OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Skyline High School

---

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Skyline High School.

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

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

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

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Skyline High School

---

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

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

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

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

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

    Date(s) plan was approved: 5/24/2022

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

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

Signatures:

Bianca D'Allesandro		5/25/2022
Principal	Signature	Date
Samantha Moir		5-25-22
SSC Chairperson	Signature	Date
Lucia Moritz		5/25/2022
Network Superintendent	Signature	Date
Lisa Spielman		5/26/2022
Director, Strategic Resource Planning	Signature	Date

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

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

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

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

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

    Date(s) plan was approved: **5/24/2022**

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

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

Signatures:

Bianca D'Allesandro		
Principal	Signature	Date
Samantha Moir		
SSC Chairperson	Signature	Date
Lucia Moritz		
Network Superintendent	Signature	Date
Lisa Spielman		
Director, Strategic Resource Planning	Signature	Date
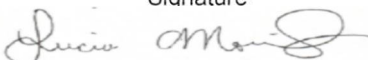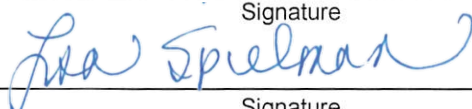
OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School:	**Skyline High School**
CDS Code:	1612590137943
Principal:	Bianca D'Allesandro
Date of this revision:	5/24/20

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

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

Contact:	Bianca D'Allesandro	**Position:**	Director
Address:	12250 Skyline Blvd.	**Telephone:**	510-482-7109
	Oakland, CA 94619	**Email:**	bianca.dallesandro@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-23 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/15/2021	SSC	Shared rationale and overview of site plan and SSC's role therein.
11/20/2021	SELLs	Shared rationale and overview of site plan and Title I funds. Convened input sessions with SELLs committee on Title I expenditures.
12/15/2021	WASC Team	Conducted work session to flesh out teacher, leadership, and organization practices aligned school goals. Gathered feedback on goals and strategies.
1/12/2022	SSC	Convened feedback session with SSC on Title I Expenditure Assessment
1/19/2022	SELLs	Shared rationale and overview of site plan and Titile I funds. Convened second input sessions with SELLs committee on Title I expenditures.
2/15/2022	CCC/CSM	Conducted focus group on SPSA sections related to college and career readiness and MTSS planning with College and Career Coordinator and Community School Manager.
3/8/2022	ILT	Shared rationale and overview of site plan. Conducted committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment Section
3/22/2022	ILT	Part II of 2/22/22 Meeting: Working sessioin for committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment section and theory of action/strategic actions in Part II: Annual Review and Update and Part III: Strategies and Actions sections.
3/23/2022	SSC	Reviewed overall SPSA budget: Determined and approved SPSA Title I expenditures for 2022-2023.
3/29/2022	ILT	Final review and feedback of SPSA Parts I-III.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$444,440.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,887,615.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$406,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$160,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$10,840.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$898,825.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$27,100.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$1,311,550.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$444,440.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$2,443,175.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$2,887,615.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

School Description

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

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

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

School Mission and Vision

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

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-55.9	n/a	*not available until Fall 2022*	-35
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	7%	*not available until Fall 2022*	50%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-133.2	n/a	*not available until Fall 2022*	-100
CAST (Science) at or above Standard	All Students	15%	n/a	*not available until Fall 2022*	23%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	87%	88%	*not available until Fall 2022*	90%
On Track to Graduate: 9th Grade	All Students	64%	62%	*not available until Fall 2022*	70%
On Track to Graduate: 11th Grade	All Students	55%	56%	*not available until Fall 2022*	70%
A-G Completion	All Students	57%	60%	*not available until Fall 2022*	80%
College/Career Readiness *2018-19 baseline*	All Students	49%	n/a	*not available until Fall 2022*	68%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-172.7	n/a	*not available until Fall 2022*	-100
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-140	n/a	*not available until Fall 2022*	-80
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	20%	*not available until Fall 2022*	20%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-225.5	n/a	*not available until Fall 2022*	-150
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-198.1	n/a	*not available until Fall 2022*	-100

