OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                    Sondra Aguilera, Chief Academic Officer

Meeting Date   August 9, 2023

Subject   2023-2024 School Plan for Student Achievement (SPSA) for Skyline High School

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Ask of the Board   Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Skyline High School.

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

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

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
● Title I, Part A, including Comprehensive Support & Improvement Grant
● Title IV, Parts A and B
● After School Education and Safety (ASES)

Attachment(s)   ● 2023-2024 School Plan for Student Achievement (SPSA) for Skyline High School

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

School:	**Skyline High School**
CDS Code:	1612590137943
Principal:	Rebecca Huang
Date of this revision:	

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

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

Contact:	Rebecca Huang	**Position:**	Director
Address:	12250 Skyline Blvd.	**Telephone:**	510-482-7109
	Oakland, CA 94619	**Email:**	rebecca.huang@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2023
The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[ ] After School Education & Safety Program	[X] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

     Date(s) plan was approved: **5/24/2023**

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

   [ ] Flyers in students' home languages   [ ] Announcement at a public meeting   [X] Other (notices, ParentSquare blasts, etc.)

Signatures:

Rebecca Huang	*Rebecca Huang*	5/24/2023
Principal	Signature	Date
Makena Luby	*Makena Luby*	5/24/23
SSC Chairperson	Signature	Date
Vanessa Sifuentes	[signature]	6/9/23
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	6/6/2023
Director, Strategic Resource Planning	Signature	Date

2023-24 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/20/2022	SSC	Shared rationale and overview of site plan and SSC's role therein.
9/20/2022	SELLs	Shared rationale and overview of site plan and Title I funds. Convened input sessions with SELLs committee on Title I expenditures.
12/12/2022	Professional Development Team	Conducted work session to flesh out teacher, leadership, and organization practices aligned school goals. Gathered feedback on goals and strategies.
1/17/2023	SSC	Convened feedback session with SSC on Title I Expenditure Assessment
1/24/2023	SELLs	Shared rationale and overview of site plan and Titile I funds. Convened second input sessions with SELLs committee on Title I expenditures.
2/13/2023	CCC/CSM	Conducted focus group on SPSA sections related to college and career readiness and MTSS planning with College and Career Coordinator and Community School Manager.
2/21/2023	SSC	Reviewed overall SPSA budget: Determined and approved SPSA Title I expenditures for 2023-2024.
3/7/2023	Instructional Leadership Team	Part II of 2/28/23 Meeting: Working sessioin for committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment section and theory of action/strategic actions in Part II: Annual Review and Update and Part III: Strategies and Actions sections.
#REF!	#REF!	#REF!
3/21/2023	Instructional Leadership Team	Final review and feedback of SPSA Parts I-III.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$698,750.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,137,665.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$419,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$163,400	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$11,180	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$933,365	TBD
21st Century Community Learning Centers (Title IV #4124)	$240,370	TBD	After School Education and Safety Program (ASES #6010)	$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$27,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0	TBD
Comprehensive Support and Improvement (CSI #3182)	$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$1,342,150	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$698,750**	**$0**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$2,438,915**	**$0**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$3,137,665**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

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School: Skyline High School	**School ID:** 306

School Description

Skyline High School is a comprehensive four-year secondary school enrolling students in grades 9 through 12 and located on a beautiful 47-acre campus at the crest of the Oakland hills. Our student population closely mirrors the city of Oakland and represents a very diverse community with a wide range of social, economic, and ethnic backgrounds. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling.

Here at Skyline we hold firmly our school vision: The Skyline High School community will engage our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career and community with confidence, courage and joy.

To accomplish this vision, Skyline provides all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values. Students are able to deepen and personalize their learning through our four linked learning pathways: Green Energy, Education and Community Health, Computer Science and Technology, and Visual and Performing Arts. As a full-service community school, we also offer a wide range of services and classes designed to address the needs of the "whole" student.

School Mission and Vision

The Skyline High School community engages our students by embracing an education that values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences from which students thrive in college, career, and community with courage, confidence, and joy.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.5%	47.4%	12.6%	1.5%	2.0%	0.6%	71.7%	17.9%

% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
25.7%	12.2%	36.7%	11.6%	2.0%	1.7%	0.5%	7.5%

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: All students graduate college, career, and community ready.

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-55.9	n/a	-3.4	*not available until Fall 2023*	-35.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	7.3%	13.9%	*not available until Fall 2023*	50.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-133.2	n/a	-97.7	*not available until Fall 2023*	-100.0
CAST (Science) at or above Standard	All Students	15.3%	n/a	28.0%	*not available until Fall 2023*	23.0%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	86.5%	87.7%	90.2%	*not available until Fall 2023*	90%
On Track to Graduate: 9th Grade	All Students	64.4%	62.1%	64.7%	*not available until Fall 2023*	70%
On Track to Graduate: 11th Grade	All Students	54.8%	55.9%	52.3%	*not available until Fall 2023*	70%
A-G Completion	All Students	57.2%	60.1%	64.4%	*not available until Fall 2023*	80%
College/Career Readiness *2018-19 baseline*	All Students	48.8%	n/a	n/a	*not available until Fall 2023*	68%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity gap.
Focal Student Groups:

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-172.7	n/a	-82.8	*not available until Fall 2023*	-100.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-140	n/a	-132.8	*not available until Fall 2023*	-80.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	19.9%	22.5%	*not available until Fall 2023*	20.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-225.5	n/a	-185.5	*not available until Fall 2023*	-150.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-198.1	n/a	-179.8	*not available until Fall 2023*	-100.0

Reclassification Measures & Annual Targets   *Complete Part 1 of ELD Reflection*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.9%	3.3%	21.6%	*not available until Fall 2023*	15.0%
LTEL Reclassification	Long-Term English Learners	4.9%	4.1%	24.6%	*not available until Fall 2023*	25.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement:	Students and families are welcomed, safe, healthy, and engaged.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	47.8%	62.1%	55.9%	*not available until Fall 2023*	80.0%
Out-of-School Suspensions	All Students	4.6%	n/a	6.1%	*not available until Fall 2023*	3.0%
Out-of-School Suspensions	African American Students	8.3%	n/a	6.1%	*not available until Fall 2023*	5.0%
Out-of-School Suspensions	Special Education Students	5.7%	n/a	6.1%	*not available until Fall 2023*	3.0%
Chronic Absenteeism	All Students	28.0%	27.2%	50.8%	*not available until Fall 2023*	10.0%
Chronic Absenteeism	African American Students	34.4%	37.2%	62.9%	*not available until Fall 2023*	15.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff:	Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	85.7%	77.8%	78.5%	*not available until Fall 2023*	85.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

| LCAP Goal 1: College, Career & Community Readiness | Overall graduation rates (including special education certification of completion) have increased from previous years and continued to remain in the 90th percentile (78.8% in 2016-17, 88.7% in 2017-18, 91% in 2018-19, 91.8% in 2019-20, 92.1% in 2020-21). In addition, drop-out rates have continued to decrease (13.8% in 2016-17, 8.2% in 2017-18, 6.2% in 2018-19, 5.7% in 2019-20, 6.3% in 2020-21, and 5.4% in 2021-22). Overall A-G completion also increased significantly from 58.2% in 2018-19 to 64.4% in 2021-22. Overall percentages for students receiving an A in Dual Enrollment courses has remained above 50% for the past 5 years. The percentage of students passing 1 or more AP exams has increased (8.6% in 2020-21 to 13.7% in 2021-22). percentage of SHS graduates enrolling in a four year college has increase from 30% in 2017 to 36.6% in 2021 and sustained through 2021-22. Core Districts and the Break Through Success Team has been essential in the work of identifying and supporting our 9th grade on track work. | - Skyline's structure is organized around wall-to-wall pathway academies to ensure that every student receives designated and personalized supports: Assistant Principal, Pathway Director, Counselor, and Case Manager. Along with a full time College & Career Center, staffed with a college and career specialist and other school partners from UC Berkeley, etc., teams provide strategically timed college and career support related to pathway themes, including access to internships, transcript reviews, career exploration visits, college application support, etc. (Key actions/events include the following: 1:1s with all seniors in early fall, iApplied Celebration, Black College Expo Caravan, UC Info Night attendance, CSU Info Night attendance, 1:1s with Juniors to discuss post-secondary options/plans, ongoing weekly CCC office hours that are increased during college application season, new CCC website, the addition of a new DCAC college advisor, etc.)
- Skyline's professional development calendar provides teachers with access to multiple Professional Learning Communities (PLCs) related to pathway academies, content departments, and whole-school academic and culture/climate goals. PLCs use relevant data to build better opportunities for feedback and growth, retaining effective teachers, and driving increased student achievement. |

