

**PROPOSED 2019-20 SCHOOL SITE BUDGET**

**Site Number: 306**

**School: Skyline High School**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$0.00	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG)	\$18,479.00	\$0.00	\$18,479.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$301,999.00	\$0.00	\$301,999.00	Measure G	\$0.00	\$0.00	\$0.00
LCFF Supplemental	\$859,581.00	\$0.00	\$859,581.00	Measure N	\$1,354,050.00	\$1,354,050.00	\$0.00
LCFF Concentration	\$0.00	\$0.00	\$0.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$406,803.81	\$0.00	\$406,803.81	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$7,793.36	\$7,793.36	\$0.00	California Partnership Academy	\$0.00	\$0.00	\$0.00

<b>BUDGET AMOUNT</b>	<b>BUDGET RESOURCE</b>	<b>STRATEGIC ACTION</b>	<b>ASSOC. SPSA AREA</b>	<b>ASSOCIATED LCAP GOAL</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION NUMBER</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>BUDGET ACTION NUMBER</b>
		Textbook Clerk	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-1
		Paper	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-2
		.2 for Algebra/Geometry Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-3
		1.0 ELD teacher to provide supports for LTEL students through pull out intervention and support (.2 FTE Supplemental)	Language & Literacy			Enter object code at left.		Enter position number at left.		306-4
		1.0 (12 month) TSA Literacy Coach to support ELA department, co-lead ILT Committee, organize lexile testing and Lexile school-wide data analysis, and co-coordinate MYP/IB implementation with 1.0 (12 month) TSA Math Coach	Language & Literacy			Enter object code at left.		Enter position number at left.		306-5
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-6
		.44 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-7

		1.0 FTE English Teacher to provide reduced class sizes for more intensive supports for the 9th grade to support the Atlas House structure and begin the alignment of Atlas houses to pathways and ensure that the school is right sized for the academy's.	Language & Literacy			Enter object code at left.		Enter position number at left.		306-8
		English TSA to provide supports and interventions and supports and coaching for ELA teachers to implement the school's literacy strategies.	Language & Literacy			Enter object code at left.		Enter position number at left.		306-9
		.1 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-10
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-11
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-12
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-13
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-14
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-15
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-16
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-17
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-18
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-19
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-20
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-21
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-22
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-23
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-24
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-25
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-26

		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-27
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-28
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-29
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-30
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-31
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-32
		.2 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-33
		.4 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-34
		.4 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-35
		.4 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-36
		.4 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-37
		.4 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-38
		1.0 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-39
		.62 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-40
		.8 FTE for 9th grade teachers to provide STARI English intervention for newcomers.	Language & Literacy			Enter object code at left.		Enter position number at left.		306-41
		.8 FTE for 9th grade teachers to provide STARI English intervention for newcomers.	Language & Literacy			Enter object code at left.		Enter position number at left.		306-42
		1.0 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-43
		1.0 Teacher	Language & Literacy			Enter object code at left.		Enter position number at left.		306-44
		Instructional Leadership Team (ILT): continues to plan PDs with Literacy Goal and block schedule lesson planning with supports from Engaging Schools. These professional learning opportunities will develop the instructional strategies necessary to implement project based learning.	Rigorous Academics			Enter object code at left.		Enter position number at left.		306-45

		Professional development for the staff as the school moves to block scheduling to support integrated projects and improved instructional quality in pathways.	Rigorous Academics			Enter object code at left.		Enter position number at left.		306-46
		Supplies for Title 1 Students: and support materials and text for homeless youth	Rigorous Academics			Enter object code at left.		Enter position number at left.		306-47
		Supplies for Dual Enrollment: courses including text books and materials to support pathway students, GATE students, and students seeking early college credit.	Rigorous Academics			Enter object code at left.		Enter position number at left.		306-48
		Increased classroom presentations of internship opportunities within the African American Male Achievement program	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-49
		Organize/host onsite options fair for students to learn about summer employment and internship opportunities modeled off Oakland High	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-50
		Outside Work Experience integrated into Academy Director role to provide support and academic credit for school year employment and internships	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-51
		WBL opportunities in the 9th grade houses to raise awareness about the pathway options in the 10th grade. WBL Liaison, Pathway Coach and TSA English coach to help build 9th grade WBL awareness opportunities through career fair	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-52
		Organize 9th grade career day that is integrated into the Atlas houses so that each 9th grade student is exposed to careers for each pathway.	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-53
		Host application, resume, cover letter, and mock interview support each marking period. Services lead by pathway partners, Alumni, school community partners, and parents. So that students qualify for summer internships and school year internships	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-54
		WBLL will Invite former internship program participants to share their experience with students during classroom presentations.	Work-Based Learning			Enter object code at left.		Enter position number at left.		306-55

		Climate & Culture Team/Teacher Stipend to create systems to support and improve overall climate and culture and reduce suspensions.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-56
		Stipend for coordination of FASA implementation, dual enrollment, and on track for graduation for Pathway students for counselor during peak seasons	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-57
		Mental Health Interns that are aligned to provide supports for 9th grade and pathway students and homeless youth.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-58
		Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-59
		Consulting contract for afterschool program	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-60
		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-61
		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-62
		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-63
		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-64

		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.	306-65
		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.	306-66
		.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.	306-67
		Textbooks to support core curriculum	Schoolwide Enabling Conditions		4100	Textbooks		Enter position number at left.	306-68
		Supplies to support academic acceleration	Schoolwide Enabling Conditions		4300	Materials & Supplies		Enter position number at left.	306-69
		General supplies to support classroom learning and engagement	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.	306-70
		Meeting refreshments	Schoolwide Enabling Conditions		4311	Meeting Refreshments		Enter position number at left.	306-71
		Travel costs to visit other schools that have Linked Learning pathways and alternative bell schedules to support the move to the block schedule.	Schoolwide Enabling Conditions		5220	Conference Expense		Enter position number at left.	306-72
		Dues and Membership fees	Schoolwide Enabling Conditions		5300	Dues & Memberships		Enter position number at left.	306-73
		Equipment maintenance agreements for the 5 site copy machines	Schoolwide Enabling Conditions		5610	Equip Maintenance Agreement		Enter position number at left.	306-74
		Consulting Contract for management of student ASB and student engagement.	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	306-75
		Consulting Contract for site communications in order to provide families information about school events, opportunities and engagement opportunities.	Schoolwide Enabling Conditions		5825	Central Consultants		Enter position number at left.	306-76

		Graduation Ceremony	Schoolwide Enabling Conditions		5826	External Work Order Services		Enter position number at left.		306-77
		Buses for WBL events, CEV's or CTE Open Houses at Peralta that are open to all students so that students are able to learn about the career, programs and opportunities available for students at Peralta community colleges	Work-Based Learning		5826	External Work Order Services		Enter position number at left.		306-78
	General Purpose Discretionary	MYP 10th grade testing fees to ensure that each 10th grade academy class qualifies for Middle Years Programming and can support the school to become IB-Career School.	Comprehensive Student Supports		5300	Dues & Memberships		Enter position number at left.		306-79
\$28,125.00	Measure N	Allocation of \$28,125.00 Computer Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-80
\$28,125.00	Measure N	Allocation of \$28,125.00 to Education and Community Health Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-81
\$28,125.00	Measure N	Allocation of \$28,125.00 to Green Academy to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-82
\$28,125.00	Measure N	Allocation Of \$28,125.00 to Skyline Visual and Performing Arts Pathway to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-83
\$67,835.00	Measure N	Equitable allocation of funding to pathways based on the various different funding that is available to the pathways. See pathway budgets	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		306-84
\$16,745.00	Measure N	Computer Science CTE Teacher: Hire a CTE teacher to ensure every student in the Computer Science pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	876	Enter position number at left.	0.20	306-85

