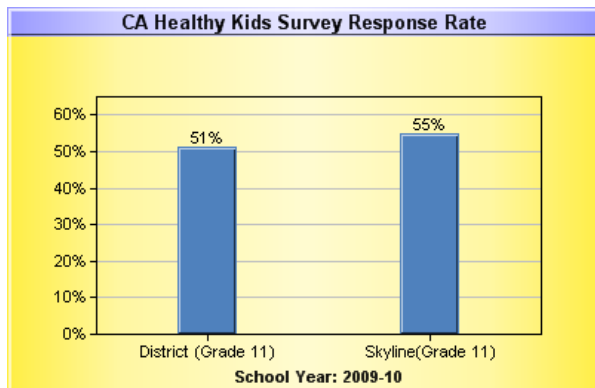
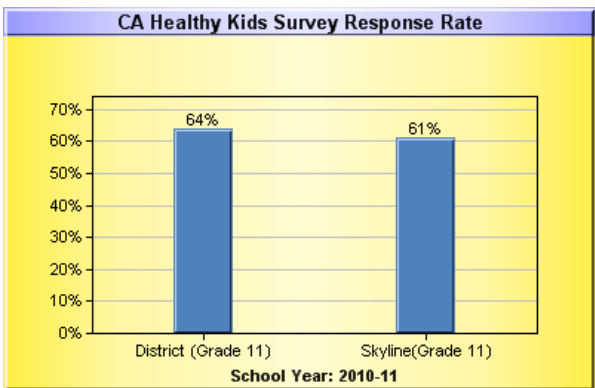
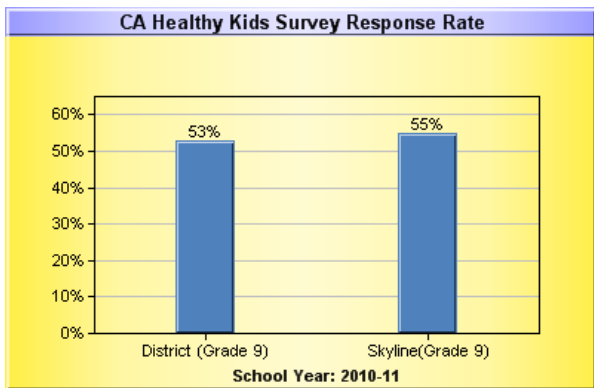
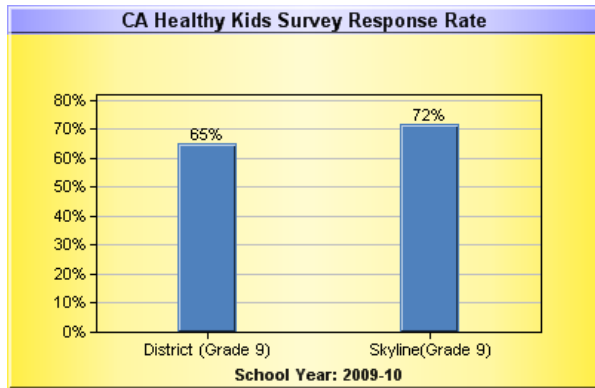
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.	All Students	August to June	Asst. Principal	3/6/2012	306SQI3A1319	Teacher-initiated projects that will both (1) develop more effective teaching strategies and curricula and (2) teach other teachers to use these strategies and curricula in their own classrooms.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$29,000.00
Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB	All subgroups within Skyline High School											

<p>or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.</p>	<p>shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.</p>	All Students	August to June	Asst. Principal	3/6/2012	306SQI3A1320	Supplemental materials to enhance the core instructional program for all students.	3010-Title I	4310-SUPPLIES	0	\$8,455.87
<p>Given that SHS students are earning ?F? grades at an alarming rate and that 70%+ of students are performing FBB, BB or Basic and that SHS values Rigor as one of it?s cornerstones of school-wide reform, SHS shall vigorously work to build systematized structures to personalize each student?s educational experience while at SHS focusing upon high expectations and excellence.</p>	<p>All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.</p>	All Students	August to June	Asst. Principal	3/6/2012	306SQI3A1322	Supplemental materials to enhance the core instructional program for all students.	7090-EIA - SCE	4310-SUPPLIES	0	\$3,795.73

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Skyline High School

Principal: TROY JOHNSTON

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Skyline High School shall continue to maintain and support The Skyline High School Family Resource, Youth Center(s) and College and Career Center (depending upon budget) to ensure students, parents/care givers and the school community to have informational and direct access to Skyline High School's academic, student support services and co/extra curricular activities.	Increase of perent interactions at Skyline High School via the family resource Center.	All Students	August to June	Assist. Princippal	3/6/2012	306SQI4A1324	Parent engagement focusing upon parents who have limited access to elelctronic resources.	3010-Title I	5825-CONSULTANTS		0	\$50,000.00
Skyline High School shall continue to maintain and support The Skyline High School Family Resource, Youth Center(s) and College and Career Center (depending upon budget) to ensure students, parents/care givers and the school	Increase of perent interactions at Skyline High School via the family resource	All Students	August to June	Assist. Princippal	3/6/2012	306SQI4A1325	Parent engagement focusing upon parents who have limited access to elelctronic resources.	9901-Title I - Parent Participation	4410-Equipment \$500-4,999		0	\$1,500.00

community to have informational and direct access to Skyline High School's academic, student support services and co/extra curricular activities.	Center.											
Skyline High School shall continue to maintain and support The Skyline High School Family Resource, Youth Center(s) and College and Career Center (depending upon budget) to ensure students, parents/care givers and the school community to have informational and direct access to Skyline High School's academic, student support services and co/extra curricular activities.	Increase of perent interactions at Skyline High School via the family resource Center.	All Students	August to June	Assist. Princippal	3/6/2012	306SQI4A1326	Parent engagement focusing upon parents who have limited access to eletronic resources.	9901-Title I - Parent Participation	4420-Computer \$500-4,999		0	\$2,000.00
Skyline High School shall continue to maintain and support The Skyline High School Family Resource, Youth Center(s) and College and Career Center (depending upon budget) to ensure students, parents/care givers and the school community to have informational and direct access to Skyline High School's academic, student support services and co/extra curricular activities.	Increase of perent interactions at Skyline High School via the family resource Center.	All Students	August to June	Assist. Princippal	3/6/2012	306SQI4A1327	Parent engagement focusing upon parents who have limited access to eletronic resources.	9901-Title I - Parent Participation	5724-INTERPGM - POSTAGE		0	\$3,946.83

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Skyline High School

Principal: TROY JOHNSTON

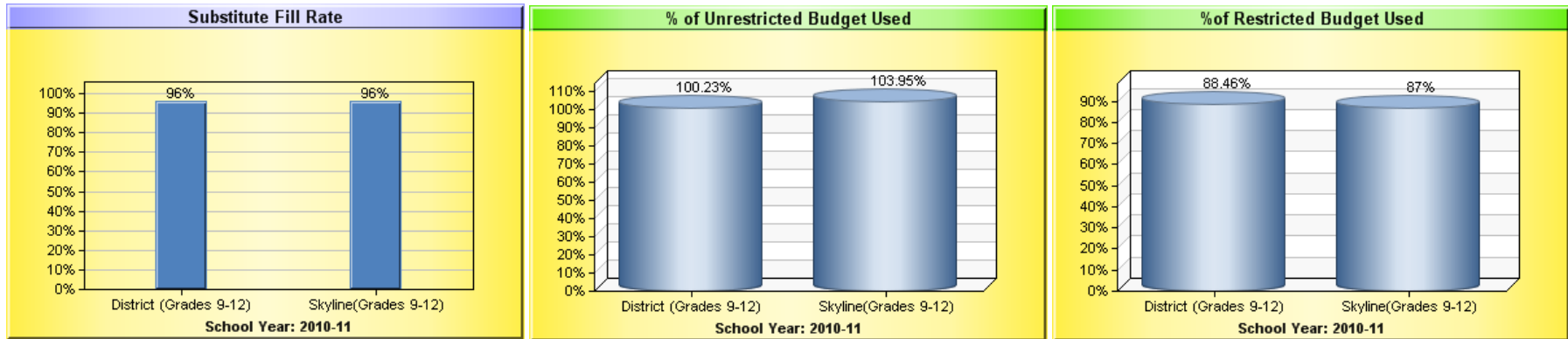
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Skyline High School shall research, create and implement a Student Support Services Model that maintains and supports an Individual Learning Plan (ILP) for every student.	All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five	All Students	Aug - June	Asst. Principal	4/1/2012	306SQI5A2726	Student Support Services personnel shall meet to review, update and edit existing ILP documentation, support services, contract processes, referral/suspension documentation effectiveness, graduation/A-G update process, transcript audit process, occupational interest inventories, etc.	N/A			0	\$0.00