LCAP Goal 2: Focal Student Group Supports	A-G completion for 12th grade AA, Latinx, and special education graduates show positive trends (AA - 46.5% in 2019-20, 47.6% in 2020-21, 56.4% in 2021-22; Latinx - 55.2% in 2019-20 to 58.9% in 2021-22; (SPED - 25.6% in 2019-20, 30.4% in 2020-21). Decreased dropout rates for AA, EL, and Latino males student subgroups - (AA 7.9% in 2018-19, 6.8% in 2019-20. 6.5% in 2020-21), (EL - 12.2% in 2019-20, 4.5% in 2020-21, 5.1% in 2021-22), (Latino males - 17.3% in 2017-18 to 6.7% in 2021-22). (See more focal group data in "Student/Family Supports" section.)	Skyline continues its philosophy of targeted universalism and commitment to equity when designing master schedule, budget, academic programming, interventions, professional development, etc. This includes programming designed to support focal students (e.g. Case/care managers, OneGoal, AAMA, affinity groups, SPAAT, RJ, Newcomer supports, etc.) and professional development focused on equity (with a particular focus on racial equity) that leads to benefits for the rest of the Skyline community.

| LCAP Goal 3: Student & Family Engagement | Strategic and targeted student/family supports have led to positive trajectories in much of Skyline's engagement data. For example, satisfactory attendance (95% or better) took a tremendous dip when returning to in-person schooling, however it has improved from 29.3% in 2021-22 to 39.7% in 2022-23 and decreased chronic absenteeism from 44.5% in 2021-22 to 34.8% in 2022-23. This positive trajectory in satisfactory attendance is also reflected in subgroup growth (from 2021-22 to 2022-23): 19.3%, to 31.9% for African American students, 22.6% to 31.9% for Latinx students, 48.5% to 64.4% for Asian students, 23.4% to 37.0% for English Learners, and 20.9% to 32.8% for students enrolled in special education programs. In addition, since returning to in-person instruction from the pandemic, we have seen an impact on student engagement and well being which has led to an increase in the coordination of services to students: 311 students receiving services in 2021-22; as of February 2022-23 school year we have 268 students active in COST and 311 interventions being applied to students active in COST. Finally, our Summer Programming continues to support students and families despite distance learning challenges: In 2019, 75 incoming 9th graders completed Summer Bridge and 55 upperclass students recovered credit. In 2020, 67 9th graders completed Summer Bridge, and 78 upperclassmen recovered credit. In 2021, ___ 9th graders completed Summer Bridge, and ___ upperclassmen recovered credit. Translation services are also an essential support system for students and families. Translation services include Spanish, Mandarin, Arabic, and Mam. The work that translation services do includes informing families about student grades, attendance, behavior issues, general community and school information, setting up parent-teacher conferences, parent meetings, parent workshops, leadership meetings, English Language Learner Meetings, references to COST team, home visits, school registrations, YT Leadership Parent acadmey, parenting classes, monthly workshop teaching parents how to navigate the education systme, attendance interventions, one on one phone calls, and helping families with AERIES Parent Portal. | Skyline structure is organized around wall-to-wall pathway academies to ensure that every student receives designated and personalized supports: Assistant Principal, Pathway Director, Counselor, and Case Manager. Teams provide strategically timed interventions that take advantage of leading indicators and occur at every grade level appropriately. (e.g. trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, COST/SST supports, attendance consulting, targeted support for at-risk students, etc.). Our MTSS tier II interventions required shifts to accomodate the evolving needs for students and families during the pandemic. We attribute these strengths to establishing, aligning, and refining tier II (MTSS) supports (academics, social emotional, attendance, and behavior) for students and setting a culture of targeted universalism with lens on racial equity, and we believe it has led to improved outcomes for student populations. We continue to build personal and instructional SEL capacities to support student learning and engagment. Furthmore, investing in technology has supported equitable access during times when students and families need flexible options for engagement. Finally, strategic hiring of bilingual staff have ensured translation services are available to students and families for equitable access to all the student and family support services Skyline has to offer despite the language barrier. |

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 4: Staff Supports	Although staff/teacher retention is improving, teacher retention for three years or longer continues to be just above the district average of (District - 50.2%, Skyline - 63.3%). The CHKS Staff Survey shows a few data points around staff supports. First, to the questioin "How many adults at this school have close professioinal relationships with one anothers?" we have seen a sharp increase then decrease during the back from pandemic year for those that answered "Nearly All Adults or Most Adults" (32.7% in 18-19, 35.05% in 19-20, 57.8% in 20-21 and 35.97% in 21-22). We saw similar results for the question "How many adults at this school support and treat each other with respect?" (63.3% in 18-19, 70.1% in 19-20, 75.7% in 20-21, and 59.2% in 21-22).	Striking the appropriate balance of allowing space for each pathway academy to utilize collaboration time to address individual pathway goals and needs, while focusing on equity between/within pathways and maintaining whole-site alignment and consistency for school improvement through researched and shared PLC best-practices has also been a challenge. We continue to invest in this by utilizing our Instructional Coach to lead ILT to ensure leaders align their PLC's and our whole site to commoni goals. As the site continues efforts towards shifting school culture to represent a more culturally and linguistically responsive climate, the resonse to discipline and undesireable behavior will also shift. Site efforts should continue to offer space to adults on campus to build a collective understanding of this work within an equity/MTSS lens. It should also be noted that additional factors also affect teacher retention (e.g. cost of living in the Bay Area, etc.) The decrease across the board in the 21-22 school year can be attributed to our first year back dealing with COVID. We couldn't hold space like usual due to the restrictions during COVID which caused people to feel less connected.

| *LCAP Goal 1: College, Career & Community Readiness* | As early as 9th grade (2022-23), 39.2% of our students are off-track to graduate. Providing strategic and personalized supports to students as early as possible will support this goal (e.g. summer school credit recovery for R10 and R11 students, counseling supports in early grades, etc.). When reviewing senior college application data during 2020-21, we see differences among our four pathway seniors' postsecondary planning—financial aid completion and four year college application (usually CSU East Bay as proxy): Computer: FAFSA Completion 74%, Students with CBO Advisor 32%, CSU East Bay College App 20%; Education & Community Health: FAFSA Completion 71%, Students with CBO Advisor 35%, CSU East Bay College App 20%; Green Energy: FAFSA Completion 75%, Students with CBO Advisor 29%, CSU East Bay College App 17%; SVPA: FAFSA Completion 62%, Students with CBO Advisor 25%, CSU East Bay College App 13%. | - As early as 9th grade, 39.2% of our students are off-track to graduate. Students enter Skyline with wide gaps in achievement, often statistically mirroring the disparities that exist in our larger society within specific subgroups (e.g. race/ethnicity, English fluency, etc.) As a result, students require multi-tiered systems of support as early as 9th grade and continuing past graduation. Thus, our site requires consistent focus on and analysis of on-track to graduate data and engagement data (e.g. attendance/chronic absence, student surveys, etc.), which has not been consistently emphasized in pathway collaboration or whole site PD. We also require an equity plan that is constantly evolving and referenced in all school initiatives. While we plan for equity, we have not yet developed a comprehensive strategy that includes all functions of the site. This includes culturally responsive pedagogy in daily classes as well as multi-tiered systems of support provided by additional school personnel (e.g. case/care mangers, counselors, pathway coach, etc.) Title I funds will be utilized to support .5 FTE Social Worker and .4 FTE Case Manager, instructional supplies, and funding for positive school climate and SEL services. The college postsecondary planning data indicates a need for change in how our seniors access college planning support. Rather than our Community Based Organizations (CBO) like DCAC, TRiO, etc. college advisors recruiting interested students across all pathwyas, we will instead have our providers designated to specific pathway seniors to ensure a more equitable outcome. |