\$25,649.00	Measure N	Health Lab CTE Teacher: Hire a CTE teacher to ensure every student in the health pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	480	Enter position number at left.	0.40	306-86
\$40,621.00	Measure N	Digital Graphic Design CTE Teacher: Hire a CTE teacher to ensure every student in the performing arts pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	2976	Enter position number at left.	0.80	306-87
\$41,325.00	Measure N	Sustainable Systems CTE Teacher: Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4181	Enter position number at left.	0.80	306-88
\$47,700.00	Measure N	VAPA CTE Teacher: Hire a CTE teacher to ensure every student in the VAPA pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4219	Enter position number at left.	1.00	306-89
\$50,777.00	Measure N	Green Academy CTE Teacher: Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3134	Enter position number at left.	1.00	306-90
\$64,123.00	Measure N	Computer Science CTE Teacher: Hire a CTE teacher to ensure every student in the Computer Science pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4025	Enter position number at left.	1.00	306-91
\$65,894.00	Measure N	Computer Science CTE Teacher: Hire a CTE teacher to ensure every student in the Computer Science pathway has access to a core CTE sequence	Rigorous Academics	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	1145	Enter position number at left.	1.00	306-92
\$13,282.00	Measure N	Pathway Integration: Extended planning time for teachers to integrate the pathway theme/MYP/etc. into their core content curriculum	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-93
\$50,000.00	Measure N	Summer Bridge Program: Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students to ensure they are on track to meeting all pathway requirements and graduation. Funding will be used for extended contracts to pay for teachers working during summer hours.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-94



\$5,000.00	Measure N	Sub Coverage: Sub Coverage money for teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathways.	Schoolwide Enabling Conditions		1150	Certificated Teachers: Substitutes		Enter position number at left.		306-95
\$66,132.00	Measure N	WBL Liaison: 1.0 FTE for WBL Liaison to support pathways to develop work based learning experiences for students.	Work-Based Learning	Goal 1: Graduates are college and career ready.	2205	Classified Support Salaries	4111	Enter position number at left.	1.00	306-96
\$10,000.00	Measure N	MYP Coordinator: MYP Coordinator monitors application process and ensures certification checkpoints are met (curriculum, unit plans, student work samples, etc) while also aiding with transition of 9th grade MYP students to Pathways in 10th grade year. Work with pathway directors and coaches to ensure CTE courses and teachers are MYP aligned. Communicates with families and communities Skyline serves.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		Enter position number at left.		306-97
\$100,808.00	Measure N	Pathway Coach: Maintain pathway coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focus on the instructional core and Linked Learning	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	1672	Enter position number at left.	1.00	306-98
\$59,255.00	Measure N	Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	2405	Clerical Salaries	6329	Enter position number at left.	1.00	306-99
\$264,018.00	Measure N	Benefits: Benefits for all positions paid for out of Measure N	Rigorous Academics	Goal 1: Graduates are college and career ready.	3000	Benefits		Enter position number at left.		306-100

\$25,000.00	Measure N	Chromebook Carts to Support Integration of Pathway Theme: Computers for integration into the 10th, 11th and 12th grade classes into each of the pathways that will prepare students for the OUSD graduate capstone. Teachers in all of our pathways have developed integrated CTE/core content projects in their grade levels and projects require students to be able to access industry level CTE standards in which only certain types of chromebooks are able to process/access through their software and design.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		Enter position number at left.		306-101
\$45,000.00	Measure N	Conferences: Funding for staff to travel and visit other pathways, attend conferences and professional development to learn about and implement best pathway practices	Rigorous Academics	Goal 1: Graduates are college and career ready.	5220	Conference Expense		Enter position number at left.		306-102
\$16,000.00	Measure N	College and Career Readiness Specialist: CCRS to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularly meet with students and families to further a college going culture.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		306-103
\$50,000.00	Measure N	Intensive Case Management Support: African American Female support in partnership with the edfund to provide wraparound and targeted intensive support in all pathways to ensure	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		306-104
\$96,386.00	Measure N	Counselor: Additional Counselor to support a 1:1 pathway ratio of counseling services to ensure pathway integrity and a continuum of supports to ensure all students on track to graduate (5 counselors --> one for each pathway and one for Atlas).	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.		306-105
\$10,000.00	Measure N	Career Exploration Visits: Students will explore various pathway career options aligned to the WBL continuum and funding will be used for transportation	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.		306-106
\$10,000.00	Measure N	Career Exploration Visits: Students will explore various pathway career options aligned to the WBL continuum and funding will be used for fees	Work-Based Learning	Goal 1: Graduates are college and career ready.	5829	Admission Fees		Enter position number at left.		306-107

	Title I: Basic	AAMA Facilitator to support the kings and provides school wide support for African American males.	Comprehensive Student Supports			Enter object code at left.		Enter position number at left.		306-108
\$7,793.36	Title I: Parent Participation	Stipends for parent leads to do outreach for families to participate in school governance structures.	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		306-109

<b>Action Research</b>	<b>Skyline High School</b>
<b>Pathway/s:</b>	Green Energy, Visual & Performing Arts, Computer Science & Technology, Education & Community Health
<b>Outcome Data</b>	<a href="#">Outcome Data Slides</a>
<b>Top 5 Measure N Funding Commitments</b>	<ol style="list-style-type: none"> <li>1. Teacher collaboration (with emphasis on 3 of 4 pillars of linked learning (academic rigor, personalized supports, &amp; work-based learning.))</li> <li>2. Pathway aligned school-wide organizational structure (with dedicated support staffing aligned to pathways.)</li> <li>3. Equitable work-based learning experiences across all 4 pathways.</li> <li>4. Industry-level-quality curriculum materials, facilities, &amp; supplies.</li> <li>5. Linked Learning professional development opportunities for all staff.</li> </ol>
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	How do we ensure equity of rigor and student experience between pathways and across each grade level?
<b>What did you discover in the past year? (Please use data to support.)</b>	<p>In order to achieve equity of rigor and student experience between pathways, we focused on the following:</p> <ol style="list-style-type: none"> <li>1. Professional development paired with observation/feedback cycles in order to support horizontal and vertical alignment, cross pollination, and support.</li> <li>2. Analyzing interdisciplinary integrated projects in every pathway, grades 10-12, building common foundations in grades 9-10 using MYP framework to backwards plan for the rigor and collaboration needs of the graduate capstone.</li> <li>3. Prioritizing collaboration for pathway teams in master schedule and budget &amp; aligning and calibrating collaboration within and between pathways with strategic trackers and intentional whole-site PD focused on three of the four pillars of linked learning: personalized supports, work based learning, and academic rigor.</li> </ol> <p>As a result, we have established structures, systems, and baselines from which to work towards continual growth.</p>
<b>What are you going to do differently or change moving forward?</b>	<ol style="list-style-type: none"> <li>1. Continue professional development and learning rounds with a narrower focus on task analysis within the larger scope of developed interdisciplinary projects at every grade level, in every pathway.</li> <li>2. Continue prioritizing collaboration for pathway teams in master schedule and budget &amp; aligning and calibrating collaboration within and between pathways with strategic trackers and intentional whole-site PD focused on three of the four pillars of linked learning: personalized supports, work based learning, and academic rigor.</li> </ol>
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	These action steps will move the needle of academic rigor and personalized supports within each pathway, while capitalizing on current best-practices and supporting gaps in performance/understanding.

## 2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

### 1A: ABOUT THE SCHOOL

**Instructions:** Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**School:** Skyline High School

**School ID:** 306

#### School Description

Skyline High School is a comprehensive four-year school enrolling approximately 1700 students in grades 9 through 12. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling. Skyline provides all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values. Skyline High School is located on a beautiful 47-acre campus at the crest of the Oakland hills. Students who attend Skyline reside within Oakland and neighboring cities. 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.