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	5%	3%	*not available until Fall 2022*	15%
LTEL Reclassification	Long-Term English Learners	5%	4%	*not available until Fall 2022*	25%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	48%	62%	*not available until Fall 2022*	80%
Out-of-School Suspensions	All Students	5%	n/a	*not available until Fall 2022*	3%
Out-of-School Suspensions	African American Students	8%	n/a	*not available until Fall 2022*	5%
Out-of-School Suspensions	Special Education Students	6%	n/a	*not available until Fall 2022*	3%
Chronic Absenteeism	All Students	28%	27%	*not available until Fall 2022*	10%
Chronic Absenteeism	African American Students	34%	37%	*not available until Fall 2022*	15%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

| LCAP Goal 1: College/Career Readiness | Overall graduation rates (including special education certification of completion) have continued to increase (78.8% in 2016-17, 88.7% in 2017-18, 91% in 2018-19, 91.8% in 2019-20, 92.1% in 2020-21). In addition, drop-out rates have continued to decrease (13.8% in 2016-17, 8.2% in 2017-18, 6.2% in 2018-19, 5.7% in 2019-20, 6.3% in 2020-21). Overall A-G completion also increased significantly from 35.1% in 2017-18 to 60.1% in 2020-21. Finally, overall percentages for students receiving an A in Dual Enrollment courses has steadily increased from 44.5% in 2018-19 to 63.3% in 2020-21. Over the past 3 years, the percentage of students passing 1 or more AP exams has increased (9.6% in 2016-17, 11.4% in 2017-18, 14.4% in 2018-19, 16.9% in 2019-20.), percentage of SHS graduates enrolling in a four year college has increase from 30% in 2017 to 36.6% in 2021. Core Districts and the Break Through Success Team has been essential in the work of identifying and supporting our 9th grade on track work. | - Skyline's structure is organized around wall-to-wall pathway academies to ensure that every student receives designated and personalized supports: Assistant Principal, Pathway Director, Counselor, and Case Manager. Along with a full time College & Career Center, staffed with a college and career specialist and other school partners from UC Berkeley, etc., teams provide strategically timed college and career support related to pathway themes, including access to internships, transcript reviews, career exploration visits, college application support, etc. (Key actions/events include the following: 1:1s with all seniors in early fall, iApplied Celebration, Black College Expo Caravan, UC Info Night attendance, CSU Info Night attendance, 1:1s with Juniors to discuss post-secondary options/plans, ongoing weekly CCC office hours that are increased during college application season, new CCC website, the addition of a new DCAC college advisor, etc.)
- Skyline's professional development calendar provides teachers with access to multiple Professional Learning Communities (PLCs) related to pathway academies, content departments, and whole-school academic and culture/climate goals. PLCs use relevant data to build better opportunities for feedback and growth, retaining effective teachers, and driving increased student achievement. |

| LCAP Goal 2: Focal Student Supports | A-G completion for 12th grade AAF, Latinx, and special education graduates show positive trends (AAF - 42.1% in 2016-17, 36.4% in 2017-18, 62.3% in 2018-19; Latinx - 32.8% in 2017-18, 57.9% in 2018-19, 55.2% in 2019-20; (SPED - 14% in 2016-17, 22.2% in 2017-18, 40% in 2018-19, 25.6% in 2019-20). Decreased dropout rates for AA, EL, and Latino males student subgroups - (AA 18.3% in 2016-17, 4.2% in 2017-18, 7.9% in 2018-19, 6.8% in 2019-20. 6.5% in 2020-21), (EL -16.7% in 2016-17, 12.9% in 2017-18, 9.4% in 2018-19, 12.2% in 2019-20, 4.5% in 2020-21), (Latino males -12.9% in 2016-17, 17.3% in 2017-18, 9% in 2018-19, 3.1% in 2019-20, 9.1% in 2020-21). (See more focal group data in "Student/Family Supports" section.) | Skyline continues its philosophy of targeted universalism and commitment to equity when designing master schedule, budget, academic programming, interventions, professional development, etc. This includes programming designed to support focal students (e.g. Case/care managers, OneGoal, AAMA, affinity groups, SPAAT, RJ, Newcomer supports, etc.) and professional development focused on equity (with a particular focus on racial equity) that leads to benefits for the rest of the Skyline community. |