LCAP Goal 2: Focal Student Group Supports	In reviewing data, our target subgroup for 2023-24 will continue to be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspended to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.). Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. Although we are encourage to report that A-G completion rates for AAM students and ELL students has increased: AAM from 27.7% in 2018-19 to 32.4% in 2019-20, to 33.3% in 2020-21; ELL students have increased from 43.6% in 2018-19 to 60.1% in 2020-21, as compared to 60.1% overall in 2020-21. Title I Parent funds will be utilized to provide classified OT to support parents and families from focal student groups.	Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning, widen the achievement gap, and require personalized supports, explicit SEL instruction, multiple opportunities for intervention/support, and trauma-informed responses. Title I funds will be utilized to support 6 teachers (2.2 FTE) to provide support in this area.

| LCAP Goal 3: Student & Family Engagement | Skyline continues to reinforce the "Titan Way" for both students and staff, requiring significant time, resources, and personnel to support in re-establishing school expectations, building new staff/student and student/student relationships with orientating new students in staggered fashion. Developmental Relationships have remained a focus for our Whole Site PD arc, in addition we've piloted heatlhy/unhealthy relationship workshops (One Love Foundation) and intend to utilize these workshops school wide next year. Since returning to in-person schooling from the pandemic, we have unfortunately seen an increase in suspensions. However, we've increased the number of COST referrals and the number of services reaching students. While our COST team has increased our capacity to identify community partners to service students on campus, we still are challenged with connecting students and familys with support in their own neighborhoods. | We have continued to build the capacity of our staff with SEL and Restorative Justice practices over the years. The decline of suspensions we were seeing prior to the pandemic and distance learning are a result to these trainings. However, students returned to physical school from distance learning with greater needs than prior to the pandemic. The number of COST referrals, our ability as a site to intervene and prevent incidents from occurring (RJ, Counseling, Therapy, etc.) overwhelmed our systems. We've added a Restorative Justice Coordinator with the goal of being able to more quickly connect and provide services to students and families in need. In addition, we hope to establish a family liaison position to increase communication and support of families of at risk students. |

| LCAP Goal 4: Staff Supports | Although staff/teacher retention is improving, teacher retention for three years or longer continues to be just above the district average of (District - 50.8%, Skyline - 53.7%). Again, although improving, the CHKS Staff Survey shows below lower than expected percentages of teachers that agree or strongly agree that "the school effectively handles student discipline and behavior problems," (21.8% in 2017-18, 38.6% in 2018-19, and 38.9% in 2019-20, and 44.4% in 2020-21.) | Striking the appropriate balance of allowing space for each pathway academy to utilize collaboration time to address individual pathway goals and needs, while focusing on equity between/within pathways and maintaining whole-site alignment and consistency for school improvement through researched and shared PLC best-practices has also been a challenge. As the site continues efforts towards shifting school culture to represent a more culturally and linguistically responsive climate, the resonse to discipline and undesireable behavior will also shift. Site efforts should continue to offer space to adults on campus to build a collective understanding of this work within an equity/MTSS lens. It should also be noted that additional factors also affect teacher retention (e.g. cost of living in the Bay Area, etc.) |

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

- Students enter Skyline with wide gaps in achievement, often statistically mirroring the disparities that exist in our larger society within specific subgroups (e.g. race/ethnicty, English fluency, etc.) As a result, students require multi-tiered systems of support as early as 9th grade and continuing past graduation.
- Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning and require personalized supports, explicit SEL instruction, and trauma-informed responses.
- High-quality teaching is widely known to be one of the highest levers for a school's academic success; providing ongoing staff professional development that sustains over time should support with teacher retention, improved instruction, and healthy culture and climate for both students and staff.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW
School: Skyline High School **SPSA Year Reviewed:** 2022-23
SPSA Link: [2022-23 SPSA](#)
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA
Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Goal 1: All students graduate college, career, and community ready, with emphasis on target student subgroup (African American males and English Learners).
- Mandatory 1:1s in Fall and Spring for all seniors to determine post-secondary plans and develop a course of action and finalize post-secondary plans.
- Priority counseling in the Fall to support completion and submission of college apps, employment apps and financial aid including extended evening and weekend hours.
- Extended support in partnership with orgs including DCAC, EAOP, Upward Bound, One Goal, Pre College Trio.
- Targeted presentations and supports for One Goal program, AAMA & LMB
- 1:1 Financial Aid support and counseling for all seniors and juniors
- Classroom push-ins and presentations during assemblies and Grade Level Family Nights
- Targeted events such as Applied Celebration, Community College Week, Decision Day Celebration UC/CSU Info Night & HBCU Night/Black College Expo
- Targeted events such as Higher Education Week & College Fair, UC/CSU Info Night & HBCU Night
- Monthly workshops re: College Readiness, Career Exploration, Major Exploration etc.
- 9th grade transition (incoming and outgoing) support in partnership with BTSC and Atlas Leads.

Goal 2: Focal Student Groups (English Learners and African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.
- Professional development plan including whole-site, content department PLCs, and pathway PLCs, continued with reduced times during distance learning.

Goal 3: All students build relationships to feel connected and engaged in learning.
- The commitment to equity was visible across the site, approaches to multi-tiered systems of support required continued adjustment as we transitioned back to in person learning. For example, case managers who support with tier II attendance and behavior supports increased their daily practices to do more targeted SEL, mentoring and RJ work while continuing some home visits for students when needed.

Goal 4: Provide consistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies.
- The commitment to pathway integration and teacher leadership remains a priority. Summer professional development included a collaboration with Bright Morning Star. Teacher leaders received intensive training around the elements of an effective plc and how to achieve it. We followed with providing teacher leaders an opportunity to create a cohesive school structal plan for our plcs.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Goal 1: All students graduate college, career, and community ready, with emphasis on target student subgroup (African American males and English Learners).
- Increase attendance in the CCC.
- Increase of students reaching out for advising appointments.

Goal 2: Focal Student Groups (English Learners and African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.
- Measures for success include increased graduation rates, on-track-graduate data, student and teacher survey responses, site based curriculum embedded assessment data, classroom observations, etc.

Goal 3: All students build relationships to feel connected and engaged in learning.
- Engagement data (attendance, discipline, etc.) demonstrated positive growth, despite the challenges of the pandemic.

Goal 4: Provide cosistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies.
- ILT, PLC, and PD agendas that demonstrate shared and distributed leadership.
- Classroom observations, teacher and student surveys, CHKS.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1: All students graduate college, career, and community ready, with emphasis on target student subgroup (African American males and English Learners).
- Continued partnership with CTE & English department (for class push-ins/presentations & 1:1s)
- Phone calls to families (for financial aid and in some cases, college apps)
- College/Career focused events: fairs, college visits, workshops etc.
- Strengthen partnership with pathway leads to assist in setting up student 1:1s

Goal 2: Focal Student Groups (English Learners and African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.
- Due to another year of expansion of our Newcomer program, we expected to see a drop in reclassification data. However, with continuous improvement to our ELD program as a whole, we expect to see this data rebound in the next two years. We are also improving the engagement with and delievery of SRI in English classes to assist with improving reclassification. We will also hold EL family information nights to gain connectedness and better inform students and families.

Goal 3: All students build relationships to feel connected and engaged in learning.
- Given the need to reset culture and climate, SEL practices will need to continued to be emphasized. A relationsional developement survey given to 9th graders will also be given to the 10th grade level.

Goal 4: Provide cosistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies.
- Greater emphasis will be placed on recruiting and supporting underrepresented student groups in AP and DE courses.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?

Case Manager				
	Student Connectedness to School	Case Managers are designated to a 9th grade House and CTE Pathway, for a total of 400+ students. Support student intervention: provides mentorship, conflict mediation, SART, liaison between families and teachers, home visits, restorative justice work, motivation, behavioral support, academic, organizational support. Active in weekly collaboration with teaching team on "Student Talk" days. Work closely with admin + counselor to form direct trio of support where needed for this caseload. Regular check in with 15-30 high need student (students with previous conflict, behavioral issue, social emotional issue, etc.) Each Case Manager conducted 12-20 SART meetings with truant students over a one-month period Spring semester. Around 5-10 home visits were conducted this school year.	Students increasingly identify Case Managers as their "go-to" staff member; high level of trust and positive relationships built. On average one Case Manager is able to de escalate a conflict among students at around 2-4 per week, thus stopping a physical altercation before it happens.