#### 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.

### 1B: 19-20 STRENGTHS & CHALLENGES

**Instructions:** Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

**State Dashboard  
Indicators**

**Strengths**

**Challenges/Barriers**

<b>Graduation Rate</b>	<ul style="list-style-type: none"> <li>- Skyline's graduation rate has increased steadily in the last three years, 71.6% in 2015-16, 77.8 in 2016-17, 84.8% in 2017-18 respectively. Within Skyline, A-G rates in 2016-17 were 13.9% higher for pathway students versus non-pathway students at Skyline (55.3% versus 41.5%)</li> <li>Consequently, non-pathway students were placed in a "Liberal Arts" pathway in 2017-18, where in students were supported with personalized academic and intervention supports. We feel that this was a major factor in increasing graduation rates last year.</li> <li>- Consequently, graduation rates increased for each ethnic demographic as well. (AA - 78% to 87.3%, Asian 86.8% to 91.8%, Latinx 75.2% to 83%, Caucasian 70% to 75%.)</li> </ul>	<ul style="list-style-type: none"> <li>- The graduation gap between female (93.2%) and male (76.8%) students grew in 2017-18.</li> <li>- 8.2% of Skyline students drop out.</li> </ul>
<b>On Track to Graduate (11th Grade)</b>	<ul style="list-style-type: none"> <li>- Students are more likely to pass Science classes and stay on track, except in 9th grade. 9th grade students start off track in Science after 9th grade, but get on track by 11th grade (24% drops to 12%,) possibly due to integrated pathway support.</li> <li>- Female students are more on track than male students in 11th grade (55% as compared to 30%.)</li> </ul>	<ul style="list-style-type: none"> <li>- 45% of our kids are off track to graduate by 11th grade, mostly due to challenges in Mathematics or English.</li> <li>- 70% of AA students are off track in 11th, which reduces to 55% in 12th grade, possibly due to enrollment in AltEd.</li> </ul>
<b>A-G Completion</b>	<ul style="list-style-type: none"> <li>- Skyline has invested in linked learning pathways and dedicated supports (AP, Academic Counselor, and Case Manager) for each pathway, which allows teams to focus their attention on smaller families of students. We are hoping to see an improvement in 2018-19 data as a result, but families report greater satisfaction in the new organizational structure.</li> </ul>	<ul style="list-style-type: none"> <li>- With a focus on graduation rates, A-G completion rates appear stagnant hovering around 50% since 2012-2013, similar to the district overall. However, in 2017-18 there was a significant drop to 35.1% completion.</li> </ul>
<b>SBAC ELA</b>	<ul style="list-style-type: none"> <li>- Skyline recognized for latinx students 21.3 point DF3 growth in ELA (over last 3 years.)</li> <li>- DF3 ELA data shows significant improvement each year (from -29.4 in 2015-16, -17.2 in 2016-17, to -10.0 in 2017-18. )</li> </ul>	<ul style="list-style-type: none"> <li>- 54% of Skyline students are performing below standard in SBAC ELA.</li> </ul>
<b>SBAC Math</b>	<ul style="list-style-type: none"> <li>- Skyline recognized for 12.1 percentage point met/exceeded growth in Mathematics (over last 3 years.)</li> <li>- Skyline recognized for African American students' 36.7 point DF3 growth in Math (over last 3 years.)</li> <li>- Skyline recognized for Latinx students' 96.6 point DF3 growth in Math (over last 3 years.)</li> </ul>	<ul style="list-style-type: none"> <li>- 71.7% of Skyline students are performing below standard in SBAC Mathematics.</li> </ul>
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	<ul style="list-style-type: none"> <li>- 68% of students in Dual Enrollment passed with an "A" or "B."</li> <li>- After a downward trend since 2012, AP class enrollment has increased in the last 3 years (19.9% in 2015-16, 21.9% in 2016-17, 25.4% in 2017-18.) We believe this is due to the addition of 9th grade options (e.g. AP Human Geography) and pathway integrated AP courses (e.g. SVPA AP Studio Art and Computer APCSP.)</li> <li>- Percentage of students enrolled in AP classes that pass the AP exam with a 3 score or better has been steadily increasing (e.g. 34% in 2014, 39% in 2015, 43% in 2016, 41% in 2017, and 51% in 2018.)</li> </ul>	<ul style="list-style-type: none"> <li>- Overall AP class pass rate is 19%, which is similar to other comprehensive HSs in OUSD, but could be more competitive with more targeted support and PD for teachers.</li> <li>- Although AP class enrollment has increased, disparity in the ethnic demographic of students enrolled continues (17.2% of our AA population is enrolled in at least 1 AP course, 44.5% Asian, 24.3% Latinx, and 53.8% Caucasian.)</li> </ul>

<b>Pathway Participation/CTE Enrollment*</b>	<ul style="list-style-type: none"> <li>- All 10-12th grade students are integrated into a pathway; Skyline is on track to meet it's WASC &amp; Measure N pathway participation goals. Progress to balance students by ethnic background and gender are showing significant progress.</li> <li>- As wall-to-wall pathways has expanded 10-12th grade, CTE enrollment has also increased steadily over the last 4 years.</li> </ul>	<ul style="list-style-type: none"> <li>- Although concerted efforts have been made to recruit and balance pathway cohorts demographic by gender, ethnic background, etc. there are still areas to balance (e.g. SVPA is 5.6% Asian (10th-12th grade) &amp; Green is 18.2% Asian (10-12); SVPA is 44% African American (10-12) &amp; Green is 29.6% African American (10-12); Computer Pathway is 9.2% White &amp; Education-Health Pathway is 5.7% White.) In addition, although our special education program has been embedded into each pathway, more efforts are required (e.g. there are 74 special education students SVPA, and only 29 in Green.</li> </ul>
<b>English Learner Progress</b>	<ul style="list-style-type: none"> <li>- 31% of Skyline ELL students were reclassified in 2017-18.</li> <li>- ELL students performed best on speaking portions of the ELPAC.</li> <li>- Reclassified students outperform all other student subgroups on the SRI.</li> </ul>	<ul style="list-style-type: none"> <li>- Although fall SRI scores increased 3% from fall of 2017-18 to fall of 2018-19, ELL fall SRI scores decreased 17.9% from Fall of 2017-18 to Fall of 2018-19, which means ELL students are entering Skyline with increasing disparity in reading scores.</li> <li>- ELL students performed least on writing, reading, and listening portions of the ELPAC.</li> </ul>
<b>Suspension Rate</b>	<ul style="list-style-type: none"> <li>- Significant reduction in suspension incidents. (68 as of 2/2019 vs. 194 as of 2/2018,) which translates into reduction for at-risk subgroups as well (e.g. 44 vs. 132 for AA students, 17 vs. 34 for Latinx students, etc.)</li> <li>- Significant reduction in the percentage of 9th grade students suspended, which had been identified as a target group in previous years. (Instead, concentration of data follows cohort of 9th/10th grades in 2017-18 to 10th/11th grades in 2018-19.)</li> </ul>	<ul style="list-style-type: none"> <li>- AA students are over-represented. As of 2/10/19, 7.3% of AA students have been suspended, as compared to 4.3% multiple-ethnicities, 2.1% Latinx, 1.0% Asian, and 0% for our Caucasian students.</li> <li>- 8.1% of AA Females students have been suspended as compared to 6.4% of AA Male students. Although we have an AAMA program, we currently have limited resources to support AA female students.</li> </ul>

### 1C: 19-20 STUDENT GOALS & TARGETS

**Instructions:** For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

*Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.*

#### **District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	By May 2021, 90% of our 12th graders will meet all requirements to graduate.	All Students	+2pp	84.83%	86.83%	90.00%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

Dropout Rate	By May 2021, less than 5% of our students will drop out without accessing other district opportunities.	All Students	-3pp	8.23%	5.23%	5%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
A-G Completion Rate	By June 2021, 75% of our 12th grade students will have completed their A-G requirements with a C or better.	All Students	+3pp	35.12%	Coming soon	60.00%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
FAFSA Completion Rate	By June 2021, 85% of our 12th grade students will have completed their FAFSA applications prior to the deadline.	All Students	+3pp	Coming soon	85% (77%)	85.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
College Enrollment	By June 2021, 100% of our 12th graders who are eligible and have expressed interest in college as a postsecondary goal will have enrolled in college.	All Students	+5pp	68.00%	73% (60%)	75.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
Grade 10 Pathway Participation	By June 2021, 100% of our 10th grade students will be enrolled in their first or second choice pathway.	All Students	+5pp	91.10%	96.10%	100.00%	Increase the number or Pathways to ensure all students are college and career ready.

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	By June 2021, we will increase our "connectedness" data as measured by the California Healthy Kid Survey.	All Students	+5pp	41.20%	46.20%	55.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
Suspensions	By June 2021, we will reduce our suspension rate for AA students to below 5%.	African-American Students	-2pp	17.75%	15.75%	5.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
Suspensions	By June 2021, we will reduce our suspension rate for AA students to below 5%.	Students with Disabilities	-2pp	15.02%	13.02%	5.00%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.