<p>Skyline High School shall research, create and implement a Student Support Services Model that maintains and supports an Individual Learning Plan (ILP) for every student.</p>	<p>years. All subgroups within Skyline High School shall increase their individual CST scores in Mathematics, English Language Arts, Science and Social Science by 10%+ every year for five years.</p>	<p>All Students</p>	<p>Aug - June</p>	<p>Asst. Principal</p>	<p>4/1/2012</p>	<p>306SQI5A2727</p>		<p>N/A</p>		<p>0</p>	<p>\$0.00</p>
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**ASSURANCES
2012-2013**

**School Site: Skyline High School
Site Number: 306**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- xx Title I School-Wide Program
- xx Title I Targeted Assistance Program
- xx EIA/State Compensatory Education
- xx EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on May 17, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on March 1, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

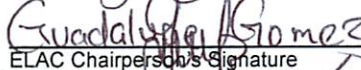
Attested:



SSC Chairperson's Signature

Dr. Renato Almanzor ✓
SSC Chairperson's Name (printed)

May 21, 2012
Date



ELAC Chairperson's Signature

Guadalupe Gomez
ELAC Chairperson's Name (printed)

May 21, 2012
Date



Principal Signature

Troy E. Johnston
Principal's Name (printed)

May 21, 2012
Date



Executive Officer's Signature

Alison McDonald
Executive Officer's Name (printed)

May 21, 2012
Date



Director, State & Federal Compliance Signature



Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster

Skyline High School

School Name: Skyline High School (306)

School Year: 2011-12

<u>Chairperson</u> : Renato P. Almanzor	<u>Vice Chairperson</u>: Cyrus Keller
<u>Secretary</u>: Debra Hansen	<u>DAC Representative</u>:

Check Appropriate Representation

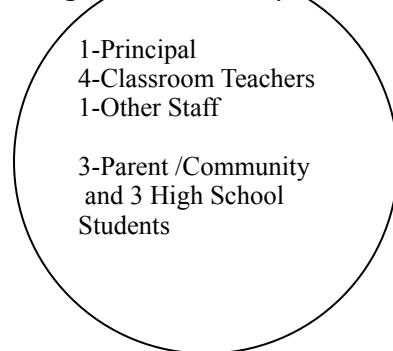
Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Troy Johnston	12250 Skyline Blvd. Oakland, 94619	x				
Aaron Dennis	12250 Skyline Blvd. Oakland, 94619		x			
Heather Merovich	12250 Skyline Blvd. Oakland, 94619		x			
David Orphal	12250 Skyline Blvd. Oakland, 94619		x			
Mary Walfoort	12250 Skyline Blvd. Oakland, 94619			x		
Renato Almanzor	3824 Willow Dr. Oakland 94605				x	
Jan Hunter	12250 Skyline Blvd. Oakland, 94619		x			
Debra Hansen	12250 Skyline Blvd. Oakland, 94619				x	
Cyrus Keller	12250 Skyline Blvd. Oakland, 94619				x	
Jada Pugh	12250 Skyline Blvd. Oakland, 94619					x
Jennifer Nguyen	12250 Skyline Blvd. Oakland, 94619					x
Mindy Quach	12250 Skyline Blvd. Oakland, 94619					x
DAC Representative						
	12250 Skyline Blvd. Oakland, 94619				x	
Home Ph.	Email:					

Meeting Schedule	
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SSC Legal Requirements:

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 equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site.

**Example
High School Composition**



OUSD - FINANCIAL SERVICES - State & Federal Compliance

Submit this Completed Form to your High School Network Office Manager

Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a high school SSC Composition

Title I School Parental Involvement Policy 2011 - 2012

Involvement of Parents in the Title I Program

Skyline High School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
 - How to read and understand transcripts for transcript audits
 - AB 1802 meetings/conferences
 - Implement adopted WASC plan for this year
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - AB 1802 and transcript audits
 - Create a graduation plan for students
 - Parent-student-family conferences for individual students
 - Tips and strategies to be provided for access to parents on the school's website
 - Implement adopted WASC plan for this year

- Teachers collaborate on instruction and student learning and setting up conferences for students in danger of failing
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Parent-student-family conferences for individual students
 - Tips and strategies to be provided for access to parents on the school's website
 - Present and explain to staff the use of Title I during faculty meetings, teacher conferences
 - Work collaboratively with Faculty Council to explain the use of Title I money
 - All staff members form committees to work on implementing our WASC plan for this year
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- Monthly SSC meetings-September 8, October 13, November 10, December 10, January 12, February 9, March 8 and May 10
 - Monthly PTSA meetings-September 20, October 18, November 15, January 17, February 21, March 20, April 17 and May 15
 - Monthly CPAAS meetings-October 6, November 3, December 1, February 2, March 1 and May 3
 - Provide, discuss, share, explain and review WASC plan with parents so that they are aware of the work to be done and the expectations from staff
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Monthly SSC meetings-September 8, October 13, November 10, December 10, January 12, February 9, March 8 and May 10
 - Monthly PTSA meetings-September 20, October 18, November 15, January 17, February 21, March 20, April 17 and May 15
 - Monthly CPAAS meetings-October 6, November 3, December 1, February 2, March 1 and May 3
 - Post meetings and announce meetings 72 hours beforehand via school website, robo-calls, flyers and leaflets
 - Work with Parent Liaison Office to help translate into different languages
- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
- Monthly SSC meetings-September 8, October 13, November 10, December 10, January 12, February 9, March 8 and May 10

- Monthly PTSA meetings-September 20, October 18, November 15, January 17, February 21, March 20, April 17 and May 15
- Monthly CPAAS meetings-October 6, November 3, December 1, February 2, March 1 and May 3

- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Regular and predictable schedules of administrators for parent conferences
 - Work with clerical staff to set appointments for conferences with parents
 - Provide parents information on teachers' conferences and contact information for communication
 - Provide parents with email addresses, phone numbers and other contact information on our school's website

Annual Title I Meeting

- 1) Skyline High School will convene an annual Title I meeting to inform parents of the following:
- That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact

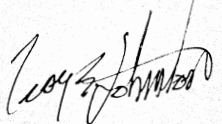
Skyline High School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Attach a copy of the School-Parent Compact to this policy.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by our regularly scheduled SSC meetings, posting of meetings at least 72 hours in advance on flyers and school's website.

This policy was adopted by the Skyline High School Site Council on November 2, 2011 and will be in effect for the period of June, 2012. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before November 2, 2011. It will be made available to the local community on or before November 2, 2011. The Skyline High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(principal's signature)

November 2, 2011

(date)



Skyline High School
12250 SKYLINE BOULEVARD
OAKLAND CA, 94611
510-482-7109
510-482-7296 (fax)



School – Parent Compact

Skyline High School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2011-2012 school year.

School Responsibilities - Skyline High School will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

- Implement our WASC agreement and shared responsibility
- Teachers and staff will collaborate daily and provide evidence of the meetings

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

- Teachers and staff will use their 3 allotted hours for parent contact and conferences
- Skyline High will host a Back to School Night event
- Grade level administrators will hold conferences with students and parents

3) Provide parents with frequent reports on their children's progress.

- Skyline High School will send home the students' grades each marking period
- Teachers will also provide student progress at the request of parents and families

4) Provide parents reasonable access to staff.