| LCAP Goal 3: Student/Family Supports | Strategic and targeted student/family supports have led to positive trajectories in much of Skyline's engagement data. For example, satisfactory attendance (95% or better) improved from 7.2% in 2018-19 to 59.6% in 2019-20 to 71.6% in 2020-21. This positive trajectory in satisfactory attendance is also reflected in subgroup growth (from 2018-19, to 2019-20, to 2020-21): 13.5%, to 47.7%, to 72.6% for African American students, 15.5%, 56.7%, to 68.2% for Latinx students, 33.8%, 76.9%, & 87.5% for Asian students,16.8%, 72.4%, to 87.5% for White students, 18%, 58.3%, to 68.1% for English Learners, and 15.2%, 49.1%, to 62.5% for students enrolled in special education programs. In addition, percentage of students suspended continues to decline (9.7% in 2017-18, 4.7% in 2018-19, 4.6% in 2019-20, & 0% in 2020-21. This holds true for most subgroup data. For example, percentage of African American students suspended remains significantly lower than compared to 2017-18: 17.8% in 2017-18, 8.9% in 2018-19, 8.3% in 2019-20 and with only 4.4% of African American male students being suspended, and 0% in 2020-21. Finally, our Summer Programming continues to support students and families despite distance learning challenges: In 2019, 75 incoming 9th graders completed Summer Bridge and 55 upperclass students recovered credit. In 2020, 67 9th graders completed Summer Bridge, and 78 upperclassmen recovered credit. In 2021, __ 9th graders completed Summer Bridge, and __ upperclassmen recovered credit. Translation services are also an essential support system for students and families. Translation services include Spanish, Mandarin, Arabic, and Mam. The work that translation services do includes informing families about student grades, attendance, behavior issues, general community and school information, setting up parent-teacher conferences, parent meetings, parent workshops, leadership meetings, English Language Learner Meetings, references to COST team, home visits, school registrations, YT Leadership Parent acadmey, parenting classes, monthly workshop teaching parents how to navigate the education systme, attendance interventions, one on one phone calls, and helping families with AERIES Parent Portal. | Skyline structure is organized around wall-to-wall pathway academies to ensure that every student receives designated and personalized supports: Assistant Principal, Pathway Director, Counselor, and Case Manager. Teams provide strategically timed interventions that take advantage of leading indicators and occur at every grade level appropriately. (e.g. trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, COST/SST supports, attendance consulting, targeted support for at-risk students, etc.). Our MTSS tier II interventions required shifts to accomodate the evolving needs for students and families during the pandemic. We attribute these strengths to establishing, aligning, and refining tier II (MTSS) supports (academics, social emotional, attendance, and behavior) for students and setting a culture of targeted universalism with lens on racial equity, and we believe it has led to improved outcomes for student populations. We continue to build personal and instructional SEL capacities to support student learning and engagment. Furthmore, investing in technology has supported equitable access during times when students and families need flexible options for engagement. Finally, strategic hiring of bilingual staff have ensured translation services are available to students and families for equitable access to all the student and family support services Skyline has to offer despite the language barrier. |

LCAP Goal 4: Staff Supports	Teacher retention at Skyline continues to increase from 69.9% in 2017-18, 80.6% in 2018-19, and 85.7% in 2019-20. Staff report positive and meaningful PD/PLC experiences, (specifically around equity and antiracism, sharing best practices, student engagement, academic language protocols, etc.) in both departments and pathway academies, specificically teachers point to an improvement in alignment across the site as it relates to linked learning. According to the CHKS Staff Survey questions around Professional Development and it's impact on student learning and engagement, as well as improving teaching practices, there has been an increase of positive responses from 60% to 66.3 % (student learning/engagement) and 44% to 50% (changed teaching practice) in 2018-19 to 2019-20. According to the CHKS Teacher Survey, the percentage of staff who agree or strongly agree that "Skyline is a supportive and inviting place to work" has continued to increase from 54.6% in 2017-18, to 56.7% in 2018-19, and 72.7% in 2019-20.	Skyline is continuing to develop a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs) as measured by PLC rubric, CHK student and staff surveys, increased and/or stable teacher retention data, etc. Improving mechanisms for communication, feedback, and collaborative planning has also supported these efforts (e.g. professional development antiracist committee, One Skyline culture and climate group, etc.)