Chronic Absence	By June 2021, we will reduce our chronic absence rate for AA students to below 5%. (Note: Attendance data for 2018-19 is significantly lower for all student groups due to severe weather, OEA & student strikes, and other circumstances particular to this academic year.)	African-American Students	-2pp	13.19%	11.19%	10.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	By June 2021, students will exceed DF3 requirements by 5 points for all students.	All Students	+15 points DF3	-16.8	3.2	5	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
ELA SBAC	By June 2021, students will reduce DF3 by 30 points (over 3 years) for students with special needs.	Students with Disabilities	+20 points DF3	-129.4	-109.4	-100.0	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
ELA SBAC	By June 2021, students will reduce DF3 by 25 points for AA students.	African-American Students	+20 points DF3	n/a	n/a	-29.3	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	By June 2021, students will reduce DF3 by 25 points.	All Students	+15 points DF3	-91.5	Coming soon	-25	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
Math SBAC	By June 2021, students will reduce DF3 by 100 points (over 3 years) for students with special needs.	Students with Disabilities	+20 points DF3	-228.9	-208.9	-128.0	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

Math SBAC	By June 2021, students will reduce DF3 by 50 points (over 3 years) for AA students.	African-American Students	+20 points DF3	-145	-125	-95	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Increase percentage of ELL students who are reclassified to 16%.	English Learners	16%	8.45%	16.00%	16.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
LTEL Reclassification	Increase percentage of LTEL students who are reclassified to 25%.	Long-Term English Learners	25%	9.04%	25.00%	25.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase students who achieve one year or more SRI growth to 50%.	All Students	+5pp	19.02%	24.02%	50.00%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students.
SRI Multiple Years Below Grade Level	Decrease students who are multiple years below grade level by 5 percentage points.	All Students	-5pp	30.41%	25.41%	20.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

<b>School:</b>	Skyline High School	<b>School ID:</b> 306
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**2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**

<b>Instructions:</b> Please complete this self-assessment for your school. <a href="#">Click here for the full Measure N rubric.</a>	<b>KEY:</b> 1: Not at all 2: Somewhat 3: Mostly 4: Completely
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<b>School Leadership:</b> To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	School leadership supports pathways as a driving force for instruction and student support at Skyline; school leadership team collaboratively reconstructed school vision; it is reviewed at each faculty meeting and professional development and integrated into email communication, equity goals, daily decision making, ongoing professional development, etc.	Consistent leadership over multiple years to establish, execute, and drive a 3-5 year vision. Differentiated plan for onboarding new teachers into the linked learning framework and ongoing reflection with more experienced teachers (e.g. task analysis, integrated project review, etc.) Integrate pathway mission and vision into professional development, curriculum development, and integrated projects.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	This has been a focal area for our leadership team this year. Leadership has established systems to regularly review enabling conditions and the necessary systems/structures of support and transparency (E.g. ILT, Pathway Director 1:1 meetings, bimonthly Pathway Director meetings with fiscal binders, professional development planning, etc.) Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration (e.g. student support, industry outreach, integrated projects, etc.)	Continue current growth around equitable access to resources and experiences across all four pathways, while recognizing the need for pathway teams to have flexibility in their allocation of resources. Leadership and teacher retention will support in establishing trust that systems/structures created will continue to be sustainable over time. Continue vertical and horizontal alignment and collaboration across pathways, as well as Atlas and MYP alignment in service of pathways.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Restructuring the school organizational chart to provide dedicated supports by pathway have supported the work of school change (e.g. personalized supports, integrated curriculum, etc.)	Alleviate the transition tension between linked learning pathways and content departments, as it relates to logistics, professional development, and curriculum & assessment, will further support school leaders enacting change.
<b>School Leadership &amp; Vision Goal for 2019-20:</b>	Provide consistent leadership over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as core driver for student achievement.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	3: Mostly	Staffing is aligned to four pathways, with dedicated supports (Assistant Principal, Academic Counselor, Case Manager, Pathway Director, teaching assignments, special education teachers, etc.) Pathway teams have dedicated time for collaboration to deepen their pathway work.	Master schedule makes collaboration with special education teachers challenging, resulting in inequitable collaboration across pathways. Staff retention will also support in solidifying deeper pathway work that can build year to year.
<b>Alignment and Coherence of Leadership Bodies</b> To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Leadership teams have identified bodies of work that contribute to addressing and identifying school goals. (E.g. Pathway directors set goals in collaboration around 3 pillars of linked learning: Personalized Supports, Work Based Learning, and Academic Rigor. They work with Assistant Principals and Pathway Coach to set, review, and track progress towards these areas. Department chairs review content specific data to engage teams in Cycles of Inquiry, etc.)	Clearly outline and regularly review how each leadership's goals contribute to success of whole site linked learning goals. Identify structure where leadership teams can communicate and evaluate their work across the site and how it aligns school goals overall, especially within the pathway work. Identify opportunities to engage families and family organizations (e.g. PTSA, SELLS, etc.) more in pathway work.

<p><b>Decision-Making Structure:</b> To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	2: Somewhat	School administration recognizes the strength and commitment of the student, teaching, and parent/family stakeholders and has begun process of establishing procedures for consistently engaging communities at strategic times throughout the year. (E.g. meeting with SELLS committee to gather feedback on EL student progress to report to SSC, engaging ILT in school wide data to inform SPSA, utilizing WASC feedback to improve communication to stakeholders, utilizing Measure N committee feedback to improve enabling fiscal conditions. etc.)	Continue this year's progress around prioritizing the transparent engagement of all stakeholders; outline goals and determine decision-making processes for future years and backwards plan/ communicate accordingly.
<p><b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	2: Somewhat	Skyline has made significant progress in this area. Pathway Director Meetings have attempted to create more equitable pathways, special education students have been cohorted, pathway collaboration has been prioritized, budget allocations are equitably distributed, progress towards more contiguous space is achieved every year, course enrollment is being maximized to increase diversified course offerings without locking master schedule, etc.	Continue progress on ensuring equitable student experiences across all four pathways will continue to support this goal. (E.g. continue progress towards contiguous space (currently at 70%,) pathway core class purity (students who require credit recovery present a master schedule challenges,) pathway CTE course sequencing, etc.) Determine process to audit and evaluate the efficacy of adult collaboration within the school day versus increasing instructional minutes, and when to prioritize and/or shift focus.
<p><b>Equity Stance:</b> To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	2.5	Skyline has made significant progress in this area; equity is integrate into all decision-making. It is normed in leadership team meetings, resource allocation, and instructional practices. (See above notes on budget, master schedule, instruction, etc.)	Create a master document/assessment outlining resource allocation by pathway and communicate with staff; formalize equity stance in mission/vision.
<p><b>Systems &amp; Structures Goal for 2019-20:</b></p>		Continue current growth around equitable access to resources and experiences across all four pathways, while recognizing the need for pathway teams to have flexibility in their allocation of resources.	

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
<p><b>Pathway Coach:</b> Maintain pathway coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focus on the instructional core and Linked Learning</p>	Measure N	\$100,808.00	2305	Classified Supervisors' and Administrators' Salaries	1672	Enter position number at left.	1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
<p><b>MYP Coordinator:</b> MYP Coordinator monitors application process and ensures certification checkpoints are met (curriculum, unit plans, student work samples, etc) while also aiding with transition of 9th grade MYP students to Pathways in 10th grade year. Work with pathway directors and coaches to ensure CTE courses and teachers are MYP aligned. Communicates with families and communities Skyline serves.</p>	Measure N	\$10,000.00	2225	Classified Support Salaries: Overtime		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	All Pathways
<p><b>Conferences:</b> Funding for staff to travel and visit other pathways, attend conferences and professional development to learn about and implement best pathway practices</p>	Measure N	\$45,000.00	5220	Conference Expense		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways

<b>Sub Coverage:</b> Sub Coverage money for teachers to visit other teachers classrooms, field trips, communities of practice, conferences and other pathway activities to learn about best pathway practices in order to integrate back into their own classrooms and pathways.	Measure N	\$5,000.00	1150	Certificated Teachers: Substitutes		Enter position number at left.			Schoolwide Enabling Conditions		
<b>Allocation of \$28,125.00 Computer Pathway</b> to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Measure N	\$28,125.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
<b>Allocation of \$28,125.00 to Education and Community Health Pathway</b> to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Measure N	\$28,125.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
<b>Allocation of \$28,125.00 to Green Academy</b> to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Measure N	\$28,125.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
<b>Allocation Of \$28,125.00 to Skyline Visual and Performing Arts Pathway</b> to build distributed leadership and develop key pathway conditions to support improved student academic outcomes.	Measure N	\$28,125.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
<b>Equitable allocation of funding</b> to pathways based on the various different funding that is available to the pathways. See pathway budgets	Measure N	\$67,835.00		Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
Textbook Clerk				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
MYP 10th grade testing fees to ensure that each 10th grade academy class qualifies for Middle Years Programming and can support the school to become IB-Career School.	General Purpose Discretionary		5300	Dues & Memberships		Enter position number at left.			Comprehensive Student Supports		
Stipends for parent leads to do outreach for families to participate in school governance structures.	Title I: Parent Participation	\$7,793.36	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 4: English Learners are reaching fluency.	Whole School
Consulting Contract for management of student ASB and student engagement.			5825	Central Consultants		Enter position number at left.			Schoolwide Enabling Conditions		
Consulting Contract for site communications in order to provide families information about school events, opportunities and engagement opportunities.			5825	Central Consultants		Enter position number at left.			Schoolwide Enabling Conditions		
Textbooks to support core curriculum			4100	Textbooks		Enter position number at left.			Schoolwide Enabling Conditions		
General supplies to support classroom learning and engagement			4310	School Office Supplies		Enter position number at left.			Schoolwide Enabling Conditions		