The principal has observed that increased connection between work of Case Manager and recruitment for internships, career exploration in collaboration with College Access team has led to our increased numbers of students participating in these experiences. Case Managers are able to bring these opportunities to the students that they see most frequently which are often more fragile students. We doubled our summer internship participants from 2021 to 2022; we attribute this to both opening up this opportunity to all grade levels (9-12 versus R12 only) as well as this targeted recruitment. In Spring 2021 we had 64 summer interns and in Spring 2022 we had 134.

Collaboration with PLCs is consistent and case managers efficiently address concerns raised by teachers in collaboration. While there is inconsitency amongst the team in Tier II and Tier III intervention responses, the team is developing and piloting new strategies focusing on attendance and academic engagement.

There needs to be greater | Improve our common systems for Tier I, Tier II and Tier II interventions as well as data collection.
Increase accountability for weekly Collaboration, COST collaboration, student check in and follow up.
Conduct Case Manager evaluations, need support on this from district/other large school site.
Increase and align efforts to combat truancy across our site: phone calls, SART, parent meetings. Need clarity from district around SARB. |

| Classified ETOT | Student Connectedness to School | Allows for classified staff to connect with families, beyond their normal capacity, to engage around truancy, academic/SEL needs, including college exploration, summer internship recruitment, evening events such as grade level meetings

This group is instrumental in targeted presentations, supports, and student + family recruitment from such programs as One Goal program, AAMA & LMB. | Based on prinicpal observation we have difficulty alotting time to indivudals in order to complete this work. However, when time is secured we have found successes in the engagement with families.

On average, each classified staff member attended and participated in 5-10 such events that took place after school hours. | Being more strategic around securing time allotment to Classified ETOT; i.e. these individuals engage in this work in lieu of Wednesday PD during one of the two monthly department meetings or during Wednesday Pathway PD once a month.

Align efforts across pathways for classified staff to engage in this work, and increase transparency and equitability. Clarify expectations. |
| Substitute Teacher Incentive Plan (STIP) Teacher | Student Connectedness to School | The STIP Sub will work one on one or in small groups to provide reading and comprehension intervention in the classroom. | Provide a familiar and consistent support to our entire community through class coverages, main office support, connectedness to the community. STIP subs move into full time positions mid year when teachers have unexpectedly resigned. | We want to be more intentional in how we situate our STIPs into our community as well as provide them more consistent support and development as they often transition to holding multiple responsibilities and roles within our community in a short amount of time. |

Substitute Teacher Incentive Plan (STIP) Teacher		The STIP Sub will work one on one or in small groups to provide reading and comprehension intervention in the classroom. With our two STIP subs for this school year, about 95% of STIP time is for classroom teacher coverage. This includes IEP Case Manager support when IEP meetings must occur during teaching time. Spanish bilingual STIP subs have also supported in newcomer classrooms where possible.	Based on principal observation the two STIP subs this school year plus district subs, still between 5-10 teachers are called per day to sub in other teachers' classes, on average. This number goes up to 15+ teachers on Mondays and Fridays. Teachers agreeing to sub for other teachers during their prep time (and the process of doing this equitably) continues to be an on-going conversation with Faculty Council. The principal has also observed that the STIP is able to provide a familiar and consistent support to our entire community through class coverages, main office support, connectedness to the community. STIP subs move into full time positions mid year when teachers have unexpectedly resigned. Even with 2 STIP subs and district subs, regular practice each morning STIP subs increased connections with whole staff by participating in staff wellness activities and celebrations, department/ team meetings, and whole staff meetings.	Continue intentional incorporation of STIP subs into our community as well as provide them more consistent support and development as they often transition to holding multiple responsibilities and roles within our community in a short amount of time. STIP subs allowed time to share best practices as a team, as well as incorporate more deeply into our small learning communities.
	Student Connectedness to School			

	College/Career Readiness	Ensuring that all students are fully equipped with supplies important to success such as notebooks, backpacks, binders, pens and pencils, spiral and lab notebooks, etc., is essential to being a successful student in high school and post-secondary. These supplies have been purchased to specifically support low income, foster, and/or homeless students.	The number of students needing school supplies has increased (attributed to around 2-fold increase in newcomer students and a steady special education population at almost full capacity). We aim to ensure that lack of school supplies do not stand in the way of achievement and may often use supplies give away as an opportunity to check in with stuggling students who may not be comfortable readily admitting that they need help.	Improve tracking of students that are utilizing our supplies, improve equitable distribution of supplies.
Supplies		Ensuring that teachers' classrooms are fuly equipped with instrcutional supplies for an engaging, modern, fully stocked classroom is crucial to providing the best learning environment possible.This includes: projectors, document cameras, poster paper, tri-fold presentation paper, markers, dry erase boards and markers, colorful paper, art supplies, printer ink and toner, lap top computers, chromebooks, printers.	The princial has observed that the instructional supplies play a key role in spporting students with organization and time management.

Great classroom supplies make students feel valued and honored, making the learning experience fun, uplifting, and positive. | |

Teacher	Student Connectedness to School	Teachers participate in BTSC (Breakthrough Success Community) CORE Districts team and lead efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk. We have seen som increased in 9th graders on-track to graduate from 57.5% in 2019-20 to 64.7% in 2021-22. These teachers co-plan and facilitate daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication.	The principal has observed that alignment of best practices across all 9th grade houses (instructional in the classroom, as well as protocols for dicussing/planning student interventions) Based on ptincipal observation the teacher has helped to maintain on-track to graduate rate The principal has observed that there is increased efficiency in implementing student interventions -Retention of new 9th grade teachers	It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day.

| Teacher | On Track to Graduate: 9th Grade | Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.). Part of BTSC CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk. Increase % of 9th graders on-track to graduate. | The principal has observed stronger alignment of best practices across 9th grade houses (instructional in the classroom, as well as protocols for dicussing/planning student interventions) Maintained on-track to graduate rate Increased efficiency in implementing student interventions Retention of new 9th grade teachers

Teacher leaders trained in relationship building bring these practices to teaching teams and whole site PD time was alotted for teachers across entire school site to comitt to trying 1-2 developmental relationship strategies. Around 70% of teaching staff implemented relationship building strategy learned in these session. | It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day. |

Teacher				
	On Track to Graduate: 9th Grade	Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.).

Teachers are part of BTSC (Breakthrough Success Community) CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition with relationship building and monitors on-track to graduation status of students and leads interventions around those at-risk. We have seen an Increase of 9th graders on-track to graduate from 57.5% in 2019-20 to 64.7% of 9th graders on track in 2021-22. | The prinicpal has observed strong alignment of best practices across all 9th grade houses, including instructional in the classroom, as well as protocols for dicussing/planning student interventions). These team have collaboration built into our school day 3X per week for one class period.
-Maintained on-track to graduate rate
-Increased efficiency in implementing student interventions
-Retention of new 9th grade teachers | It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day. |

| Teacher | Student Connectedness to School | Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.).

Teachers are part of BTSC (Breakthrough Success Community) CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition with relationship building and monitors on-track to graduation status of students and leads interventions around those at-risk. We have seen an Increase of 9th graders on-track to graduate from 57.5% in 2019-20 to 64.7% of 9th graders on track in 2021-22. | The principal has observed that coaching PLC Leads of 9th grade houses has been effective. We've seen a greater aignmnet of best practices, improvement of student interventions by implementing "kid talk" protocol for discussing student performance and needs assessments, building teacher capacity around data dives | While we have seen an improvement in daily collaboration of our 9th Grade PLCs, there have been issues of inconsistency as well as lead teacher "burn out." We are considering having the Instructional Coach plan and facilitate each daily collaboration meeting to ensure maximum efficiency. Collecting data through classroom observations/learning walks in order to guide collaboration efforts to improve instructional practice and student learning outcomes. |

| Teacher | A-G Completion | Credit Recovery, summer school, intervention supports for at risk students through teacher extended contracts. During Spring Semester, 45 11th and 2th-grade students began a first-ever during-the-school year Credit Recovery program. During summertime, we anticipate 300-400 students to enroll in our site Credit Recovery program. Credit Recovery offerings have extended beyond just core courses; we now include Spanish and PE. | Current recrument of credit reovery options has worked well. Our counseling team signs up and communicates to all eligible students and their families. They ensure that 100% of students that have received a D or F in a core class that is offered during Summer School is invited to register for either the distict summer school or our site program.