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 1: College/Career Readiness	As early as 9th grade (2020-21), 40.6% of our students are off-track to graduate. Providing strategic and personalized supports to students as early as possible will support this goal (e.g. summer school credit recovery for R10 and R11 students, counseling supports in early grades, etc.). When reviewing senior college application data during 2020-21, we see differences among our four pathway seniors' postsecondary planning—financial ad completion and four year college application (usually CSU East Bay as proxy): Computer: FAFSA Completion 74%, Students with CBO Advisor 32%, CSU East Bay College App 20%; Education & Community Health: FAFSA Completion 71%, Students with CBO Advisor 35%, CSU East Bay College App 20%; Green Energy: FAFSA Completion 75%, Students with CBO Advisor 29%, CSU East Bay College App 17%; SVPA: FAFSA Completion 62%, Students with CBO Advisor 25%, CSU East Bay College App 13%.	- As early as 9th grade, 40.6% of our students are off-track to graduate. Students enter Skyline with wide gaps in achievement, often statistically mirroring the disparities that exist in our larger society within specific subgroups (e.g. race/ethnicity, English fluency, etc.) As a result, students require multi-tiered systems of support as early as 9th grade and continuing past graduation. Thus, our site requires consistent focus on and analysis of on-track to graduate data and engagement data (e.g. attendance/chronic absence, student surveys, etc.), which has not been consistently emphasized in pathway collaboration or whole site PD. We also require an equity plan that is constantly evolving and referenced in all school initiatives. While we plan for equity, we have not yet developed a comprehensive strategy that includes all functions of the site. This includes culturally responsive pedagogy in daily classes as well as multi-tiered systems of support provided by additional school personnel (e.g. case/care mangers, counselors, pathway coach, etc.) The college postsecondary planning data indicates a need for change in how our seniors access college planning support. Rather than our Community Based Organizations (CBO) like DCAC, TRiO, etc. college advisors recruiting interested students across all pathwyas, we will instead have our providers designated to specific pathway seniors to ensure a more equitable outcome.

| LCAP Goal 2: Focal Student Supports | In reviewing data, our target subgroup for 2022-23 will continue be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspended to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.). Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. Although we are encourage to report that A-G completion rates for AAM students and ELL students has increased: AAM from 27.7% in 2018-19 to 32.4% in 2019-20, to 33.3% in 2020-21; ELL students have increased from 43.6% in 2018-19 to 60.1% in 2020-21, as compared to 60.1% overall in 2020-21. | Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning, widen the achievement gap, and require personalized supports, explicit SEL instruction, multiple opportunities for intervention/support, and trauma-informed responses. |

| LCAP Goal 3: Student/Family Supports | Skyline continues to reinforce the "Titan Way" for both students and staff, requiring significant time, resources, and personnel to support in re-establishing school expectations, building new staff/student and student/student relationships with orientating new students in staggered fashion. For example, we are encouraged to report that school suspension incidents continued to decline greatly compared to 2017-18. For example, by December, school suspension incidents were as follows: 140 in 2017-18, 59 in 2018-19, and 55 in 2019-20. However, we witnessed a "spike" in January 2019-20 incidents, correlated with a significant and staggered new student enrollment for second semester. By February, school suspension incidents were as follows: 194 in 2017-18, 68 in 2018-19, and 95 in 2019-20. Unfortunately, since our return to physical school from distance learning we have seen an increase in suspension incidents and by January of 2021-22 we had 108 suspenision inidents.

While adding an additional Community Schools Manager has increased our capacity to identify community partners to service students on campus, we still are challenged with connecting students and familys with support in their own neighborhoods. | We have continued to build the capacity of our staff with SEL and Restorative Justice practices over the years. The decline of suspensions we were seeing prior to the pandemic and distance learning aer a result to these trainings. However, students returned to physical school from distance learning with greater needs than prior to the pandemic. The number of COST referrals, our ability as a site to intervene and prevent incidents from occuring (RJ, Counseling, Therapy, etc.) overwhelmed our systems. We've added an additional Community Schools Manager as well as a Restorative Justice Coordinator with goal of being able to more quickly connect and provide services to students and families in need. |

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

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW
School: Skyline High School   **SPSA Year Reviewed:** 2021-22
SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

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

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

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

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

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.
Goal 1: All students graduate college, career, and community ready, with emphasis on target student subgroup (African American males and English Learners). - Increase attendance in the CCC. - Increase of students reaching out for advising appointments. Goal 2: Focal Student Groups (English Learners and African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap. -   Measures for success include increased graduation rates, on-track-graduate data, student and teacher survey responses, site based curriculum embedded assessment data, classroom observations, etc. Goal 3: All students build relationships to feel connected and engaged in learning. - Engagement data (attendance, discipline, etc.) demonstrated positive growth, despite the challenges of the pandemic. Goal 4: Provide cosistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies. - ILT, PLC, and PD agendas that demonstrate shared and distributed leadership. - Classroom observations, teacher and student surveys, CHKS.