Equipment maintenance agreements for the 5 site copy machines			5610	Equip Maintenance Agreement		Enter position number at left.			Schoolwide Enabling Conditions		
Travel costs to visit other schools that have Linked Learning pathways and alternative bell schedules to support the move to the block schedule.			5220	Conference Expense		Enter position number at left.			Schoolwide Enabling Conditions		
Meeting refreshments			4311	Meeting Refreshments		Enter position number at left.			Schoolwide Enabling Conditions		
Paper			4350/4310	Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
Dues and Membership fees			5300	Dues & Memberships		Enter position number at left.			Schoolwide Enabling Conditions		
Supplies to support academic acceleration			4300	Materials & Supplies		Enter position number at left.			Schoolwide Enabling Conditions		
Graduation Ceremony			5826	External Work Order Services		Enter position number at left.			Schoolwide Enabling Conditions		

# LANGUAGE & LITERACY

School: Skyline High School

[Link to 18-19 SPSA](#)

## ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<ul style="list-style-type: none"> <li>- Implemented professional development opportunities for teachers and staff to implement elements of literacy within linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment on student essays &amp; oral presentations, UCCI course development, MYP unit and project planning integrating language and literacy rubrics and expectations, etc.)</li> <li>- ELA PLC cycles of inquiry grounded in data from SBAC, IABs, student work, and learning walks.</li> <li>- Reading intervention classes (piloting STARI with district support) for targeted 9th grade students.</li> <li>- Designated ELD classes for students scoring 1-4 on CELDT/ELPAC.</li> </ul>	Partially Implemented	Somewhat Effective	<ul style="list-style-type: none"> <li>- Although reading scores from BOY to mid-year remained stagnant, students who were "multiple years below grade level" decreased by 7%, indicating that intervention efforts were partially successful.</li> <li>- Teachers reported that professional development (e.g. capstone essay calibration and MYP lesson/unit development) helped teachers backwards plan in all content classes for the both capstone &amp; common core writing demands.</li> <li>- ELPAC testing is currently in progress. EOY SRI data coming soon.</li> </ul>

## IMPLEMENTATION GOALS

*Below are your Language & Literacy goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	By June 2021, students will exceed DF3 requirements by 5 points for all students.	All Students	-16.8	3.2	5	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
ELA SBAC	By June 2021, students will reduce DF3 by 30 points (over 3 years) for students with special needs.	Students with Disabilities	-129.4	-109.4	-100.0	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
ELA SBAC	By June 2021, students will reduce DF3 by 25 points for AA students.	African-American Students	n/a	n/a	-29.3	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
SRI Growth of One Year or More	Increase students who achieve one year or more SRI growth to 50%.	All Students	19.02%	24.02%	50.00%	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students.
SRI Multiple Years Below Grade Level	Decrease students who are multiple years below grade level by 5 percentage points.	All Students	30.41%	25.41%	20.00%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
ELL Reclassification	Increase percentage of ELL students who are reclassified to 16%.	English Learners	8.45%	16.00%	16.00%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

<b>LTEL Reclassification</b>	Increase percentage of LTEL students who are reclassified to 25%.	Long-Term English Learners	n/a	n/a	n/a	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
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**Theory of Change**

<b>Theory of Change</b>	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning through a language/literacy lens, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment & learning walks, PLC cycles of inquiry, ELL/LTEL shadowing and data collection, etc.) Include focus on Common Core Literacy Standards & CTE Standards. For example Career Ready CTE Standard 2: Communicate clearly, effectively, and with reason. "Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome."
<b>How are you supporting English Language Learners?</b>	1. Offer designated ELD classes to EL students who qualify. 2. Continue to embed ELD strategies into ELA curriculum. 3. Designate an administrator to work with SELLS committee to review, evaluate, and advocate for further EL school-wide supports, including family engagements such as ELL shadowing, Parent Academies, etc.
<b>How are you building conditions for student and adult learning?</b>	1. Utilize Skyline pathway collaboration structure to continue current strategic and intentional routines for pairing students with "personalized supports." 2. Leverage current COST structure to offer Tier II and Tier III supports where needed. 3. Re-vamp Skyline PBIS/ Culture & Climate Team efforts to ensure Tier I school-wide expectations and norms are explicitly taught and reinforced.

**STRATEGIC ACTIONS**

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
.2 for Algebra/Geometry Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
1.0 ELD teacher to provide supports for LTEL students through pull out intervention and support (.2 FTE Supplemental)				Enter object code at left.		Enter position number at left.			Language & Literacy	
1.0 (12 month) TSA Literacy Coach to support ELA department, co-lead ILT Committee, organize lexile testing and Lexile school-wide data analysis, and co-coordinate MYP/IB implementation with 1.0 (12 month) TSA Math Coach				Enter object code at left.		Enter position number at left.			Language & Literacy	
.2 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.44 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	





.2 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.2 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.2 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.4 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.4 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.4 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.4 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.4 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
1.0 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.62 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
.8 FTE for 9th grade teachers to provide STARI English intervention for newcomers.				Enter object code at left.		Enter position number at left.			Language & Literacy	
.8 FTE for 9th grade teachers to provide STARI English intervention for newcomers.				Enter object code at left.		Enter position number at left.			Language & Literacy	
1.0 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	
1.0 Teacher				Enter object code at left.		Enter position number at left.			Language & Literacy	

**RIGOROUS ACADEMICS & CTE**

School: Skyline High School

[Link to 18-19 SPSA](#)
**RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT**

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	n/a	2.5	3	Varies by pathway. All pathways have thematic programs of study tied to a CTE industry sector and vetted by industry standards. Efforts have been made to develop pathways that appeal to a broad diversity of students. Next steps: continue to align clear CTE sequences for all 4 pathways.
Integrated Core	n/a	2.5	2	Varies by pathway. More established pathways integrate the majority of academic and technical coursework, newer pathways are still developing curriculum. Whole site PD on integrated project based learning supported the successful development and implementation of integrated interdisciplinary projects for every pathway in each grade 10-12. All pathways allow for students to meet A-G requirements.
Cohort Scheduling	n/a	2.5	3	Varies by pathway. Skyline remains at 90% student enrollment in pathway specific academic and CTE courses. Nearly all pathway teachers share a common collaboration period (in addition to each teacher receiving a separate prep period.)
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	n/a	2.5	2.5	Varies by pathway and grade level. Pathway learning culminates in a Senior capstone project where students design and publicly defend their work. PD focuses on developing our learning experiences that build a foundation for the rigor of the capstone (e.g. integrated interdisciplinary projects for every grade level and pathway, MYP interdisciplinary unit planning in the 9th-10th grades, calibration and alignment PD across pathways, cycles of inquiry and learning walks focused on student centered, researched-based, standard-based learning, etc.)
Collaborative Learning	n/a	2.5	2.5	Varies by classroom. Many teachers provide weekly opportunities to work with each other in authentic group tasks and daily opportunities to work in heterogeneous pairs/groups. Next steps: Continue to develop common framework for specific skill instruction in collaborative learning (e.g. MYP approaches to learning skills and further backwards planning from the OUSD graduate profile) and common practices/protocols for collaborative learning (e.g. socratic seminars, group roles, etc.)
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>16-17 Score</b>	<b>17-18 Score</b>	<b>18-19 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	n/a	2.5	3	Teachers have regular opportunities to share best practices during collaboration. Pathway teams and some department teams engage in structures learning rounds to allow for peer observations and sharing of best practices. Whole site PD is also structured intentionally to allow for cross-pollination of ideas across grade levels and pathway teams.
Collaboration Time	n/a	3	3	All teachers have structured collaboration time at least 3 times per week led by pathway directors and supported by assistant principals, except for special education teachers, (which varies by pathway) and "all-pathway" teachers (who are not cohorted into a pathway.) High level effective use of meeting processes varies by pathway.
Professional Learning	n/a	3	3	Pathway teachers regularly attend PD on site and off site that is focused on unique needs of pathway development (Educating for Careers Conference, MYP Personal Project, POPPCON, integrated interdisciplinary project site-based PD, capstone alignment, etc.) Pathway teachers engage in learning rounds and regularly use data that supports the three of the four pillars of linked learning: academic achievement, work based learning, personalized supports and interventions.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