- Skyline High School administrative team is accessible through appointments made with our secretarial staff
- Skyline High School will provide all of the administrative and staff email addresses on our website, with our contact numbers
- Teachers will be available during their conference periods, if the meetings are arranged
- Administrative team will have weekly drop in sessions for parents, students and families.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Parents are encourage to be a part of our PTSA, ELAC, and CPAAS organizations
- Parents are welcome to make arrangements with their child's teachers and get a visitor's pass in the front office.

Parent Responsibilities –

We, as parents will support our children’s learning in the following ways:

Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance
- Make sure homework is completed
- Monitoring amount of television viewing time
- Promoting positive use of child’s out of school time

Student Responsibilities –

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California’s academic standards. We will:

Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day
- Ask for help when I need it
- Read for at least 30 minutes every day outside of school

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	<p>1.1 The school/district provides the current* district-adopted, standards-aligned English/Reading Language Arts (ERLA) textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled in grade nine and ten ERLA courses.</p> <p>* As a result of ABX4 2, the State Board of Education (SBE) ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."</p>	<p>Full implementation means that all students, including English learners (ELs), students with disabilities (SWDs), and students with learning difficulties, are provided current state standards-aligned textbooks and instructional materials in grades nine and ten ERLA courses. These materials are implemented daily as designed to support the needs of all students.</p> <ul style="list-style-type: none"> • Full implementation in state-monitored schools means that the district has adopted and is using the articulated high school instructional materials and publishers' texts selected from the current grade seven and eight SBE-adopted list. • At all levels, teachers are using the locally adopted core program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic students. • The articulated high school materials have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program that include extra support for struggling readers. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students including ELs and students with reading difficulties, SWDs, and advanced learners. • Some SWDs may need special modifications and/or accommodations of curriculum or instruction, as specified in their Individualized Education Plan (IEP), to enable them to participate successfully in the core classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p>Appropriate Instructional Program Materials All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Students: <u>1870</u> All Students. <u> 21 </u> ELs. <u> 153 </u> SWDs.</p> <p>Appropriate Use Identify all that apply: <u> X </u> Core materials are used daily as designed. <u> X </u> Ancillary materials are used daily as Designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Appropriate state textbooks are utilized in all core content classes.					
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher purchase order (PO) documentation for sets of classroom core materials.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.2 The school/district provides the current district-adopted English-language Development (ELD) instructional materials for identified ELs. These materials are implemented as designed and documented to be in daily use with materials for every identified EL.	<p>Full implementation means that ELs are provided the current district-adopted ELD instructional program materials. These materials are implemented daily as designed to support the assessed English proficiency needs of students.</p> <ul style="list-style-type: none"> Students are appropriately placed into ELD using California English Language Development Test (CELDT) and all available English proficiency measures. Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills. Students performing at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but should be in a ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition to grade-level content. 	Objective	Fully	Substantially	Partially	Minimally
			1.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Appropriate Instructional Program Materials</u> All EL students are appropriately <input checked="" type="checkbox"/> assessed, <input checked="" type="checkbox"/> placed, and <input checked="" type="checkbox"/> provided appropriate SBE-adopted instructional program materials.</p> <p>Identify ELD Instructional Program/Materials Used:</p> <p><u>Appropriate Use</u> <input checked="" type="checkbox"/> Materials/ ELD components are used daily as designed.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.3 The school/district provides the current* SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards. These programs are implemented as designed and documented to be in daily use in every intervention classroom with materials for every identified student. *As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current."	Full implementation means that all identified intensive intervention students (students achieving below grade six grade standards), including ELs and SWDs, are provided with either the current SBE-adopted grade four through eight ERLA intensive intervention programs (2008-SBE adoption Programs four and five or 2002 SBE-adoption program materials) or the articulated high school version of these grade four through eight intensive intervention programs. These materials are implemented daily as designed. <ul style="list-style-type: none"> • District/site placement criteria determine student placement in intensive intervention, which replaces the core English grade nine or ten instructional program. • The articulated high school intensive intervention materials address the needs of below grade six grade readers (intensive learners) and therefore address ERLA standards below the grade six. • Intensive programs are multi-period, stand-alone, intensive programs that are designed to accelerate students' successful reentry into the grade-level core program within two years or less. Students who reenter the grade-level program may need an additional class of strategic support. 	Objective	Fully	Substantially	Partially	Minimally
			1.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All students are <u>X</u> assessed, <u>X</u> placed, and <u>X</u> provided appropriate SBE-adopted or articulated versions of instructional program materials. Name(s) of Intensive Intervention Program Used: Strategic Geometry Number of Intensive Intervention Students: All Intensive Learners: Gr. 9__ Gr.10__ All Intensive ELs: Gr. 9__15 Gr.10__6 All Intensive SWD's: Gr. 9__48__ Gr. 10__50__				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
1. Instructional Program	1.4 The school/district provides the current* SBE-adopted Algebra I textbooks and instructional materials, including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in all classrooms for all students enrolled Algebra I. *As a result of ABX4 2, the SBE ERLA 2008 and Mathematics 2007 adoptions and the previous SBE adoptions will meet the standard of "current".	Full implementation means that all students, including ELs, SWDs, and students with learning difficulties, enrolled in Algebra I have the current SBE-adopted Algebra I textbooks and instructional program materials. These materials are implemented daily as designed (with consideration for blocked periods and semester courses) to support the instructional needs of all students. <ul style="list-style-type: none"> • Teachers use the adopted core Algebra I program and ancillary materials designed for universal access/differentiated instruction during core instruction to meet the assessed needs of students, including strategic learners. • All SBE-adopted programs have been designed with additional ancillary materials that are to be used with and beyond the core grade-level program. The ancillary materials are used for universal access. Universal access is a term that describes differentiated instruction that meets the needs of all students, including ELs, students with mathematics difficulties, SWDs, and advanced learners. • SWDs may be appropriately placed in Algebra I but may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the core Algebra I classroom. 	Objective	Fully	Substantially	Partially	Minimally
			1.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Appropriate Instructional Program Materials</u> All students are <u> X </u> assessed, <u> X </u> placed, and <u> X </u> provided appropriate SBE-adopted instructional program materials. Number of Students: <u>1870</u> All Students. <u> 21 </u> ELs. <u> 153 </u> SWDs. <u>Appropriate Use</u> Identify all that apply: <u> X </u> Core materials are used daily as designed. <u> X </u> Ancillary materials are used daily as designed.				
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:							
Classroom Distribution Date:							
Attach publisher PO documentation for sets of classroom core materials.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
1. Instructional Program	<p>1.5 The school/district provides the 2007 SBE-adopted Algebra Readiness program and materials, including ancillary materials for universal access. This program is implemented as designed and documented to be in daily use with materials for students identified for intensive intervention in grades nine and ten who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I.</p> <p>Districts using the 2001 SBE-adoption: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that all students in grades nine or ten, including ELs, SWDs, and students with learning difficulties needing specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I, are appropriately assessed and provided the 2008 SBE-adopted instructional program and materials in Algebra Readiness. These materials are provided to all identified students and implemented daily as designed.</p> <ul style="list-style-type: none"> The Algebra Readiness program is a one-period, stand-alone, intervention program to prepare students to enter into grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. SWDs placed in an Algebra Readiness course may need special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in this classroom. 	Objective	Fully	Substantially	Partially	Minimally												
			1.5	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			Key Components																
			<p><u>Appropriate Instructional Program Materials</u> All students are ___ assessed, ___ placed, and ___ provided appropriate SBE-adopted instructional program materials.</p> <p>Number of Intensive Intervention Students: All Intensive Learners: Gr. 9 ___ Gr. 10 ___ All Intensive ELs: Gr. 9 ___15___ Gr. 10 ___6___ All Intensive SWDs: Gr. 9 ___48___ Gr. 10 ___50___</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number Provided SBE-Algebra Readiness</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>Total Students</td> <td style="text-align: center;">500</td> <td style="text-align: center;">439</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">15</td> <td style="text-align: center;">6</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">48</td> <td style="text-align: center;">50</td> </tr> </tbody> </table> <p><u>Appropriate Use</u> ___X___ Materials are used daily as designed.</p>					Number Provided SBE-Algebra Readiness				Grade 9	Grade 10	Total Students	500	439	ELs	15	6
Number Provided SBE-Algebra Readiness																			
	Grade 9	Grade 10																	
Total Students	500	439																	
ELs	15	6																	
SWDs	48	50																	
Documentation		Additional Comments																	
	Mathematics																		
District Purchase Date:																			
School Distribution Date:																			
Classroom Distribution Date:																			
Attach publisher PO documentation for sets of classroom core materials.																			