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

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

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

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
.2 teacher to stabilize 9th grade houses	On Track to Graduate: 9th Grade	Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.). Part of BTSC CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk. Increase % of 9th graders on-track to graduate.	-Alignment of best practices across all 9th grade houses (instructinoal in the classroom, as well as protocols for dicussing/planning student interventions -Maintained on-track to graduate rate -Increased efficiency in implementing student interventions -Retention of new 9th grade teachers	It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day.

AAMA Teacher	On Track to Graduate: 9th Grade	Target Program for African-American males to provide mentorship, intervention work, culturally revelant curriculum all aimed at decreasing rate of suspenison and increasing graduation rate for AAM and increasing completion of A-G Requirements, as well as increasing % going on to college.	The connection to the current staff member and buy-in into the program is strong. However, we see a drop out occur after 9th grade of students in the program. We've continued to struggle with enrollment and retaining students for multiple years.	We are looking for new opportunities and ways to strategicially target students for enrollment.
.2 teacher to stabilize 9th grade houses	On Track to Graduate: 9th Grade	Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.). Part of BTSC CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk. Increase % of 9th graders on-track to graduate.	-Alignment of best practices across all 9th grade houses (instructinoal in the classroom, as well as protocols for dicussing/planning student interventions -Maintained on-track to graduate rate -Increased efficiency in implementing student interventions -Retention of new 9th grade teachers	It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day.
.2 teacher to stabilize 9th grade houses	On Track to Graduate: 9th Grade	Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.). Part of BTSC CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk.	-Alignment of best practices across all 9th grade houses (instructinoal in the classroom, as well as protocols for dicussing/planning student interventions -Maintained on-track to graduate rate -Increased efficiency in implementing student interventions -Retention of new 9th grade teachers	It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day.
.2 teacher to stabilize 9th grade houses	On Track to Graduate: 9th Grade	Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.). Part of BTSC CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk.	-Alignment of best practices across all 9th grade houses (instructinoal in the classroom, as well as protocols for dicussing/planning student interventions -Maintained on-track to graduate rate -Increased efficiency in implementing student interventions -Retention of new 9th grade teachers	It's essential that our Instructional Coach continue to hold weekly meetings with our lead teachers, so we need to ensure that our master schedule accommodates a common prep period for this work to occur during the school day.

.2 teacher to stabilize 9th grade houses	On Track to Graduate: 9th Grade	Instructional Coach leads the following work in addition to providing bimonthly coaching sessions to the other 9th grade teacher leads: Co-Plans and facilitates daily collaborative work (best practices/curriculum development, student interventions, SSTs, family communication, etc.). Site Lead of BTSC CORE Districts team—focuses PLC efforts in supporting the 8th grade to 9th grade transition and monitors on-track to graduation status of students and leads interventions around those at-risk. Increase % of 9th graders on-track to graduate. Prepares data for data review sessions in PLC time once a month. Meets bi-weekly with CORE Districts Coach to review 9th grade team progress, plan PLC PDs, etc.	Coaching PLC Leads of 9th grade houses has been effective. We've seen a greater aignmnet of best practices, improvement of student interventions by implementing "kid talk" protocol for discussing student performance and needs assessments, building teacher capacity around data dives	While we have seen an improvement in daily collaboration of our 9th Grade PLCs, there have been issues of inconsistency as well as lead teacher "burn out." We are considering having the Instructional Coach plan and facilitate each daily collaboration meeting to ensure maximum efficiency. Collecting data through classroom observations/learning walks in order to guide collaboration efforts to improve instructional practice and student learning outcomes.
STIP Teacher	Student Connectedness to School	Support in class coverage (short term and long term), assist with clreical duties in main office, supports on-site events/activities, assist with technical support.	Provide a familiar and consistent support to our entire community through class coverages, main office support, connectedness to the community.	We want to be more intentional in how we situate our STIPs into our community as well as provide them more consistent support and development as they often transition to holding multiple responsibilities and roles within our community in a short amount of time.
STIP Teacher	Student Connectedness to School	Support in class coverage (short term and long term), assist with clreical duties in main office, supports on-site events/activities, assist with technical support.	Provide a familiar and consistent support to our entire community through class coverages, main office support, connectedness to the community.	We want to be more intentional in how we situate our STIPs into our community as well as provide them more consistent support and development as they often transition to holding multiple responsibilities and roles within our community in a short amount of time.