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

**IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<ul style="list-style-type: none"> <li>- Implemented professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment, Site-based teacher collaboration on 4 pillars of linked learning, UCCI course development, MYP unit and project planning, National Math &amp; Science Initiative (NMSI), department &amp; pathway team cycles of inquiry, etc.)</li> <li>- Restructured staff organizational structure by embedding networks of dedicated support staff (including Assistant Principal, Academic Counselor, Pathway Director, and Case Manager) into each by pathway.</li> <li>- Restructured bell schedule to a modified block, which allows for extended learning opportunities (91 min. vs. 51 min) once per week to engage students deeper in project-based and/or inquiry learning often demanded by pathway industry standards.</li> <li>- Ensured that all pathways have thematic programs of study (10-12th grade) tied to a CTE industry sector, vetted by industry standards, and culminating in a graduate capstone presentation.</li> <li>- Improved master scheduling to ensure diverse and equitable cohort scheduling for each pathway, including an ambitious special education inclusion goal that loops staff with students by pathways.</li> </ul>	Partially Implemented	Effective	<ul style="list-style-type: none"> <li>- Increased equitable student demographic distribution across all pathways.</li> <li>- Improved services to students as measured by WASC, Measure N rubric, and pathway director feedback.</li> <li>- Increased pathway, teacher, and student participation in integrated project-based learning curriculum throughout the year.</li> <li>- Improved engagement and discipline outcomes for all students. (See "Needs &amp; Goals" section.)</li> <li>- Weekly block periods allows more time for project-based learning, labs, and prolonged inquiry tasks demanded by the Common Core. This includes instructional practices aligned to our instructional goals identified by WASC and learning rounds, including protocols such as socratic seminars, progress monitoring tools such as on-demand essay writing, utilization of horizontally aligned common math assessments to reteach basic Algebra I concepts in "real time" through small group instruction, error analysis, or targeted tutoring, and more. Furthermore, this schedule also allows for more effective dual enrollment implementation.</li> </ul>

**IMPLEMENTATION GOALS**

*Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.*

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Math SBAC</b>	By June 2021, students will reduce DF3 by 25 points.	All Students	-91.5	Coming soon	-25	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
<b>Math SBAC</b>	By June 2021, students will reduce DF3 by 100 points (over 3 years) for students with special needs.	Students with Disabilities	-228.9	-208.9	-128.0	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
<b>Math SBAC</b>	By June 2021, students will reduce DF3 by 50 points (over 3 years) for AA students.	African-American Students	-145	-125	-95	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.
<b>Standards Based Instruction/ Project-Based Learning</b>	By June 2021, all pathways will submit an integrated project for each grade level that scores a 3 or better as measured by the Buck Institute PBL Design Rubric.	All Students	n/a	2	3	Increase the use of academic discussion and literacy in all classrooms with special emphasis on ELL and underperforming students.
<b>Career Technical Education Sequence</b>	By June 2021, all pathways will have a three course CTE sequence within each industry sector.	All Students	n/a	n/a	n/a	Increase the number of Pathways to ensure all students are college and career ready.

<b>Graduate Capstone/Culminating Experience</b>	By June 2021, 100% of graduating Seniors will complete the graduate capstone project. All pathways will continue current work on aligning and calibrating individual requirements of the graduate capstone (e.g. written essay, oral presentation, etc.)	All Students	100%	100%	100%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.
<b>Course Passage Rates</b>	By June 2021, we will increase AA students that are identified as "on-track" in 11th grade by 50%.	African-American Students	27%	40%	60%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

Theory of Change	
<b>Theory of Change</b>	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning, we will improve student engagement and achievement outcomes. Specifically, we will focus on the following: - Continue current professional development opportunities for teachers and staff to implement elements of linked learning and the pathway themes (e.g. Site-based capstone/integrated project alignment, Site-based teacher collaboration on 4 pillars of linked learning, Project Based Learning Summer Institute, UCCI course development, MYP unit and project planning, etc.) - Atlas houses will integrate each of the pathway themes into each of the four core classes as a pilot for offering full UCCI courses in 2021: English Language Arts (SVPA), Biology (Green Energy), Ethnic Studies (Education & Community Health), & Mathematics (Computer Science). This introduces all 9th graders to the four pathway themes prior to selecting their pathway for 10th-12th grades.
<b>How are you supporting English Language Learners?</b>	1. Offer designated ELD classes to EL students who qualify. 2. Continue to embed ELD strategies into ELA curriculum. 3. Designate an administrator to work with SELLS committee to review, evaluate, and advocate for further EL school-wide supports, including family engagements such as ELL shadowing, Parent Academies, etc.
<b>How are you building conditions for students and adult learning?</b>	1. Utilize Skyline pathway collaboration structure to continue current strategic and intentional routines for pairing students with "personalized supports" as well as provide opportunities for new teachers to learn about how this linked learning pillar plays an integral part in Skyline's pathway model. 2. Leverage current COST structure to offer Tier II and Tier III supports where needed. 3. Re-vamp Skyline PBIS/ Culture & Climate Team efforts to ensure Tier I school-wide expectations and norms are explicitly taught and reinforced.

STRATEGIC ACTIONS											
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	
<b>Computer Science CTE Teacher:</b> Hire a CTE teacher to ensure every student in the Computer Science pathway has access to a core CTE sequence	Measure N	\$64,123.00	1105	Certificated Teachers' Salaries	4025	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Pathway Integration:</b> Extended planning time for teachers to integrate the pathway theme/MYP/etc. into their core content curriculum	Measure N	\$13,282.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Computer Science CTE Teacher:</b> Hire a CTE teacher to ensure every student in the Computer Science pathway has access to a core CTE sequence	Measure N	\$16,745.00	1105	Certificated Teachers' Salaries	876	Enter position number at left.	0.20	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Digital Graphic Design CTE Teacher:</b> Hire a CTE teacher to ensure every student in the performing arts pathway has access to a core CTE sequence	Measure N	\$40,621.00	1105	Certificated Teachers' Salaries	2976	Enter position number at left.	0.80	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Green Academy CTE Teacher:</b> Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence	Measure N	\$50,777.00	1105	Certificated Teachers' Salaries	3134	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways

<b>Sustainable Systems CTE Teacher:</b> Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence	Measure N	\$41,325.00	1105	Certificated Teachers' Salaries	4181	Enter position number at left.	0.80	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Computer Science CTE Teacher:</b> Hire a CTE teacher to ensure every student in the Computer Science pathway has access to a core CTE sequence	Measure N	\$65,894.00	1105	Certificated Teachers' Salaries	1145	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>VAPA CTE Teacher:</b> Hire a CTE teacher to ensure every student in the VAPA pathway has access to a core CTE sequence	Measure N	\$47,700.00	1105	Certificated Teachers' Salaries	4219	Enter position number at left.	1.00	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Health Lab CTE Teacher:</b> Hire a CTE teacher to ensure every student in the health pathway has access to a core CTE sequence	Measure N	\$25,649.00	1105	Certificated Teachers' Salaries	480	Enter position number at left.	0.40	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Benefits:</b> Benefits for all positions paid for out of Measure N	Measure N	\$264,018.00	3000	Benefits		Enter position number at left.		Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.	All Pathways
<b>Summer Bridge Program:</b> Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students to ensure they are on track to meeting all pathway requirements and graduation. Funding will be used for extended contracts to pay for teachers working during summer hours.	Measure N	\$50,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	All Pathways
<b>Chromebook Carts to Support Integration of Pathway Theme:</b> Computers for integration into the 10th, 11th and 12th grade classes into each of the pathways that will prepare students for the OUSD graduate capstone. Teachers in all of our pathways have developed integrated CTE/core content projects in their grade levels and projects require students to be able to access industry level CTE standards in which only certain types of chromebooks are able to process/access through their software and design.	Measure N	\$25,000.00	4420	Computer < \$5,000		Enter position number at left.		Building the Conditions	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	All Pathways
<b>Instructional Leadership Team (ILT):</b> continues to plan PDs with Literacy Goal and block schedule lesson planning with supports from Engaging Schools. These professional learning opportunities will develop the instructional strategies necessary to implement project based learning.				Enter object code at left.		Enter position number at left.			Rigorous Academics		