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																
2. Instructional Time	2.1 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current district-adopted core ERLA instructional program. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades nine and ten: One period. 	<p>Full implementation means that the school's master schedule allocates for all ERLA classrooms the appropriate daily instructional time in the current district-adopted, core, standards-based ERLA grade nine and ten instructional program. This instructional time allocation provides all students, including ELs, SWDs, and students with learning difficulties, with sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Exam (CAHSEE).</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. 	Objective	Fully	Substantially	Partially	Minimally												
			2.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%												
			<p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify the number (#) of instructional minutes (length of periods) offered at each grade level:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Number of Instructional Minutes at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> </tbody> </table>					Number of Instructional Minutes at each grade level				Grade 9	Grade 10	All Students	51	51	ELs	51	51
Number of Instructional Minutes at each grade level																			
	Grade 9	Grade 10																	
All Students	51	51																	
ELs	51	51																	
SWDs	51	51																	
Documentation		Additional Comments																	
	Reading/Language Arts/ELD																		
Master Schedule:																			
Description of Course Content:																			
Description of Intervention Programs:																			

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.																		
2. Instructional Time	2.2 Through the school's master schedule, the school/district complies with and monitors implementation of additional instructional time within the school day for students identified for strategic support in ERLA using the current district-adopted core ERLA instructional program and ancillary materials. <ul style="list-style-type: none"> • Grade nine and ten: One additional strategic support period at each grade level linked to a grade-level core English nine or English ten course. 	<p>Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students who demonstrate proficiency at or above the grade six ERLA standards but fail to master grade nine or ten standards and/or pass the English-language arts (ELA) portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time beyond the core to learn grade-level standards. <ul style="list-style-type: none"> – For high-priority strategic students, the strategic support is a period in addition to the basic core program to pre/re-teach concepts and skills taught in the grade-level English nine and ten courses. – Some strategic students may have occasional trouble within the day-to-day ELA instruction. These students may not need additional strategic support time beyond the core period. In this case, teachers are to provide these students additional targeted differentiated instruction using the core program, ancillary materials in their English nine and ten classrooms. 	Objective	Fully	Substantially	Partially	Minimally														
			2.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%														
			Key Components																		
<p><u>Appropriate Allocation of Daily Instructional Time</u> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions.</p> <p>Identify Number (#) of High Priority (HP) students served and length of HP strategic periods offered at each grade level:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Number of Students at each grade level</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>All Strategic</td> <td style="text-align: center;">123</td> <td style="text-align: center;">90</td> </tr> <tr> <td>All HP Strategic</td> <td style="text-align: center;">60</td> <td style="text-align: center;">60</td> </tr> <tr> <td># of HP Strategic provided 1 additional period</td> <td style="text-align: center;">15</td> <td></td> </tr> </tbody> </table>							Number of Students at each grade level				Grade 9	Grade 10	All Strategic	123	90	All HP Strategic	60	60	# of HP Strategic provided 1 additional period	15	
Number of Students at each grade level																					
	Grade 9	Grade 10																			
All Strategic	123	90																			
All HP Strategic	60	60																			
# of HP Strategic provided 1 additional period	15																				
<p>Number of Strategic Instructional Minutes (or length of period) at each grade level for High Priority Strategic Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>Additional time provided all HP Strategic students</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Additional time provided all HP Strategic ELs</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Additional time provided all HP Strategic SWDs</td> <td style="text-align: center;">102</td> <td></td> </tr> </tbody> </table>								Grade 9	Grade 10	Additional time provided all HP Strategic students	51	51	Additional time provided all HP Strategic ELs	51	51	Additional time provided all HP Strategic SWDs	102				
	Grade 9	Grade 10																			
Additional time provided all HP Strategic students	51	51																			
Additional time provided all HP Strategic ELs	51	51																			
Additional time provided all HP Strategic SWDs	102																				

**SKYLINE High School
Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> The district-adopted core materials and the core ancillary materials will serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so that they can participate in and progress through daily lessons in the core program with their peers. 	<p>Describe assessment and placement criteria for high priority strategic students.</p> <p>Students are tested in Reading (SRI) and in Algebra</p> <p>Describe differentiated support for students not needing an additional strategic period: Study hall, after school mentoring, peer tutoring, cyber high credit recovery</p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Master Schedule:			
Description of Course Content:			
Description of Intervention Programs:			

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.													
2. Instructional Time	2.3 Through the school's master schedule, the school/district complies with and monitors the daily implementation of additional instructional time within the school day for ELD instruction for identified ELs, using the current district adopted ELD materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Grades nine and ten: One designated ELD course per appropriate language proficiency level(s) at each grade level. 	<p>Full implementation means that the school's master schedule allocates appropriate instructional time for courses that are designated for ELD instruction and differentiated for English language-proficiency levels.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • ELs are appropriately placed into ELD using CELDT and all available English proficiency measures. • The ELD instruction provides sufficient instruction and practice to fully develop English-language proficiency in order to accelerate acquisition of grade-level content. • Students at CELDT proficiency levels one through three need at least a separate ELD course focused on building English-language skills through articulated SBE-adopted or district approved ELD materials. • Students at CELDT proficiency levels four and five (Early Advanced and Advanced) may not need separate ELD courses, but are to be placed in an ERLA course that has specifically designated materials and/or strategies, which focus on building English-language skills for mastery of content standards. <p>Examples of designated ELD courses include:</p> <ul style="list-style-type: none"> • A separate period of ELD. • ELD during SBE-adopted intensive intervention Program five or the articulated high school version of the grade four through eight ERLA intensive intervention program. • An ELD strategic support class. • College Preparation English with in-class ELD support. 	Objective	Fully	Substantially	Partially	Minimally									
			2.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components													
			<p><u>Appropriate Allocation of Daily Instructional Time</u> Identify all that apply: <input checked="" type="checkbox"/> Time is given priority and protected from interruptions. <input type="checkbox"/> ELD instruction is additional time in schedule.</p> <p>Name of Designated ELD Course(s) by level:</p> <p>Identify Number (#) of EL students by CELDT level and # of instructional minutes (length of period) offered at each CELDT level.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Proficiency Levels</th> <th style="text-align: center;">Levels 1-2</th> <th style="text-align: center;">Level 3</th> <th style="text-align: center;">Level 4-5</th> </tr> </thead> <tbody> <tr> <td># of Students</td> <td></td> <td></td> <td style="text-align: center;">21</td> </tr> <tr> <td># of Instructional Minutes in ELD (beyond 2.1 and 2.2)</td> <td style="text-align: center;">51</td> <td></td> <td></td> </tr> </tbody> </table>					Proficiency Levels	Levels 1-2	Level 3	Level 4-5	# of Students			21	# of Instructional Minutes in ELD (beyond 2.1 and 2.2)
Proficiency Levels	Levels 1-2	Level 3	Level 4-5													
# of Students			21													
# of Instructional Minutes in ELD (beyond 2.1 and 2.2)	51															
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
Master Schedule:																
Description of Course Content:																
Description of Intervention Programs:																
Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply.													