Case Manager	Student Connectedness to School	Works with PLCs/Pathays to support student intervention needs; provides mentorship, conflict mediation, SARB, liason between families and teachers, home visits; restorative justice work, etc.	Collabortion with PLCs is consistent and case managers efficiently address concerns raised by teachers in collaboration. There is inconsitency amongst the team in Tier II and Tier III intervention responses. There needs to be greater alignment amongst team and they need to utilize common systems. Data needs to be improved: documentation of interventions into aeries, data around SARB, etc.	Need to establish common systems for Tier I, Tier II and Tier II interventions as well as data collection. Need to consistently hold weekly Collaboration with this team.
To be allocated in Fall 2021.	A-G Completion	Credit Recovery, summer school, intervention supports for at risk studentns through teacher extended contracts	Current recruiment of credit reovery options has worked well. Our counseling team signs up and communicates to all eligible students and their families.	Hosting credit recovery virtually increased student enrollment and attendance. Virtual credit recovery also increased staff participation which allowed more credit recovery course offerings.
Extended contracts	A-G Completion	Credit Recovery, summer school, intervention supports for at risk studentns through teacher extended contracts	Current recruiment of credit reovery options has worked well. Our counseling team signs up and communicates to all eligible students and their families.	Hosting credit recovery virtually increased student enrollment and attendance. Virtual credit recovery also increased staff participation which allowed more credit recovery course offerings.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Skyline High School	School ID: 306

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Administrators will utilize the formal evaluation process (OUSD TGDS) to provide individualized feedback on instructional practices; PLC leaders will conduct learning walks and COIs in each marking period to collect data and then as an ILT utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas/notes that reflect school priorities; growth in student achievement and engagement in data, etc.		Tier 1

1-2	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas that reflect student personalized suppots (interventions and/or enrichment opportunities); growth in strudent achievement and egnagement data (especially for subgroup target student populations), etc.		Tier 1
1-3	Continue to refine a strategic transition plan for incoming and outgoing 9th graders that focuses on supports for students to navigate the transitions from 8th to 9th grades and 9th to 10th grades.	Fund and support school collaboration structure that allocates time for both Atlas House and All-Atlas collaboration, create a master schedule that cohorts atlas houses into "small learning communities," allowing for more personalized student support during this critical transition year.	Cohorted atlas houses; scheduled weekly collaboration for both house and department teams PLC and PD agendas that reflect school priorities; continued partnership with BTSC Core District to support implementation of strategies to target growth in student achievement and engagement data (with emphasis on 9th grade on-track to graduate data), etc. Continue to refine our Summer Bridge program which targets at-risk of graduating students in the summer transition to high shcool.		Tier 2
1-4	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, DCAC UC Berkeley and EAOP partners, etc.	CBO partners will be asked to either recruit by pathway, or using intervention data. Supporting evidence will include student support logs, increased college appolication & FAFSA completion, increased participation in pathway internships and work-based learning opportunities, college and career lesson plans that start as early as 9th grade, growth in student achievement and engagement data (especially for subgrou target student populations), etc.		Tier 1

					Tier 2
1-5	Encourage students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations. Teachers teaching/co-teaching these courses implement culturally relevant conditions and instructional practices in order to engage students from diverse backgrounds and experiences.	Create a master schedule with ample opportunities for students to enroll in dual enrollment and AP courses that both interest and challenge them, work with conselors and teachers to recruit and encourage equitable participation.	Course request presentations are presented multiple times to students within their classes by thier counselor and within those presenations students are encouraged to enroll in AP courses, dual enrollment course in addition to programs that specifically support minority students. School counselors also schedule individual conferences and transcript audits with students to graduation status course opportunities and academic pathway.		

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

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority:	Focal student groups (English Learners & African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.
School Theory of Change:	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, student-directed learning protocols, pathway integration, integrated projects, EL supports, culturally responsive pedagogy, and trauma-informed strategies, etc.), we will improve student engagement and achievement outcomes.