Our aggressive approach to Credit Recovery is what we attribute our steady increase in A-G rates over recent years. 57.2% in 2019-20 to 60.1% in 2020-21, followed by 64.4% in 2021-22.

Classroom across all grade levels get lessons on A-G requirements. Grade level parent/family events held on Zoom occur once per year where A-G requirements are explained. | Hosting credit recovery virtually increased student enrollment and attendance. Virtual credit recovery also increased staff participation which allowed more credit recovery course offerings.

Increase understanding about A-G requirements with parents, families, all students and in particular 9th and 10th graders. |
| Teacher | A-G Completion | Credit Recovery, summer school, intervention supports for at risk studentns through teacher extended contracts | The principal has observed that current recrument of credit reovery options has worked well. Our counseling team signs up and communicates to all eligible students and their families. | Hosting credit recovery virtually increased student enrollment and attendance. Virtual credit recovery also increased staff participation which allowed more credit recovery course offerings. |

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Skyline High School	School ID: 306

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	All students graduate college, career, and community ready, with emphasis on target student subgroup populations (African American males and English Learners).
School Theory of Change:	By continuing a philosophy of targeted universalism and a commitment to equity when designing master schedule, budget, academic programming, staff professional development, college and career engagements and student goal-setting, etc., we will improve student engagement and achievement outcomes for all students.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

1-1	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Administrators will utilize the formal evaluation process (OUSD TGDS) to provide individualized feedback on instructional practices; PLC leaders will conduct learning walks and COIs in each marking period to collect data and then as an ILT utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas/notes that reflect school priorities; growth in student achievement and engagement in data, etc. Increase accountability for active participation in collaboration, department meetings, whole staff meetings. Streamline collection of collaboration agenda and notes, and increase transparency across site regarding collaboration spaces.	All students graduate college, career, and community ready.	Tier 1

1-2	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas that reflect student personalized suppots (interventions and/or enrichment opportunities); growth in strudent achievement and egnagement data (especially for subgroup target student populations), etc.	All students graduate college, career, and community ready.	Tier 1
1-3	Continue to refine a strategic transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades.	Fund and support school collaboration structure that allocates time for both Atlas House and All-Atlas collaboration, create a master schedule that cohorts atlas houses into "small learning communities," allowing for more personalized student support during this critical transition year.	Cohorted atlas houses; scheduled weekly collaboration for both house and department teams PLC and PD agendas that reflect school priorities; continued partnership with BTSC Core District to support implementation of strategies to target growth in student achievement and engagement data (with emphasis on 9th grade on-track to graduate data), etc. Continue to refine our Summer Bridge program which targets at-risk of graduating students in the summer transition to high shcool.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2

1-4	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, DCAC UC Berkeley and EAOP partners, etc.	CBO partners will be asked to either recruit by pathway, or using intervention data. Supporting evidence will include student support logs, increased college appolication & FAFSA completion, increased participation in pathway internships and work-based learning opportunities, college and career lesson plans that start as early as 9th grade, growth in student achievement and engagement data (especially for subgrou target student populations), etc.	All students graduate college, career, and community ready.	Tier 1
1-5	Encourage students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations. Teachers teaching/co-teaching these courses implement culturally relevant conditions and instructional practices in order to engage students from diverse backgrounds and experiences.	Create a master schedule with ample opportunities for students to enroll in dual enrollment and AP courses that both interest and challenge them, work with conselors and teachers to recruit and encourage equitable participation.	Course request presentations are presented multiple times to students within their classes by thier counselor and within those presenations students are encouraged to enroll in AP courses, dual enrollment course in addition to programs that specifically support minority students. School counselors also schedule individual conferences and transcript audits with students to graduation status course opportunities and academic pathway.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

1-6	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	Continue to fund and support 9th grade transition support staff, stable cohorts in 9th grade houses, access to orientation plans and community building support, 9th grade bridge, etc.)	House teams are meeting three times a week utilizing running agendas/notes and student intervention trackers to ensure supports are being provided to students as needed. In partnership with BTSC Core Districts, teachers are utilizing data from a Developmental Relationship Survey as well as On-Track to Graduate Data to effectively support students with academic interventions in the classroom and behavioral interventions outside of the classroom. In addition, teachers are adopting promising instructional practices and classroom routines to provide access to rigourous standards aligned curriculum and to maximize learning time in the classroom. The focus on literacy will be a focus of our site based PD Scope and Sequence as well as within PLC collaboration; will work with central partners (ELA Curriculum Team; ELLMA, etc.) on access to high-leverage language acquisition teacher strategies.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:	Focal student groups (English Learners & African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.				
School Theory of Change:	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, student-directed learning protocols, pathway integration, integrated projects, EL supports, culturally responsive pedagogy, and trauma-informed strategies, etc.), we will improve student engagement and achievement outcomes.				
Students to be served by these actions:	*All Students, with emphasis on African American male and English Learner student populations.*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**

| 2-1 | Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies. | Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. | Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling team, COST partners.

Increased Attendance team Plan and documentation: robocalls, Parent Square messages for students with high number of absences. SART facilitated by Case Managers and tracked by CSM.

100% complettion of URF follow-up, using single spreadsheet that tracks whole site URFs, alerts administration for admin follow up and AERIES follow up.

Improved tracking of and continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress or anxiety. | Students and families are welcomed, safe, healthy, and engaged. | Tier 3 |

| 2-2 | Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) | Provide professional development on identifying needs and provding tier I/II supports for students (e.g. dual enrollment/ AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.) Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate (e.g. COST, OneGoal, AAMA, affinity groups, SPAAT, RJ trained case managers, additional 9th grade fte to maintain and stabilize Atlas houses, etc.) | Increased enrollment in early college programs, AP courses. Increased undertanding of early college opportunities.

Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities.

More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team. | Focal student groups demonstrate accelerated growth to close our equity gap. | Tier 2 |

2-3	Family engagement and coordination.	Increase family engagement in our target populations for events such as Back to school night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed.	Increased diversity in PTSA; increase overall PTSA Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internship info session, College planning events, Grade Level Family sessions.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
2-4	Administer DR Survey and CHK Surveys to all students to identify strengths and areas of growth in main criteria of developmental relationships (Express Care, Challenge Growth, Expand Possibilities, Share Power, and Provide Support)	Review, Package and Present Data Results to whole staff. Deep Dive with ILT, PLCs.	leadership/ILT/all staff familiarity with data results develop action steps as a result of data results	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
2-5					
2-6		Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance.	Increased understanding and communication of school site safety plan, district discipline matrix and procedures	Students and families are welcomed, safe, healthy, and engaged.	Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	All students build relationships to feel connected and engaged in learning.
School Theory of Change:	By continuing a commitment to equity and "inclusive excellence" as a priority for site-based decision making (e.g. master schedule, budget, academic programming, etc.), we will respond to diverse student needs with multi-tiered systems of support, resulting in improved student engagement and achievement outcomes for all students.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Administrators will utilize the formal evaluation process (OUSD TGDS) to provide individualized feedback on instructional practices; PLC leaders will conduct learning walks and COIs in each marking period to collect data and then as an ILT utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas/notes that reflect school priorities; growth in student achievement and engagement in data, etc. Increase accountability for active participation in collaboration, department meetings, whole staff meetings. Streamline collection of collaboration agenda and notes, and increase transparency across site regarding collaboration spaces.	All students graduate college, career, and community ready.	Tier 1

3-2	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	Increase 1:1 supports to pathway directors, especially those new to the role. Create more explicit instructions on some of the more complicated pathway processes related to pathway work (spending funds, field trips, internships, etc.) and increase understanding of these processes to all admin and pathway coach to ensure smoother process for all. Increase oversight and follow up of student supports with increased transparency of student supports process.	All students graduate college, career, and community ready.	Tier 1
3-3	Continue to refine a strategic transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades.	Fund and support school collaboration structure that allocates time for both Atlas House and All-Atlas collaboration, create a master schedule that cohorts atlas houses into "small learning communities," allowing for more personalized student support during this critical transition year.	Increase parent engagement with a focus on focal groups in the 9th and 10th grades Increase teacher leadership among 9th grade teaching teams; continue to prioritize and utilize all Atlas house collaboration including special education	Students and families are welcomed, safe, healthy, and engaged.	Tier 1

3-4	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, DCAC UC Berkeley and EAOP partners, etc.	Increase understanding of College and Career Center events and support calendar to all staff.	All students graduate college, career, and community ready.	Tier 1
3-5	Encourage students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations. Teachers teaching/co-teaching these courses implement culturally relevant conditions and instructional practices in order to engage students from diverse backgrounds and experiences.	Create a master schedule with ample opportunities for students to enroll in dual enrollment and AP courses that both interest and challenge them, work with conselors and teachers to recruit and encourage equitable participation.	Increased understanding of College and Career Center events and support calendar to all staff. Increased numbers of parent info sessions, including early college access programs. Increased numbers of focal group engagement in college planning events.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

| 3-6 | Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress. | Continue to fund and support 9th grade transition support staff, stable cohorts in 9th grade houses, access to orientation plans and community building support, 9th grade bridge, etc.) | Increase accountability for active participation in collaboration, department meetings, whole staff meetings.