**SKYLINE High School
Academic Program Survey—High School Level**

Component			Circle the most appropriate rating.													
2. Instructional Time	2.4 Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions. <ul style="list-style-type: none"> • Two-hours (or two to three periods). 	Full implementation means that the school's master schedule allocates the appropriate instructional time in uninterrupted blocked classes for all identified intensive intervention students, including ELs and SWDs. The SBE-adopted ERLA intensive intervention reading programs materials (2008 SBE-adopted Programs four or five (or articulated high school versions) or the 2002 SBE-adoption program materials are utilized on a daily basis to support the needs of all intensive reading intervention students. <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. • Students in need of intensive intervention are defined as students demonstrating proficiency in ERLA below grade six standards. • The master schedule allocates appropriate instructional time for implementation of the intensive intervention programs as stated in the Framework and designed by publishers (two to three periods within the master schedule). • The intensive intervention programs in ERLA are multi-period, stand-alone programs that replace the grade-level core program and provide differentiated support to accelerate students' subsequent successful reentry into the-grade-level core program with the addition of a strategic support period. • ELs in the current SBE-adopted or articulated high school version of a Program five intensive intervention will receive embedded ELD instruction as per program design. For ELs, Program five meets the required 30-60 minutes of ELD daily instruction. 	Objective	Fully	Substantially	Partially	Minimally									
			2.4	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%									
			Key Components <u>Appropriate Allocation of Daily Instructional Time</u> <input checked="" type="checkbox"/> Time is given priority and protected from interruptions. Indicate total length (minutes) of blocked periods: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="text-align: left;"># of Instructional Minutes at each grade level</th> <th style="text-align: center;">Grade 9</th> <th style="text-align: center;">Grade 10</th> </tr> </thead> <tbody> <tr> <td>All intensive learners</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Intensive ELs</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> <tr> <td>Intensive SWDs</td> <td style="text-align: center;">51</td> <td style="text-align: center;">51</td> </tr> </tbody> </table>					# of Instructional Minutes at each grade level	Grade 9	Grade 10	All intensive learners	51	51	Intensive ELs	51	51
# of Instructional Minutes at each grade level	Grade 9	Grade 10														
All intensive learners	51	51														
Intensive ELs	51	51														
Intensive SWDs	51	51														
Documentation		Additional Comments														
	Reading/Language Arts/ELD															
Master Schedule:																
Description of Course Content:																
Description of Intervention Programs:																

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.
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**SKYLINE High School
Academic Program Survey—High School Level**

2. Instructional Time			Objective	Fully	Substantially	Partially	Minimally								
	<p>2.5 Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted Algebra I program. This time is given priority and protected from interruptions.</p> <ul style="list-style-type: none"> • One period – Algebra I. 	<p>Full implementation means that the school's master schedule allocates for all Algebra I classrooms the appropriate daily instructional time in the current SBE-adopted basic Algebra I core materials for all students, including ELs, SWDs, students with learning difficulties, and advanced learners, in order to provide sufficient instruction and practice to meet their instructional needs.</p> <ul style="list-style-type: none"> • This time is given priority and protected from interruptions. 	2.5	4 100%	3 At least 75%	2 At last 50%	1 Less than 50%								
			Key Components												
			<u>Appropriate Allocation of Daily Instructional Time</u>												
			<input checked="" type="checkbox"/> Time is given priority and protected from interruptions.												
			Indicate Number (#) of Instructional Minutes offered for Algebra I for grades nine and ten:												
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;"># of Instructional Minutes for Algebra I</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;">All Students</td> <td style="width: 20%; text-align: center;">51</td> </tr> <tr> <td>ELs</td> <td style="text-align: center;">51</td> </tr> <tr> <td>SWDs</td> <td style="text-align: center;">51</td> </tr> </tbody> </table>					# of Instructional Minutes for Algebra I		All Students	51	ELs	51	SWDs	51
# of Instructional Minutes for Algebra I															
All Students	51														
ELs	51														
SWDs	51														
Documentation			Additional Comments												
			Mathematics												
Master Schedule:															
Description of Course Content:															
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**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
2. Instructional Time	2.6 Through the school's master schedule, the school/district complies with and monitors daily implementation of additional instructional time within the school day for identified Algebra I students needing strategic intervention using the current SBE-adopted Algebra I core and ancillary materials <ul style="list-style-type: none"> • One period – Additional strategic support linked to a grade-level Algebra I course. 	Full implementation means that the school's master schedule allocates sufficient additional time and periods to support identified strategic students, including ELs, SWDs, and students with learning difficulties. The district/school uses assessments and placement criteria to determine the instructional needs of strategic students and the intensity of support offered to these students. <ul style="list-style-type: none"> • Time is given priority and protected from interruptions. • Students identified in need of strategic support are defined as students demonstrating proficiency at or above the seventh grade mathematics standards but unable to master Algebra I standards and/or pass the Algebra portion of the CAHSEE. • Strategic learners are assessed and need additional instructional time: <ul style="list-style-type: none"> – For high-priority strategic students, the strategic support is a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra I course. – Some strategic students may have occasional trouble within day-to-day Algebra I instruction. These students may not need additional strategic support time. In this case, teachers are to provide these students additional targeted differentiated instruction using the core ancillary materials in their Algebra I classrooms to support their students' achievement of standards and concepts in their core Algebra I classrooms. 	Objective	Fully	Substantially	Partially	Minimally
			2.6	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Appropriate Allocation of Daily Instructional Time</u>							
_____Time is given priority and protected from interruptions.							
Identify Number (#) of Strategic and High Priority (HP) strategic students served and amount of strategic instructional time offered for Algebra I.							
# of grade <u>nine/ten</u> strategic students							
All Strategic							
All HP Strategic							
All HP EL Strategic							
All HP SWD Strategic							

**SKYLINE High School
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		<ul style="list-style-type: none"> The current SBE-adopted Algebra I strategic support materials and core ancillary materials serve as the predominant instructional program provided to meet the instructional needs of identified strategic students so they can participate in and progress through the daily lessons in the core program with their peers. 	<table border="1"> <thead> <tr> <th colspan="2">Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic</th> </tr> <tr> <th></th> <th>Algebra HP Inst'l Minutes</th> </tr> </thead> <tbody> <tr> <td>Additional time provided to all HP strategic students</td> <td></td> </tr> <tr> <td>Additional time provided to HP EI strategic students</td> <td></td> </tr> <tr> <td>Additional time provided to all HP SWD strategic students</td> <td></td> </tr> </tbody> </table> <p>Describe differentiated support for students not needing an additional strategic period:</p>	Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic			Algebra HP Inst'l Minutes	Additional time provided to all HP strategic students		Additional time provided to HP EI strategic students		Additional time provided to all HP SWD strategic students	
Amount of Strategic Instructional Minutes (or length of period) for grade nine/ten Algebra HP Strategic													
	Algebra HP Inst'l Minutes												
Additional time provided to all HP strategic students													
Additional time provided to HP EI strategic students													
Additional time provided to all HP SWD strategic students													
Documentation		Additional Comments											
	Mathematics												
Master Schedule:													
Description of Course Content:													
Description of Intervention Programs:													

Essential Program	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply.
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**SKYLINE High School
Academic Program Survey—High School Level**

Component			Circle the most appropriate rating.											
2. Instructional Time	<p>2.7 Through the school’s master schedule, the school/district complies with and monitors implementation of instructional time for most recent SBE-adopted Algebra Readiness program mathematics for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to meet Algebra I standards.</p> <ul style="list-style-type: none"> • Grade eight: One period of Algebra Readiness daily for identified intervention students. <p>Districts using the 2001 SBE adoptions: Students who have been assessed and identified as needing intensive mathematics intervention should be provided additional time and support using the ancillary materials from the adopted program.</p>	<p>Full implementation means that the school’s master schedule allocates sufficient Algebra Readiness periods for students identified for intensive intervention who need specialized instruction to acquire the pre-algebraic skills and concepts necessary to succeed in Algebra I. The district/school uses assessments and placement criteria to determine the instructional needs of these students. Materials are provided to all mathematics students identified as needing intervention students and the materials are documented to be in daily use.</p> <ul style="list-style-type: none"> • Time is given priority and protected from interruptions. • Mathematics intensive intervention students are defined as those students who are achieving below grade seven mathematics standards. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in Algebra Readiness, which replaces the core Algebra I course. Students are appropriately assessed and placed in a SBE-adopted Algebra Readiness instructional program following the district criteria. • The Algebra Readiness program is a one-period, stand-alone program to prepare students to enter into the grade-level Algebra I core classroom supported by an additional class of strategic support the following school year. 	Objective	Fully	Substantially	Partially	Minimally							
			2.7	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%							
			<p>Key Components</p> <p><u>Appropriate Allocation of Daily Instructional Time</u> _____ Time is given priority and protected from interruptions.</p> <p>Indicate total number (#) of Minutes for Algebra Readiness period:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;"># of Instructional Minutes</th> </tr> <tr> <th style="width: 80%;"></th> <th style="text-align: center;">Algebra Readiness</th> </tr> </thead> <tbody> <tr> <td>All Intensive Algebra Readiness Learners</td> <td style="width: 20%;"></td> </tr> <tr> <td>All Intensive Algebra Readiness ELs</td> <td></td> </tr> <tr> <td>All Intensive Algebra Readiness SWDs</td> <td></td> </tr> </tbody> </table>					# of Instructional Minutes			Algebra Readiness	All Intensive Algebra Readiness Learners		All Intensive Algebra Readiness ELs
# of Instructional Minutes														
	Algebra Readiness													
All Intensive Algebra Readiness Learners														
All Intensive Algebra Readiness ELs														
All Intensive Algebra Readiness SWDs														
Documentation		Additional Comments												
	Mathematics													
Master Schedule:														
Description of Course Content:														
Description of Intervention Programs:														