<b>Professional development</b> for the staff as the school moves to block scheduling to support integrated projects and improved instructional quality in pathways.				Enter object code at left.		Enter position number at left.			Rigorous Academics		
<b>Supplies for Title 1 Students:</b> and support materials and text for homeless youth				Enter object code at left.		Enter position number at left.			Rigorous Academics		All Pathways
<b>Supplies for Dual Enrollment:</b> courses including text books and materials to support pathway students, GATE students, and students seeking early college credit.				Enter object code at left.		Enter position number at left.			Rigorous Academics		All Pathways

**WORK-BASED LEARNING** School: Skyline High School [Link to 18-19 SPSA](#)

**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Types of Student Experiences	N/A	3	3+	2018-2019 Skyline High School offers a variety of work based learning experience through that pathways that is integrated into the CTE experiences. This supports the overall CTE sequence embedded in the pathway. The developing pathway, SVPA, has slightly lower scores than the other pathways in that they are still developing the systems and integrating WBL experiences into the program of study.
Pathway Outcomes	N/A	3	3	2018-2019 WBL has been intentionally embedded into the student experience in all pathways, which has provided students with a hands-on approach to further make sense of their academy, career and community learning-based education.
Pathway Evaluation	N/A	2+	3	2018-2019 Collaboration teams do meet to discuss effectiveness of work based learning, and have developed a plan to evaluate the impact of work based learning. Evaluation plan needs to be used after every work based learning experience. Data needs to be input and evaluated during the summer with pathway leads to create needs assessment for the following year. Partner organization evaluations of WBL experiences should also be discussed and reflected upon in coming school year.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

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

**IMPORTANT:** If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<ul style="list-style-type: none"> <li>- Targeted work with LMB &amp; AAMA to support African American and Latino young men in participating in Career Exploration or other open opportunities.</li> <li>- Strategic work with industry partners to build experiences that cross the work based learning continuum. (E.g. guest speakers from companies that come to speak to CTE Classes, followed by students visiting company for career exploration visit, followed by job shadow.) Each Pathway completed at least two career exploration visits and had at least two career awareness speakers in the CTE classes.</li> </ul>	Partially Implemented	Effective	<p>All pathways have taken at least two career exploration visits with over 80% of students participating. All CTE classes will have at least two career awareness speakers before June 2019. We have deepened relationships with our industry partners by visiting their companies multiple years in a row and inviting employees to come to speak to Skyline students.</p> <ul style="list-style-type: none"> <li>- We have also seen an increase of students from all pathways who will participate in an internship during summer 2019.</li> <li>- We have noted a depth of student experience through post-experience reflections.</li> <li>- The majority of our students exhibit their development and use of 21st century skills in the classroom during group work and outside the classroom during internships and other school activities. These skills are displayed during interviews for internship and job placements.</li> <li>- We have also increased numbers of African American and Latino Males participating in these experiences.</li> </ul>

**IMPLEMENTATION GOALS**

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

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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<b>Career Awareness</b>	Host at least two career awareness speakers per grade level per year in each CTE course that support student understanding of the future demands of the workforce. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	90%	100%	100%	Increase the number of Pathways to ensure all students are college and career ready.
<b>Career Exploration</b>	Complete at least THREE career exploration visits 1 per grade level with a set preparation and follow up activities. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	90%	100%	100%	Increase the number of Pathways to ensure all students are college and career ready.
<b>Career Preparation</b>	Each pathway implements ECCO lessons on resume building, interview skills, and needed education for various careers in their particular field. Seniors participate in professional networking activity and LinkedIn workshops. For the Atlas houses, we will design work-based learning experiences that support their growth in understanding the pathways and how it coincides with their college, career and post-secondary plans.	All Students	90%	100%	100%	Increase the number of Pathways to ensure all students are college and career ready.

Theory of Change	
<b>Theory of Change</b>	<p>Work-based learning in each pathway focused on career awareness, career exploration &amp; career prep as it relates to post-secondary training and education, provides an opportunity for all students to apply academic content and technical training, while developing the skills that are critical to workplace &amp; college success. By continuing to develop long-term relationships with industry partnerships, we can increase the number of high-quality opportunities offered both inside and outside of the classroom as well as the number of students participating in these experiences. This will result in more robust pathway experiences for all and raise student achievement outcomes. We will focus on the following:</p> <ul style="list-style-type: none"> <li>- Targeted universalism and partnerships with affinity groups such as AAMA, LMB, OneGoal, etc.</li> <li>- Continued funding of a work based learning liaison to support the work based learning integration in the pathways and mapping out the work based learning for each pathway.</li> <li>- Increased number of experiences and opportunities for all students. (Increase career exploration visits from 2 to 3 in each pathway and add 1 for each Atlas House. Integrate each of the pathway themes into each of the four core Atlas classes and continue offering a career day for each of the pathway sectors, so that 9th graders can learn about the different career pathways prior to selecting into their pathway choice.)</li> <li>- Continued evaluation and improvement of opportunities offered as measured by the Measure N rubric, student reflection, student achievement outcomes, etc.</li> </ul>
<b>How are you supporting English Language Learners?</b>	Each pathway has approx. 15% English Language Learners embedded within the pathway. In the preparation leading up to Work Based Learning opportunities, staff will differentiate for ELL students as needed (e.g. offering and reviewing text associated with the planned experience in anticipation of upcoming visits, exposure and review of industry sector vocabulary, etc.) Work Based Learning serves multiple learning modalities for LTEL's and can help engage them in learning.
<b>How are you building conditions for students and adult learning?</b>	<ol style="list-style-type: none"> <li>1. Utilize Skyline pathway collaboration structure to continue current strategic and intentional routines for pairing students with "personalized supports" as well as provide opportunities for new teachers to learn about how Work Based Learning plays an integral part in Skyline's pathway linked learning model.</li> <li>2. Leverage current COST structure to offer Tier II and Tier III supports where needed.</li> <li>3. Re-vamp Skyline PBIS/ Culture &amp; Climate Team efforts to ensure Tier I school-wide expectations and norms are explicitly taught and reinforced.</li> </ol>

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal

<b>WBL Liaison:</b> 1.0 FTE for WBL Liaison to support pathways to develop work based learning experiences for students.	Measure N	\$66,132.00	2205	Classified Support Salaries	4111	Enter position number at left.	1.00	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
<b>Career Exploration Visits:</b> Students will explore various pathway career options aligned to the WBL continuum and funding will be used for transportation	Measure N	\$10,000.00	5826	External Work Order Services		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
<b>Career Exploration Visits:</b> Students will explore various pathway career options aligned to the WBL continuum and funding will be used for fees	Measure N	\$10,000.00	5829	Admission Fees		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Buses for WBL events, CEV's or CTE Open Houses at Peralta that are open to all students so that students are able to learn about the career, programs and opportunities available for students at Peralta community colleges			5826	External Work Order Services		Enter position number at left.			Work-Based Learning	
Increased classroom presentations of internship opportunities within the African American Male Achievement program				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Organize/host onsite options fair for students to learn about summer employment and internship opportunities modeled off Oakland High				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Outside Work Experience integrated into Academy Director role to provide support and academic credit for school year employment and internships				Enter object code at left.		Enter position number at left.			Work-Based Learning	
WBL opportunities in the 9th grade houses to raise awareness about the pathway options in the 10th grade. WBL Liaison, Pathway Coach and TSA English coach to help build 9th grade WBL awareness opportunities through career fair				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Organize 9th grade career day that is integrated into the Atlas houses so that each 9th grade student is exposed to careers for each pathway.				Enter object code at left.		Enter position number at left.			Work-Based Learning	
Host application, resume, cover letter, and mock interview support each marking period. Services lead by pathway partners, Alumni, school community partners, and parents. So that students qualify for summer internships and school year internships				Enter object code at left.		Enter position number at left.			Work-Based Learning	
WBL will Invite former internship program participants to share their experience with students during classroom presentations.				Enter object code at left.		Enter position number at left.			Work-Based Learning	

**COMPREHENSIVE STUDENT SUPPORTS**

School: Skyline High School

[Link to 18-19 SPSA](#)**COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT**

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	N/A	2	3	Through established collaboration structures, pathway teams regularly meet to identify student strengths and needs. Teams identify intervention or acceleration strategies and engage families when appropriate. Continuing to regularly reflect on a MTSS data tracker to determine and evaluate effectiveness will further support this goal.
College & Career Plan	N/A	2	3	With the onboarding of a new College and Career Specialist, Skyline has brought together students, families, and counselors to ensure that all 11th and 12th graders have been offered to the tools and guidance to make informed decisions about their postsecondary lives. Continuing to support 9th and 10th graders in accessing these tools earlier in their high school careers and providing early intervention when 9th and 10th graders are "at risk" of being off track to graduate will further support these goals.

**ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION**

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

**IMPORTANT:** If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Continued Coordination of Services Team (COST) to establish a multi-tiered system of student supports by streamlining the referral process and providing oversight of a network of community partners. Examples include, but are not limited to the following: Strategically matching students with supports based on specific needs ranging from after-school tutoring through our Youth Center to mental health services with organizations such as Lincoln Families, Catholic Charities, and West Coast Services for clinical therapy. Utilized new pathway organizational structure to support communication between COST and staff, by assigning each pathway with a case manager. Expanded Tier II supports to include OneGoal, in addition to continuing work with other organizations such as AAMA, LMB, etc.</p> <p>Onboarded a full time college and career specialist who lead various teams, staff, students, and families in engaging in the following actions in efforts to increase post-secondary awareness and success:</p> <ul style="list-style-type: none"> <li>- Scheduled and promoted college rep visits with UC, CSU, out-of-state, Private/Ind. Schools to increase student awareness of various post-secondary options.</li> <li>- Educated students on college and career opportunities, general knowledge, SAT/ACT registration and preparation support classes, etc.</li> <li>- Completed tracking all seniors on their post-secondary plans, pushed into 9-10th grade classes to begin plans.</li> <li>- Scheduled and supported college application support (UC/CSU application crunch week, iApplied celebrations, etc.)</li> <li>- Scheduled and supported FAFSA /CA Dream Act/FIn Aid App/ and other scholarship completion through workshops, 1:1 conferences, and special events.</li> <li>- Oversaw other college and career visits and events (e.g. Black College Expo Caravan, Salesforce Women's Empowerment Event, Laney, UC Berkeley/Davis, SoCal College Tour, etc.)</li> </ul>	Partially Implemented	Effective	<ul style="list-style-type: none"> <li>- Improved student engagement and discipline outcomes for all students. (See "Needs &amp; Goals" section.)</li> <li>- Improved SBAC student achievement outcomes for African American and Latinx students. (See "Needs &amp; Goals" section.)</li> <li>- Increased number of submitted CSU/UC applications and scholarship submissions.</li> <li>- 79% of Skyline students submitted FAFSA forms before March 2nd deadline (improvement over 2017-18, with 85% as the current district-wide goal.)</li> <li>- Data on EOY student college/career outcomes coming soon.</li> </ul>
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IMPLEMENTATION GOALS						
<i>Identify three 2018-19 implementation goals related to Comprehensive Student Supports.</i>						
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
<b>Conditions for Student Learning (School Climate and Culture)</b>	Re-vamp culture and climate/ PBIS team to support overall Tier I conditions for student learning, with continued emphasis on 9th grade transition in the first 6 weeks of school and utilizing the support of Linked Learning Core District teams. Thus increasing the percentage of 9th graders who are ontrack to graduate by 50%.	All Students	56.70%	75%	80%	Increase the number of students who are college and career ready as measured by improved attendance, test scores and A-G eligibility.

<b>College Access</b>	By June 2021, 100% of our 12th graders who are eligible and have expressed interest in college as a postsecondary goal will have enrolled in college.	All Students	68%	73%	75%	Increase the number of Pathways to ensure all students are college and career ready.
<b>Differentiated Interventions</b>	By June 2021, we will decrease the percentage of African American students who are suspended from school by 20%.	African-American Students	17.80%	10%	5%	Increase intentional academic and behavioral supports of Special Populations (Sped, EL, AA) students within pathways.

Theory of Change	
<b>Theory of Change</b>	By focusing on establishing multi-tiered systems of support, all students will benefit from targeted universalism, and students with additional needs will receive the personalized scaffolds needed to achieve equitable outcomes. Examples include, but are not limited to the following: - Continuing to fund a Community School Manager to support with the coordination of services provided at Skyline and identification of gaps in services raised by data (e.g. pathway case managers, LMB, AAMA, AAFE, SPAAT, Academic Counselors, COST, etc.) - Continuing to fund a College and Career Specialist responsible for facilitating a school-wide emphasis on college and career while offering the differentiated timely supports that students may need to be successful. - Research data supports that 9th graders who are on track when they enter 10th grade are more likely to remain on track during their High School Careers. By reducing class size in 9th grade houses, establishing a BTSC team focused on reviewing and analyzing leading indicator data, and collaborating with partner districts and schools through participation in the Linked Learning "Core District" Freshman Success Team, etc., we will continue to improve student engagement and achievement outcomes over the next 3 years.
<b>How are you supporting English Language Learners?</b>	1. Offer designated ELD classes to EL students who qualify. 2. Continue to embed ELD strategies into ELA curriculum. 3. Designate an administrator to work with SELLS committee to review, evaluate, and advocate for further EL school-wide supports, including family engagements such as ELL shadowing, Parent Academies, etc.
<b>How are you building conditions for students and adult learning?</b>	1. Utilize Skyline pathway collaboration structure to continue current strategic and intentional routines for pairing students with "personalized supports" as well as provide opportunities for new teachers to learn about how this linked learning pillar plays an integral part in Skyline's pathway model. 2. Leverage current COST structure to offer Tier II and Tier II supports where needed. 3. Re-vamp Skyline PBIS/ Culture & Climate Team efforts to ensure Tier I school-wide expectations and norms are explicitly taught and reinforced.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
<b>Pathway Case Manager:</b> Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation	Measure N	\$59,255.00	2405	Clerical Salaries	6329	Enter position number at left.	1.00	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
<b>Counselor:</b> Additional Counselor to support a 1:1 pathway ratio of counseling services to ensure pathway integrity and a continuum of supports to ensure all students on track to graduate (5 counselors --> one for each pathway and one for Atlas).	Measure N	\$96,386.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

<b>College and Career Readiness Specialist:</b> CCRS to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularly meet with students and families to further a college going culture.	Measure N	\$16,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
<b>Intensive Case Management Support:</b> African American Female support in partnership with the edfund to provide wraparound and targeted intensive support in all pathways to ensure	Measure N	\$50,000.00	5825	Central Consultants		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
AAMA Facilitator to support the kings and provides school wide support for African American males.	Title I: Basic			Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Climate & Culture Team/Teacher Stipend to create systems to support and improve overall climate and culture and reduce suspensions.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Stipend for coordination of FASA implementation, dual enrollment, and on track for graduation for Pathway students for counselor during peak seasons				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Mental Health Interns that are aligned to provide supports for 9th grade and pathway students and homeless youth.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Funding for Summer Bridge Program to support student transition into Skyline and support credit recovery for 9th and 10th grade students.				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
Consulting contract for afterschool program				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
.2 FTE for ATLAS teachers to perform interventions student interventions and collaboration during additional period with each teacher having focal students that include foster and homeless youth..				Enter object code at left.		Enter position number at left.			Comprehensive Student Supports	
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## SPSA ENGAGEMENT TIMELINE

### How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

#### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
1/8/2019	FC	Discussed how budget influences SPSA related decisions (e.g. bell schedule, staffing, etc.)
1/31/2019	SELLS	Budget training and review budget summary on Title I funds from 2018-19. Conducted SELLS feedback session to inform SSC on use of Title I Student and Title I Parent funds with a lens on ELL student/parent supports.
2/12/2019	SSC	Reviewed relevant mid-year data. Reviewed use of 2018-19 Title I funds. Voted and approved use of 2019-20 Title I Student and Title I Parent funds.
1/15/2019	ILT	Conducted ILT work session to review relevant school data to inform SPSA planning and feedback.
2/5/2019	ILT	Conducted ILT work session to review and give feedback, on the Measure N Self Assessment. (2/19/19 ILT Meeting cancelled due to OEA planning session.)
3/5/2019	ILT	Conducted ILT work session to flesh out Measure N self-assessment, Needs & Goals, and next steps for SPSA planning.
3/12/2019	SSC	Reviewed Draft SPSA Data (specifically the sections entitled, "About the School" & "2018-19 Strengths and Challenges." Reviewed remaining 2019-20 Title I funds and discussed possible expenditures.



3/12/2019	FC	Reviewed bell schedule as related to budget, SPSA, etc. Documented feedback.
4/3/2019	Pathway Teams	Reviewed important school-wide data by pathway in pathway teams. Teams set goals drafted SPSA goals for continued improvement.
4/9/2019	Pathway Leadership	Reviewed feedback from pathway teams to inform strategic actions that are aligned with budget allocations on 2019-20 SPSA Pathway Plans.