Increase teacher leadership among 9th grade teaching teams; continue to prioritize and utilize all Atlas house collaboration including special education | Students and families are welcomed, safe, healthy, and engaged. | Tier 1 |

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.
School Priority: Provide consistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies.

	School Theory of Change:	When we link content learning with high-quality and sustained college and career preparation, we put every student in position to pursue the full range of post-secondary options, whether trade school, college, or other credentialing programs.			
	Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Continue work on refining pathway academy integration into daily curriculum (e.g. industry standard opportunities for students to learn curriculum through work-based learning experiences, calibrating standards and curriculum, etc.) Engage in PLCs to collaborate with peers towards this aim.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Observe and provide feedback to teachers, focusing on the Behaviors of Teaching and Learning. Engage teams in routine learning walks to identify themes across PLCs and determine next steps collaboratively. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Increased staff attendance, engagement, and leadership in Collaboration, Learning Walks, leadership opportunities.

Increase transparency of work done in PLCs; increase supports to teams or individuals that need more support. Designated mentors for identified teachers who need more support. | All students graduate college, career, and community ready. | Tier 1 |

4-2	Work with developing accounting and documentation system to track student participation in linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. and attempt to achieve even distribution between and within pathways.	Ensure user-friendly accounting and documentation system for linked learning participation is established, shared, and utilized by appropriate staff members.	Accurate tracking of WBL experiences.	All students graduate college, career, and community ready.	Tier 1
4-3	Work with developing accounting and documentation system to track student participation in linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. and attempt to achieve even distribution between and within pathways.	Ensure user-friendly accounting and documentation system for linked learning participation is established, shared, and utilized by appropriate staff members.	Simplified and manageable system that appropriate staff members are trained in, utilizing Collaboration time to complete on a regular basis.	All students graduate college, career, and community ready.	Tier 1
4-4	Teachers facilitate student participation in student leadership opportunities for whole-school and pathway academy decision-making, feedback, and support.	Encourage and support the development of a student leadership program which is aimed at empowering students to take leadership roles so they can control their own school experience in order to improve participation, engagement, and outcomes for themselves and each other. This can be done through teacher facilitator trainings and professional development, inviting student leadership on learning walks, etc.	Develop student leadership program; ensure that student leadership efforts across the campus work collaboratively rather than competitively. Establish diverse group of student leaders; intention to recruit student leaders from focal groups.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Black students feel loved, valued, invested in, and listened to.
School Theory of Change:	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement in i-Ready Standards Mastery and Diagnostic Proficiency, as well as increase positive responses regarding relationship development with adults on campus per California Healthy Kids Survey.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

				Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
5-1	WASC Self Study work identified this critical learner need: "Black Students feel loved, valued, invested in, and listened to." Teachers will prioritize relationship development with black students and their families by utilizing the 2x10 Protocol and other strategies found in BTSC Relationship Guide; teachers will seek input and feedback from black students and families regarding classroom culture, classroom systems, and the general learning experience. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year using Kid Talk Protocol: common assessments, SRI, IABs, SBAC, etc. and make necessary adjustments to curriculum and instruction.	Centering this Learner Need in our PD Scope and Sequence work for 2022-23 school year. ILT and PLC leads will conduct learning walks (i.e. Student Shadowing) to collect quantitave data around the engagement in the classroom and learning experience of our black students. ILT will prepare data that highlights experience and achievement of subgroups of black students (male and female) for PLCs to engage in data discussions.	Increased transparency with SLCs and their work related to increasing engagement with focal groups. Increased number of parent engagement opportunities with focal groups.		

5-2	Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings. Data collection, review, and analysis will focus on black/brown student performance, engagement, connection, etc.	Provide professional development on unconscious internal bias, continued anti-racist PD cycle, as well as PD for high leverage teaching strategies.	SLC and whole staff utilize PD to strategize on individual efforts and team efforts to address biases.	Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Tier 2
5-3	Teachers are knowledgeable of the opportunity gap, they hold high expectations for students of color, they actively adjust instructional practice in target of decreasing the opportunity and performance gap of black students. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year: common assessments, SRI, IABs, SBAC, etc. PLC student intervention efforts will focus on decreasing performance gap of black students.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Provide PLCs and teachers with protocols to support them in deep engagement and discussion of opportunity gap data.	Collaboration agendas and notes with transparency of stated goals and strategies; engagement of embedded practices in SLCs Increase training and opportunites to utilize data from SBAC, SRI, and more to make progress on our stated goals.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact. PLC Collaboration will allot time for family engagement practices.	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	Collaboration agendas and notes with transparency of stated goals and strategies; engagement of embedded practices in SLCs Increase opprportunities for staff to plan, organize, facilitate and attend parent events.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
(see Stages of ELD instructions and resources)

School Priority:	English Learner students continuously develop their language, reaching English fluency in six years or less.
School Theory of Change:	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, instructional EL supports, etc.) and expanding our current ELD program to include more opportunities for newcomers, recently-exited newcomers, and LTELs, we will improve student engagement and achievement outcomes as measured by subgroup data categories in Part 1, Needs Assessment.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	All content area teachers should incorporate Integrated ELD strategies across the curriculum to build language fluency in concert with content-area instruction. (e.g., Talk structures to push student critical thinking in service of reading of complex text and writing using evidence).	Integrate EL and academic language supports into site-based professional development. Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	Increased engagement of EL students, increased language abilities, SRI scores	All students graduate college, career, and community ready.	Tier 1
6-2	Each pathway academy collaboration team designates an EL Ambassador to support with coordination of support and communication between ELD team and pathway academy teams.	Provide ELD ambassadors with training to support with EL Ambassador liaison work. Maintain ELD team to monitor and analyze the efficacy of various approaches to embedding supports within PLC teams, including assessing teacher confidence on providing EL supports within individual classrooms, assessing students on their perception of school/teacher supports, etc.	EL Ambassador articulates and develops a plan for support with ELD needs.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
6-3		Expand newcomer program and continue to improve ELD course matching based on student ELD needs.	Newcomer students appropriately scheduled and feel taken care of.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET   Site Number: 306   School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
consultant	$240,370	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-1
Teacher, Structured English Immersion	$19,633	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4112	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-2
Teacher, Structured English Immersion	$34,825	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	1291	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-3
Teacher, Structured English Immersion	$34,844	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	876	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-4
To be allocated in Fall 2023.	$11,331	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-5

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	$77,670	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-6
To be allocated in Fall 2023.	$125,117	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-7
Stipends	$3,750	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	306-8
Conferences	$3,750	Educator Effectiveness Grant	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	306-9

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Retreat	$3,750	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	306-10
Professional Development	$3,750	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Provide professional development on unconscious internal bias, continued anti-racist PD cycle, as well as PD for high leverage teaching strategies.	306-11
STIP Teacher	$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7821	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	306-12
STIP Teacher	$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	306-13

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	$87,432	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6907	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events—asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	306-14
Teacher Salary Stipends	$5,000	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Continue work on refining pathway academy integration into daily curriculum (e.g. industry standard opportunities for students to learn curriculum through work-based learning experiences, calibrating standards and curriculum, etc.) Engage in PLCs to collaborate with peers towards this aim.	306-15
Admin, Instr Coaches Sal	$10,000	LCFF Discretionary	1320	Certificated Supervisors' and Administrators' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Observe and provide feedback to teachers, focusing on the Behaviors of Teaching and Learning. Engage teams in routine learning walks to identify themes across PLCs and determine next steps collaboratively. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	306-16
Administrative Assistant II, Bilingual	$20,130	LCFF Discretionary	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family engagement and coordination.	306-17