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.1 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current district-adopted ERLA grade nine and ten core and strategic support courses in order for all teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that annual district/ instructional/assessment pacing guides are in daily use in all grade nine and ten classrooms fully implement the current district-adopted ERLA programs by grade level (and by tracks if on a year-round school). All students in the ERLA grade nine and ten receive at least the minimum course of study as described by the publisher.</p> <p>Full implementation for state-monitored schools means that the school/district has adopted and is using the articulated high school instructional materials and texts published by publishers selected from the grade seven and eight current SBE-adopted ERLA list.</p> <ul style="list-style-type: none"> • Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. • The core course-pacing guide is the foundational pacing guide for the strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level ERLA course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. 	Objective	Fully	Substantially	Partially	Minimally
			3.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			<p>Key Components</p> <p><u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u> <input checked="" type="checkbox"/> Principal monitors daily use.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.2 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted ERLA intensive reading intervention program in order for all intervention teachers to follow a common sequence of instruction and assessment.	<p>Full implementation means that an annual district instructional/assessment pacing guide is in daily use in all ERLA intensive intervention classrooms with the current SBE-adopted or articulated high school version intensive reading intervention program.</p> <p>Full implementation in state-monitored schools means that the school/district has adopted the current SBE-adopted grade four through eight ERLA intensive intervention programs or the articulated high school version of those intervention program materials.</p> <ul style="list-style-type: none"> Use of the pacing guide ensures all students receive a common sequence of instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. 	Objective	Fully	Substantially	Partially	Minimally
			3.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Instructional/Assessment Pacing Guides</u></p> <p><input checked="" type="checkbox"/> Distributed to each grade level.</p> <p><input checked="" type="checkbox"/> Used daily at every grade level.</p> <p><u>Pacing Guide Use Monitored</u></p> <p><input checked="" type="checkbox"/> Principal monitors daily use.</p>				
Documentation		Additional Comments					
Mathematics							
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
3. Lesson Pacing Guide	3.3 The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for the current SBE-adopted Algebra I, Algebra Readiness and Algebra I strategic support course in order for all teachers to implement a common sequence of instruction and assessment.	<p>Full implementation means that annual district instructional/assessment pacing guide is in daily use for Algebra I, Algebra I strategic support, and Algebra Readiness (for districts adopting from the 2007 SBE-approved list) classrooms.</p> <ul style="list-style-type: none"> The core course pacing guide for Algebra I is the foundational pacing guide for the Algebra I strategic support class. The strategic support teacher uses the core course pacing guide and intensifies the focus on key standards ensuring: 1) an alignment to the grade-level Algebra I course being taught; 2) the use of the adopted basic core program ancillary materials; 3) time for pre/re-teaching; and 4) time to address specific skill needs of students. Use of the pacing guide ensures all students receive a common sequence of grade-level instruction and assessments. Data analysis of common assessments in teacher collaboration informs instructional planning and decision-making. 	Objective	Fully	Substantially	Partially	Minimally
			3.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Instructional/Assessment Pacing Guides</u> <input checked="" type="checkbox"/> Distributed to each grade level. <input checked="" type="checkbox"/> Used daily at every grade level. <u>Pacing Guide Use Monitored</u> <input checked="" type="checkbox"/> Principal monitors daily use. There is a pacing guide for Algebra				
Documentation		Additional Comments					
Mathematics							
School/District Pacing Plan by Grade Level							
Attach Appropriate Documentation.							

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
4. School Administrator Instructional Leadership Training	<p>4.1 The district provides the principal and vice-principal(s) with a 40-hour administrative training, Module I in leadership, support and monitoring needed for the full implementation of the current SBE-adopted ERLA basic core and intervention program materials and current SBE-adopted mathematics programs through a knowledgeable, experienced provider. The district also validates that each administrator completes a 40-hour structured practicum based on the implementation of the ERLA and mathematics instructional materials and the Essential Program Components (EPCs).</p> <p>This requirement is fulfilled when the administrator(s) completes this 40-hour administrator training and 40-hours of structured practicum in the current district-adopted ERLA or intensive reading intervention program or mathematics program materials.</p> <p>Administrators using this training to meet the Tier II administration credentialing requirements will have to receive training through a SBE-approved Administrator Training Program (ATP) Provider and complete the SBE-approved Leadership and Support of</p>	<p>Full implementation means the district validates that the principal and vice-principal(s) have completed the 40-hour administrative training in the current SBE-adopted ERLA core, intensive reading intervention program materials or the SBE-adopted Algebra I or Algebra Readiness mathematics program materials and 40-hours of structured practicum.</p> <p>The 40-hours of training provided by a knowledgeable, experienced provider will include at least 32-hours of training in the following:</p> <ul style="list-style-type: none"> • Current SBE-adopted ERLA core or intensive reading intervention or the current SBE-adopted mathematics Algebra I or Algebra Readiness materials used in the school; • The ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; • Curriculum Framework language and the academic content standards addressed in the materials; and • The use of the instructional/assessment pacing guide. <p>The remaining eight-hours focus on the following:</p> <ul style="list-style-type: none"> • Leadership strategies to support and monitor the use of a variety of formative and summative assessments including state, placement and common standards-based curriculum embedded and benchmark assessments, to determine student placement/exit, ongoing progress monitoring and program effectiveness; • Structured teacher collaboration time to analyze and use assessment data to inform classroom and school-wide practices; • The professional development system needed to train teachers to an advanced level on fully and skillfully implementing all components of the adopted program; and the understanding and using research- 	Objective	Fully	Substantially	Partially	Minimally
			4.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<p><u>Training and Practicum Completed</u></p> <p>Principal</p> <p><input checked="" type="checkbox"/> Training in ERLA.</p> <p><input checked="" type="checkbox"/> Training in Mathematics.</p> <p><input checked="" type="checkbox"/> Structured Practicum.*</p> <p>Vice Principal</p> <p><input checked="" type="checkbox"/> Training in ERLA.</p> <p><input checked="" type="checkbox"/> Training in Mathematics.</p> <p><input checked="" type="checkbox"/> Structured Practicum.*</p> <p>* Refer to suggested practicum activities (See 4.2)</p>							

**SKYLINE High School
Academic Program Survey—High School Level**

	<p>Student Instructional Programs (Module 1) (40-hours) and 40-hours of structured practicum; Module 2 Leadership and Management for Instructional Improvement (20-hours) and 20-hours of structured practicum; and Module 3 Instructional Technology to Improve Pupil Performance (20-hours) and 20-hours of structured practicum. Administrators will also have to complete an online survey as well as these 160-hours of combined training and practicum.</p>	<p>based practices to plan and deliver instruction to meet varying student needs.</p>	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB 430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
4. School Administrator Instructional Leadership Training	4.2 The district provides and monitors on-going targeted professional development and support beyond the administrator training practicum to increase the principal's and vice-principal's instructional leadership skills to monitor and support the full implementation of the EPCs.	<p>Full implementation means that the district provides and monitors regular, on-going targeted professional development and support for the principal and vice-principal(s) to monitor and support the full implementation of the EPCs.</p> <p>Targeted professional development and support may include:</p> <ul style="list-style-type: none"> • Development, use, and monitoring of classroom observation protocols to include: <ul style="list-style-type: none"> – Full and skillful implementation of instructional materials including use of ancillaries as per the district pacing guide. – The effective implementation of targeted research-based instructional strategies to meet the needs of all students including ELs and SWDs. • Data team protocol training to lead subject area/course level teachers in the analysis and use data including formative curriculum embedded ongoing assessments, district benchmarks, state summative data to inform classroom and school-wide practices. • Training on facilitating meetings, having difficult conversations and on providing teachers with constructive instructional feedback. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Training on Response to Instruction and Intervention (RtI²) including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training in effective communication with teachers, parent and community stakeholders about implementation of instructional materials. • Supporting and training general, special education, and 	4.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Principal's Professional Development</u> <input checked="" type="checkbox"/> Completed.</p> <p>Identify type of professional development/support and hours (Refer to suggested targeted professional development and support list):</p>				

**SKYLINE High School
Academic Program Survey—High School Level**

		<p>intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners.</p> <ul style="list-style-type: none"> • Coaching for the principal and vice-principal(s) to fully implement the various EPC objectives. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD	Mathematics	
District AB430 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			
Attach appropriate documentation.			