PROPOSED 2023-24 SCHOOL SITE BUDGET Site Number: 306 School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Textbooks	$2,500	LCFF Discretionary	4100	Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-18
Copy Machine	$2,000	LCFF Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-19
School Office Supplies	$10,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-20
Supplies	$55,870	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-21
Paper	$5,000	LCFF Discretionary	4350	Paper	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-22

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Equipment < $5,000	$2,500	LCFF Discretionary	4410	Equipment < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-23
Furniture < $5,000	$1,650	LCFF Discretionary	4432	Furniture < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-24
Dues & Memberships	$3,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-25
Equip Maintenance Agreement	$5,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-26
Buildings& Grounds	$5,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a		Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-27

PROPOSED 2023-24 SCHOOL SITE BUDGET Site Number: 306 School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants	$5,000	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-28
Professional/Contracted Srvs	$30,000	LCFF Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-29
Software Licenses	$750	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-30
Teacher, Structured English Immersion	$34,452	LCFF Supplemental	1105	Certificated Teachers' Salaries	4188	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Continue to refine a strategic transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades.	306-31

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$38,816	LCFF Supplemental	1105	Certificated Teachers' Salaries	2437	Teacher, Structured English Immersion	0.24	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-32

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$78,530	LCFF Supplemental	1105	Certificated Teachers' Salaries	8568	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-33

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Department Head	$81,309	LCFF Supplemental	1105	Certificated Teachers' Salaries	3055	Teacher, Department Head	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Administrators will utilize the formal evaluation process (OUSD TGDS) to provide individualized feedback on instructional practices; PLC leaders will conduct learning walks and COIs in each marking period to collect data and then as an ILT utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site.	306-34
Teacher, Structured English Immersion	$126,723	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-35
Assistant Principal, High School	$159,017	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2815	Assistant Principal, High School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance.	306-36
Administrative Assistant II, Bilingual	$78,609	LCFF Supplemental	2405	Clerical Salaries	7824	Administrative Assistant II, Bilingual	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family engagement and coordination.	306-37

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	$94,872	LCFF Supplemental	2405	Clerical Salaries	8335	Case Manager	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-38
Administrative Assistant II, Bilingual	$114,072	LCFF Supplemental	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.85	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family engagement and coordination.	306-39
Case Manager	$119,665	LCFF Supplemental	2405	Clerical Salaries	8801	Case Manager	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-40
Supplies	$7,298	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Teachers facilitate student participation in student leadership opportunities for whole-school and pathway academy decision-making, feedback, and support.	306-41
Library Technician	$85,512	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All content area teachers should incorporate Integrated ELD strategies across the curriculum to build language fluency in concert with content-area instruction. (e.g., Talk structures to push student critical thinking in service of reading of complex text and writing using evidence).	306-42
Teacher, Structured English Immersion	$27,717	Measure N	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	0.29	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-43

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$38,017	Measure N	1105	Certificated Teachers' Salaries	4276	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-44
Teacher, Structured English Immersion	$41,727	Measure N	1105	Certificated Teachers' Salaries	2437	Teacher, Structured English Immersion	0.26	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-45
Teacher, Structured English Immersion	$67,860	Measure N	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	0.71	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-46
Teacher, Structured English Immersion	$96,825	Measure N	1105	Certificated Teachers' Salaries	6647	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-47

PROPOSED 2023-24 SCHOOL SITE BUDGET Site Number: 306 School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Department Head	$118,208	Measure N	1105	Certificated Teachers' Salaries	2683	Teacher, Department Head	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Administrators will utilize the formal evaluation process (OUSD TGDS) to provide individualized feedback on instructional practices; PLC leaders will conduct learning walks and COIs in each marking period to collect data and then as an ILT utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site.	306-48
Counselor	$85,740	Measure N	1205	Certificated Pupil Support Salaries	3857	Counselor	0.70	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-49
Counselor	$121,861	Measure N	1205	Certificated Pupil Support Salaries	8304	Counselor	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-50

PROPOSED 2023-24 SCHOOL SITE BUDGET Site Number: 306 School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Coach, College/Career Pathways	$98,707	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1672	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	All students graduate college, career, and community ready.	Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, DCAC UC Berkeley and EAOP partners, etc.	306-51
Administrative Assistant II, Bilingual	$52,406	Measure N	2405	Clerical Salaries	7824	Administrative Assistant II, Bilingual	0.40	Goal 1: All students graduate college, career, and community ready.	Students and families are welcomed, safe, healthy, and engaged.	Family engagement and coordination.	306-52
Case Manager	$105,952	Measure N	2405	Clerical Salaries	9302	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	Students and families are welcomed, safe, healthy, and engaged.	Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate.	306-53
Case Manager	$108,612	Measure N	2405	Clerical Salaries	9252	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	Students and families are welcomed, safe, healthy, and engaged.	Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate.	306-54

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	$149,435	Measure N	2405	Clerical Salaries	7826	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	Students and families are welcomed, safe, healthy, and engaged.	Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate.	306-55
Case Manager	$151,495	Measure N	2405	Clerical Salaries	7019	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	Students and families are welcomed, safe, healthy, and engaged.	Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate.	306-56
To be allocated in Fall 2023.	$20,000	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	All students graduate college, career, and community ready.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-57
To be allocated in Fall 2023.	$20,000	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	All students graduate college, career, and community ready.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-58

PROPOSED 2023-24 SCHOOL SITE BUDGET **Site Number:** 306 **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	$20,000	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	All students graduate college, career, and community ready.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-59
To be allocated in Fall 2023.	$20,000	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	All students graduate college, career, and community ready.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-60
To be allocated in Fall 2023.	$32,917	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	All students graduate college, career, and community ready.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-61
ET/OT	$11,180	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed, safe, healthy, and engaged.	Family engagement and coordination.	306-62

PROPOSED 2023-24 SCHOOL SITE BUDGET   Site Number: 306   School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$20,668	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3538	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students graduate college, career, and community ready.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-63

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$23,683	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4387	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students graduate college, career, and community ready.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-64

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$26,084	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3023	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students graduate college, career, and community ready.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-65

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$57,790	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	101	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students graduate college, career, and community ready.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-66

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$84,580	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students graduate college, career, and community ready.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-67
Social Worker	$64,564	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	New	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed, safe, healthy, and engaged.	Expand newcomer program and continue to improve ELD course matching based on student ELD needs.	306-68
Case Manager	$51,085	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8335	Case Manager	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students and families are welcomed, safe, healthy, and engaged.	Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate.	306-69

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	$1,750	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	All students graduate college, career, and community ready.	Teachers facilitate student participation in student leadership opportunities for whole-school and pathway academy decision-making, feedback, and support.	306-70
Positive School Culture Enhancement/ School climate interventions focus on SEL	$22,455	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students and families are welcomed, safe, healthy, and engaged.	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-71
12-Month Classroom Teacher on Special Assignment (TSA)	$66,591	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	6162	12-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers are knowledgeable of the opportunity gap, they hold high expectations for students of color, they actively adjust instructional practice in target of decreasing the opportunity and performance gap of black students. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year: common assessments, SRI, IABs, SBAC, etc. PLC student intervention efforts will focus on decreasing performance gap of black students.	306-72
To be allocated in Fall 2023.	$13,975	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers are knowledgeable of the opportunity gap, they hold high expectations for students of color, they actively adjust instructional practice in target of decreasing the opportunity and performance gap of black students. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year: common assessments, SRI, IABs, SBAC, etc. PLC student intervention efforts will focus on decreasing performance gap of black students.	306-73

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	$13,975	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers are knowledgeable of the opportunity gap, they hold high expectations for students of color, they actively adjust instructional practice in target of decreasing the opportunity and performance gap of black students. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year: common assessments, SRI, IABs, SBAC, etc. PLC student intervention efforts will focus on decreasing performance gap of black students.	306-74

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents/guardians and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

SKYLINE HIGH SCHOOL

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents/guardians with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Scheduling multiple opportunities throughout the year for families to learn about academic curriculum and opportunities beyond high school (e.g. Back to School Night, Cash for College Night, etc.)

- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress, with personnel to assist if needed. District and site-based assessments (e.g. Scholastic Reading Inventory, SBAC, etc.) are also shared with parents/guardians periodically.

- Contacting parent(s)/guardian(s) when students are in danger of failing and/or are performing below standards.

- Providing opportunities for students to accelerate learning (e.g. Advanced Placement courses, Dual-enrollment courses, etc.)

The school supports a partnership among staff, parents/guardians, and the community to improve student academic achievement and engage parents/guardians in meaningful interactions with the school by:

- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress.

- Utilizing pathway collaboration and Atlas house collaboration structures to identify, create, and connect personalized supports for students and communicate with parents/guardians accordingly.

- Maintaining a Parent Center space and Parent Liaison support staff.

- Establishing and maintaining parent/guardian and family committees designed to engage parents/guardians in improving student academic achievement (e.g. SSC, PTSA, SELLs, etc.)

OUSD Family Engagement Standard 2: Communication with parents/guardians and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents/guardians shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I, Part A and to explain the program requirements and the right of parents/guardians to be involved.
- Posting School Parent and Family Engagement Policy on Skyline's website.

The school communicates to families about the school's Title I, Part A programs by:
- Announcing our participation during Back to School Night.

- Convening monthly School Site Council Meetings where parents/guardians and families are encouraged to attend and meeting notes are made public by filing all documents/minutes in our SSC Binder located in the main office.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Reviewing class syllabi at Back to School Night and/or making class syllabus available as requested.

- Sharing school-related academic information at parent engagement committees (e.g. SSC, SELLs, PTSA, etc.)

- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress.

- Distributing 6-7 week grading period report cards to students, mailing home transcript grades each semester, and hosting parent (guardian)/student conferences as needed.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents/guardians in a format and language that the parents/guardians understand by:
- Emailing school-related information and parent programming weekly via email in the "Weekly Titan."

- Posting school-related information and reports on our school website.

- Posting publicly SSC and SELLs meeting agendas and fliers in the front of the school and sharing school-related parent programming, meetings, school reports, and other activities at parent engagement committees (e.g. SSC, SELLs, PTSA, etc.)

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- Volunteering and working with our various school partners who coordinate parent/guardian volunteer opportunities and activities (e.g. Parent Liaison Coordinator, Oakland Ed Fund Skyline Volunteers, Student Leadership, PTSA, etc.)

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents/guardians with materials and training to help them work with their children to improve their children's achievement by:
- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress.

- Offering parental support through Skyline Parent Academies/Workshops, individual conferences, and liaison outreach as needed.

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents/guardians, the school educates staff members in the value of parent/guardian contributions, and in how to work with parents/guardians as equal partners by:
- Encouraging teacher and staff participation in parent engagement committees (e.g. SSC, SELLs, PTSA, etc.)

The school provides opportunities for regular meetings with a flexible schedule that allows parents/guardians to participate in decisions relating to the education of their children by:
- Hosting various parent engagement committees (e.g. SSC, SELLs, PTSA, etc.) Each committee also attends to time of day and location in order to maximize parent/guardian participation.

The school involves parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- Hosting SSC meetings monthly, every second Tuesday at 5pm, which help plan, implement, and monitor schools Title I, Part A programs and policies.

- Hosting SELLs meetings at least 5 times per year, which specifically engage parents/guardians of English language learners.

The school provides opportunities for the participation of all parents/guardians, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students, by:
- Hosting SSC meetings monthly, every second Tuesday at 5pm, which help plan, implement, and monitor schools Title I, Part A programs and policies. Translation of all SSC documents will be in English and Spanish. Translation during SSC meetings will be provided upon request at the following meeting.

- Hosting SELLs meetings at least 5 times per year, which specifically engage parents/guardians of English language learners.

The school provides support for parent/guardian and family engagement activities requested by parents/guardians by:
- Tailoring parent engagement committees, activities, and events (e.g. SSC, SELLs, PTSA, Parent Academies, Cash for College, etc.) to topics requested by parent/guardian participants.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents/guardians in more fully participating in the education of their children by:
- Utilizing key staff members as liaisons between committees and matching Title I, Part A resources with other programs and activities.

- Ensuring school-wide cohesion and integration through our annual site-based Single Plan for Student Achievement, which aligns budget resources to essential programming and activities.

Adoption
This policy was adopted by the Skyline High School on November 29,2022 and will be in effect for the period of November 29, 2022 through May 25, 2023.

The school will distribute this policy to all parents/guardians via ParentSquare on or before December 15, 2022.

Name of Principal   Rebecca Huang

Signature of Principal   *Rebecca Huang*

Date

Please attach the Student - Parent - School Compact to this document.

Student-Parent-School Compact

SKYLINE HIGH SCHOOL - 2022-2023

The Skyline High School community values critical thinking, academic rigor, cultural responsiveness, and healthy relationships. We strive to create equitable and meaningful learning experiences in which students thrive in college, career, and community with confidence, courage, and joy.

As a student, I will:
- Believe that I can and will learn.
- Maintain a growth mindset and ask for help when I need it.
- Come to class on time, ready to learn, with assignments completed, and know and follow school rules.
- Respect the school, staff, students, families, and myself at all times.
- Regularly talk to my parents/guardians, teachers, and other staff about my progress in school.
- Participate in shared decision making with other students, staff, and families for the benefit of students.

_____ **Student Signature + Date**

As a parent/guardian, I will:
- Talk to my child regularly about the value of education.
- Make sure that my child attends school every day, on time, and with assignments completed.
- Make sure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Make every effort to attend school sponsored activities and events, such as parent-teacher conferences, PTSA, sporting events, and Back to School Night, towards meeting my agreed-upon 40 hours per year.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time. (e.g. limit electronic device use, ensure daily reading, etc.)
- Monitor my child's progress in school and communicate with the school when I have a concern.
- Support the school's discipline and policies (e.g. dress code, visitation procedures, etc.)
- Respect the school, staff, students, and families.

_____ **Parent Signature + Date**

As a school, we will:
- Provide a safe and positive learning environment with high-quality, culturally relevant curriculum and instruction.
- Maintain high expectations for every student, and strive to motivate students and address their individual needs.
- Communicate clear expectations for performance to both students and parents/guardians at Back to School Night, scheduled Parent Workshops, and other committees (e.g. School Site Council, Subcommittee for English Language Learners, PTSA, etc.)
- Provide parents/guardians reasonable access to staff and communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, Aeries parent portal, and other available means.
- Provide reasonable opportunities for parents/guardians to volunteer/participate in their child's class and observe class activities.
- Participate in professional development opportunities that reinforce the value of parent/family contributions, improve teaching and learning, and support the formation of partnership with the families and the community.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.
- Provide parents/guardians with materials and training to help them improve the academic achievement of their children through events hosted by Parent Liaison/Parent Center, College and Career Center, and Community School Manager (e.g. Senior Night, Parent Workshops, special committees, etc.)
- Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practical, in a language that family members can understand.

_____ **Principal Signature + Date**

Policy adopted by the principal on _11/29/22_____   _*Rebecca Huang*_____ **Principal Signature + Date**

This Compact was adopted by Skyline High School on November 29, 2022 and will be in effect for the period of November 29, 2021 through May 27, 2023. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 29, 2022.

**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

(Skyline High School)
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Makena Luby
Vice Chairperson:	Myesha Mebane
Secretary:	Lateefa Ali

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Student (Required)	Term (1st or 2nd year term)
James Ortega	☑	☐	☐	☐	☐	**1st**
Makena Luby	☐	☐	☐	☐	☑	**1st**
Lateefa Ali	☐	☐	☐	☑	☐	**1st**
Myesha Mebane	☐	☐	☐	☑	☐	**1st**
Koresh Adams	☐	☑	☐	☐	☐	**1st**
Amy Burns	☐	☑	☐	☐	☐	**1st**
Siris Bradshaw	☐	☐	☐	☐	☑	**1st**
Shane Durkan	☐	☑	☐	☐	☐	**2nd**
Yesenia Alamillo	☐	☐	☑	☐	☐	**2nd**
JT Mates-Muchin	☐	☐	☐	☑	☐	**1st**
Molly Pham (Alternate Member)	☐	☐	☐	☐	☑	
Kampala Taiz-Rancifer (Alternate Member)	☐	☐	☐	☑	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	Third Tuesday/Each Month/ 6:00 PM

SSC Legal Requirements (EC Sections 65000-65001):

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. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s)**; and
5. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)