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).	Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s).	Objective	Fully	Substantially	Partially	Minimally
			5.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<u>91%</u> Percentage of fully credentialed, highly-qualified teachers.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD	Mathematics					
District SB 472 Completion Records:							
Contracted Authorized Provider:							
Date of Offerings:							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.2 The school/district provides teachers of ERLA (in all programs, including special education and ELD) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted ERLA and/or SBE-adopted intensive intervention instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of SBE-adopted instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the	<p>Full implementation means that all teachers of ERLA and intensive intervention have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted ERLA program and/or intensive intervention program used at the school through an experienced, knowledgeable provider.</p> <p>The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the standards-based SBE-adopted materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include:</p> <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the effective use of research-based practices, and to plan, deliver and adjust instruction. 	Objective	Fully	Substantially	Partially	Minimally
			5.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
<u>Training and Practicum Completed</u>							
Indicate number of teachers at each grade level and number completing training and practicum:							
		Teacher #	40-hour Training	80-hour Structured Practicum*			
Grade 9		8	X	X			
Grade 10		6	X	X			
* Refer to suggested practicum activities.							

**SKYLINE High School
Academic Program Survey—High School Level**

	<p>goals of school/district professional development plan.</p>	<ul style="list-style-type: none"> • Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
District SB 472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings:			

SKYLINE High School
Academic Program Survey—High School Level

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
5. Credentialed Teachers Professional Development Opportunities	5.3 The school/district provides teachers of mathematics (in all programs, including special education) with a 40-hour instructional materials professional development program provided by a knowledgeable and experienced provider for the current SBE-adopted Algebra I and Algebra Readiness mathematics instructional program in use at the school. The school/district also validates that each teacher completes an 80-hour structured practicum based on the implementation of the mathematics instructional materials and the EPCs. This requirement is fulfilled when the teacher completes 40-hours of instructional materials training and 80-hours of structured practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan.	Full implementation means that all teachers of Algebra I, Algebra I Strategic Support and Algebra Readiness have completed a 40-hour instructional materials professional development and 80-hour follow-up structured practicum in the current SBE-adopted mathematics program materials used at the school through an experienced, knowledgeable provider. The 40-hour professional development focuses on the content, structure, lesson planning, pacing, and instructional delivery of the SBE-adopted mathematics materials. Time is also spent reviewing the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners; curriculum Framework language and the academic content standards addressed in the materials; the use of variety of assessments including placement and common standards-based curriculum embedded/formative assessments for student placement/exit and progress monitoring; protocols for collaborative data conversations; and the need for ongoing professional development at the school site to skillfully implement all components of the adopted program and understand and use research-based practices to plan and deliver instruction to meet varying student needs. Some practicum activities might include: <ul style="list-style-type: none"> • Data team protocol training to analyze and use data to inform classroom and school-wide practices. • Participation in subject area/course level team meetings: Weekly/monthly collaborative time to discuss and use student achievement results to determine student progress, the degree to which the adopted curriculum is being implemented, the 	Objective	Fully	Substantially	Partially	Minimally
			5.3	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Training and Practicum Completed</u> Indicate number of teachers at each grade level and number completing training and practicum:				
			Teacher #	40-hour Training	80-hour Structured Practicum*		
		Algebra I	2	X	X		
		Algebra Readiness	0	X	X		
* Refer to suggested practicum activities.							

**SKYLINE High School
Academic Program Survey—High School Level**

		<p>effective use of research-based practices, and to plan, deliver and adjust instruction.</p> <ul style="list-style-type: none"> • Coaching participation: classroom coaching tied directly to the skillful implementation of all components of the adopted program, which may include content support as well as research-based strategies for effective delivery of instruction. • Participation in a 40-hour English language learner professional development institute to highlight instructional practices to support ELs in learning academic content standards. • Teacher-led demonstration lessons: Reflection and summary sheets from an exemplary classroom lesson of the adopted curriculum provided by a coach or mentor. • Curriculum-embedded technology support: Use of technology tools provided with the adopted curriculum to enhance curriculum knowledge and implementation. • Training on RtI² including support on providing tiered intervention. • Implementation and monitoring of standards-based IEP. • Training for general, special education, and intervention teachers to use common, ongoing, standards-aligned, formative assessments to collaborate about the progress of common students and adapt and adjust instruction to support struggling learners. 	
Documentation		Additional Comments	
	Mathematics		
District SB472 Completion Records:			
Contracted Authorized Provider:			
Date of Offerings :			

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.1 The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ERLA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides all grade nine and ten ERLA, ELD, and intensive intervention with teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel who have subject matter expertise. The coaches, content experts, and specialists work primarily in the classroom and assist with the full and skillful implementation of the district’s current adopted ERLA instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of the coaching services on student achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Coaches/Content Experts/Specialists</u> _____ Type of instructional assistance. <input checked="" type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers:</p> <p>Describe criteria used for identifying and providing coaching support:</p> <p><u>Monitoring Coaching System</u> _____ Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> _____ Completed SBE-adopted materials-based training (identify which program[s]). _____ Completed English learner Professional Development (ELPD).</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
School Plan for Assistance and Support to Teachers:							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
6. Ongoing Instructional Assistance and Support	6.2 The school/district provides instructional assistance and ongoing support to teachers of Algebra I and Algebra Readiness. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.	<p>Full implementation means that the school/district provides Algebra, Algebra Readiness, and Strategic Algebra teachers trained and experienced content experts, coaches, specialists, or other teacher support personnel with subject matter expertise. The coaches, content experts and specialists who work primarily in the classroom assist with the full and skillful implementation of the district's current SBE-adopted Algebra and Algebra Readiness instructional programs to improve student achievement.</p> <ul style="list-style-type: none"> • The ongoing instructional assistance includes ensuring all teachers are trained to an advanced level on research-based practices and instructional delivery through on-site professional development and demonstration lessons, including observation and feedback for next steps. • Support includes assisting teachers with planning and preparation, teacher collaboration, student goal setting, progress monitoring, data analysis, intervention placement and monitoring, and strategies for instructing intervention students, ELs, SWDs, benchmark, and advanced learners. • The coaches/content experts are trained in and knowledgeable about the current adopted program and are provided ongoing professional development and support to assist them in strengthening the instructional practices of teachers. • The principal structures and monitors the use and impact of the coaching services on student achievement. 	Objective	Fully	Substantially	Partially	Minimally
			6.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> Type of instructional assistance. <input type="checkbox"/> Works primarily in classrooms.</p> <p>Describe type of classroom/teacher assistance regularly provided to teachers: There are central math coaches, but they do not spend a lot of time at Skyline</p> <p>Describe criteria used for identifying and providing coaching support: Content expertise and strong pedagogical skills</p> <p><u>Monitoring Coaching System</u> <input checked="" type="checkbox"/> Principal structures/monitors instructional assistance services.</p> <p><u>Trained Coaches/ Content Experts/Specialists</u> <input checked="" type="checkbox"/> Completed SBE-adopted materials-based training (identify which program[s]). <input type="checkbox"/> Completed ELPD.</p> <p>Describe type of training/ support planned and/or provided for coaches/content experts/specialists:</p>				
Documentation		Additional Comments					
	Mathematics						
School Plan for Assistance and Support to Teachers:							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
			Objective	Fully	Substantially	Partially	Minimally
7. Student Achievement Monitoring System	7.1 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current district-adopted, grade nine and ten ERLA standards-aligned materials and the SBE-adopted intensive reading intervention programs. Student achievement results from assessments (i.e., entry-level placement and-diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in grade nine and ten ERLA.</p> <ul style="list-style-type: none"> ▪ The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practices and implementation of the adopted programs. • District/site placement criteria, including articulation with feeder schools/districts, determine student placement in intensive intervention, which replaces the core ninth or tenth grade English instructional programs. Students are appropriately assessed and placed in an SBE-adopted, intensive reading intervention instructional program following the district criteria. • For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			7.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
Key Components							
<u>Ongoing Assessment and Monitoring System</u>							
<input checked="" type="checkbox"/> District supported electronic data management System.							
<input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results.							
<input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results.							
<input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers.							
<input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide.							
<u>Training on Accessing and Using Electronic Data System</u>							
<input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.							

**SKYLINE High School
Academic Program Survey—High School Level**

		<ul style="list-style-type: none"> Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Reading/Language Arts/ELD		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.							
7. Student Achievement Monitoring System	7.2 The school/district uses an ongoing assessment and monitoring system that provides timely data from common assessments based on the current SBE-adopted Algebra I and Algebra Readiness programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative) are used to inform teachers and principals on student placement, diagnoses, progress, and effectiveness of instruction.	<p>Full implementation means that the district provides and supports an easily accessible electronic data management system, and the school is uniformly administering, scoring, analyzing, and using student achievement data from entry-level and/or diagnostic assessments, progress monitoring assessments (including frequent formative and curriculum-embedded assessments), and summative assessments on a timely basis in Algebra I and Algebra Readiness.</p> <ul style="list-style-type: none"> The data from these assessments are disaggregated and used to determine student placement and/or diagnosis of readiness for grade-level, standards-based instruction, monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practice, and determine effectiveness of instructional practices and implementation of the adopted programs. District/site placement criteria, including articulation with feeder schools/districts, determine student placement in the Algebra Readiness intensive intervention, which replaces the core Algebra I instructional programs. Students are appropriately assessed and placed in an SBE-adopted intensive Algebra Readiness instructional program following the district criteria. For the ongoing monitoring system, data collection (including electronic) is used, and teachers are trained to disaggregate and analyze student data to assist with identifying patterns of performance and modifying instruction to meet the needs of all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally			
			7.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%	Key Components <u>Ongoing Assessment and Monitoring System</u> <input checked="" type="checkbox"/> District supported electronic data management system. <input checked="" type="checkbox"/> District-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> School-wide reporting and analysis of assessment results. <input checked="" type="checkbox"/> Timely data from assessments available to and easily accessible by administrators and teachers. <input checked="" type="checkbox"/> Common curriculum embedded/formative assessments in use school-wide. <u>Training on Accessing and Using Electronic Data System:</u> <input checked="" type="checkbox"/> Staff trained on using and accessing data from the electronic data system.		

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		<ul style="list-style-type: none"> Common formative assessments are given at least every six to eight weeks to monitor student progress, but more frequent formative assessments will assist teachers to collaborate and identify more immediate student needs. 	<p>Using Formative Assessments Results</p> <p><input checked="" type="checkbox"/> Common curriculum embedded/formative assessments administered frequently.</p> <p><input checked="" type="checkbox"/> School-wide assessment calendar developed and used.</p> <p><input checked="" type="checkbox"/> Professional development provided for administrators and teachers on data analysis and data-informed instruction.</p>
Documentation		Additional Comments	
	Mathematics		
Examples of Curriculum-Embedded Assessments			
Sample Report of Assessments at the Following Levels:			
School:			
Classroom:			

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.1 The school/district facilitates and supports a one-hour structured collaboration meeting (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring within the current adopted ERLA programs.	Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of ERLA, including strategic and intensive intervention, special education, and ELD teachers. <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of ERLA content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> ___4___ Number per month. ___X___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___X___ Meetings are structured, protocols/tools are developed and used. ___X___ Training for collaboration meeting protocols provided to teachers. ___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> ___X___ Using and analyzing timely student common assessment results from all students. ___X___ Strengthening program implementation. ___X___ Designing and improving lessons and instruction. ___X___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Frequency and average length of meetings:							
Average attendance:							
Dates of meetings :							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
8. Monthly Collaboration by Grade Level of Program for Teachers Facilitated by the Principal	8.2 The school/district facilitates and supports one-hour structured collaboration meetings (preferably two) per month in order for subject-matter/course-level teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the current SBE-adopted Algebra Readiness and Algebra I programs.	<p>Full implementation means that the school/district, through the principal or designee, uniformly provides and supports structured opportunities to collaborate monthly on a continuous and frequent basis (preferably at least twice monthly) for all teachers of Algebra and Algebra Readiness, including strategic and intensive intervention, special education, and ELD teachers.</p> <ul style="list-style-type: none"> • Teachers are trained in collaboration meeting protocols. • Collaboration meetings frequently include using and analyzing timely results from the common school/district assessments: <ul style="list-style-type: none"> – Entry-level placement and/or diagnostic. – Progress monitoring, including frequent formative and curriculum-embedded. – Summative benchmark assessments. • Collaborative discussions are centered on strengthening the implementation of the adopted instructional programs, lesson design, and delivery, including the use of research-based strategies, to support the mastery of mathematics content standards for all students, including ELs and SWDs. 	Objective	Fully	Substantially	Partially	Minimally
			8.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components <u>Scheduled Structured Collaboration Meetings</u> ___4___ Number per month. ___X___ All teachers including strategic, intensive intervention, special education, and ELD teachers participate. ___X___ Meeting protocols/tools are developed and used. ___X___ Training for collaboration meeting protocols provided to teachers. ___X___ Professional development provided for administrators and teachers on data analysis and data-informed instruction. ___X___ Professional development provided for administrators and teachers on setting specific and measurable student achievement goals at school and classroom levels. <u>Collaborative Meeting Discussion Content</u> ___x___ Using and analyzing timely student common assessment results from all students. ___X___ Strengthening program implementation. ___X___ Designing and improving lessons and instruction. ___X___ Identifying research-based strategies to support specific skill needs of all students.				
Documentation		Additional Comments					
	Mathematics						
Frequency and Average length of meetings:							
Average Attendance:							
Dates of Meetings :							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.1 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ERLA and the Single Plan for Student Achievement (SPSA).	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in ERLA, and ELD, are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> The SPSA is aligned with the goals and activities in the LEA Plan. The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. The district requires that SPSA expenditures detail EPC alignment. District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC- related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.1	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Reading/Language Arts/ELD						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							

**SKYLINE High School
Academic Program Survey—High School Level**

Essential Program Component	Objective	Criteria and Clarifications	Implementation Status and Key Components Review and identify which key components apply. Circle the most appropriate rating.				
9. Fiscal Support	9.2 The school/district general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in mathematics and the SPSA.	<p>Full implementation means that the allocation and coordination of district and school site general and categorical funds to support implementation of the EPCs in mathematics are aligned and prioritized in the SPSA.</p> <ul style="list-style-type: none"> • The SPSA is aligned with the goals and activities in the LEA Plan. • The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school/district in the APS, and applied in the SPSA. • The district requires that SPSA expenditures detail EPC alignment. • District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform. 	Objective	Fully	Substantially	Partially	Minimally
			9.2	4 100%	3 At least 75%	2 At least 50%	1 Less than 50%
			Key Components				
			<p><u>Allocation of Funds</u> <input checked="" type="checkbox"/> District and site categorical and general funding are aligned to support EPC implementation.</p> <p><u>Coordination of Funds</u> <input checked="" type="checkbox"/> The SPSA aligns to the goals and activities in the LEA Plan.</p>				
Documentation		Additional Comments					
	Mathematics						
Plan Uses All Revenues Appropriately							
Attach Appropriate Documentation.							