Students to be served by these actions:	All Students, with emphasis on African American male and English Learner student populations.				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas/notes that reflect school priorities; classroom observation notes, growth in both learning walk and student achievement and engagement data, etc. ILT reviewing data from cycle of inquiry work to determine best-practices to be adopted and implemented schoolwide.		Tier 1
2-2	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Observe and provide feedback to teachers, focusing on conditions that maximize student learning and instructional moves that engage students. (e.g. call and response, strategic and intentional protocols for student discourse, etc.)	ILT, PLC, and PD agendas/notes that reflect school priorities; classroom observation notes, growth in both learning walk ans student achievement and engagement data, etc.		Tier 1

					Tier 2
2-3	Partner with school programs that address targeted universalism and encourage students to participate in well-matched classes, activitites, and opportunities, with special attention to target student populations.	Continue to fund and support on-site affiinity programming that supports all students through targeted universalism (e.g. OneGoal, AAMA, LMA/LMB, SPAAT, case manager groups, etc.).	Master schedule and event calendar that reflects programming to meet the needs of our diverse population of students, growth student achievement, and engagement data, etc. Increased academic/endgagement counseling integrated into aforementioned programming.		
2-4	Engage in tri-weekly mathematics content department team collaboration with a full cycle of inquiry and strong vertical/horizontal alignment.	Schedule opportunities for Math Department to engage with central and site-based Math teams to support teachers with math specific PD, broadening their instructional practices and language routines. Fund math specific TSA to support this collaborative work and on-site coaching. Connect central math teams, site administration, counselors, and math department members to identify courses needed for students to meet their graduation requirements and fulfill A-G requirements.	PLC notes that reflect a year-long departmental-wide cycle of inquiry, based on the power standards across both 9th-grade Algebra 2, and partially upper math courses such as Math Analysis and Statistics. Documentation of Algebra and Algebra 2 teachers sharing learning from this year's participation in curriculum piloting, CPM for Fall 2022 and		
2-5	Include dedicated counseling services in COST that support students with tier III needs (including mental health counseling, foster youth support, services for homeless youth, etc.)	Assemble high functioning COST team that meets weekly in order to review COST referrals and efficiently determine approarpirate services to connect students wtih. Capture data of referrals issued, referrals reviewed, and services provided. Communicate COST data to larger community through monthly newsletter			

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance. Identify school-wide and student-level strategies and supports; Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate.	Accurate documentation and multi-tiered response systems at every tier, including COST tracker, Aeries, other internal dashboards/reports; decreased disparity in achievement data for students who are historically marginalized (English Learners and African American male students).		Tier 2

3-2	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	Provide professional development on identifying needs and provding tier I/II supports for students (e.g. dual enrollment/ AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.) Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate (e.g. COST, OneGoal, AAMA, affinity groups, SPAAT, RJ trained case managers, additional 9th grade fte to maintain and stabilize Atlas houses, etc.)	Aligned and strategically timed instructional practices (intervention and enrichment) that take advantage of leading indicators and occur at every grade level appropriately. (e.g. early post-secondary opportunities, trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, COST/SSTs, targeted support for at-risk students, etc.). Decreased disparity in achievement data for students who are historically marginalized. Specifically for subgroup populations, English Learners and African American male students, and on-track to graduate data in 9th and 11th grades.		Tier 2
3-3	Family engagement and coordination.	Increase family engagement in our target populations for events such as Back to school night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed.	20% increase in event attendance, diversity of PTSA, number of clients resourced by centers. CHK surveys 85% completion rate.		Tier 1

3-4	Administer DR Survey and CHK Surveys to all students to identify strengths and areas of growth in main criteria of developmental relationships (Express Care, Challenge Growth, Expand Possibilities, Share Power, and Provide Support)	Review, Package and Present Data Results to whole staff. Deep Dive with ILT, PLCs.	Higher completion rates of DR Survey (expanding to upper grade levels) and CHKS. Have sufficient data to highlight areas of strength and determine areas of focus.	Tier 1
3-6		Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance.		

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	Provide consistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies.
School Theory of Change:	When we link content learning with high-quality and sustained college and career preparation, we put every student in position to pursue the full range of post-secondary options, whether trade school, college, or other credentialing programs.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Continue work on refining pathway academy integration into daily curriculum (e.g. industry standard opportunities for students to learn curriculum through work-based learning experiences, calibrating standards and curriculum, etc.) Engage in PLCs to collaborate with peers towards this aim.	Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively towards supporting equally high functioning professional learning communities (PLCs). Observe and provide feedback to teachers, focusing on the Behaviors of Teaching and Learning. Engage teams in routine learning walks to identify themes across PLCs and determine next steps collaboratively. Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas/notes that reflect school priorities; learning walk notes; growth in student achievement and engagement data, etc.		Tier 1

					Tier 1
4-2	Work with developing accounting and documentation system to track student participation in linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. and attempt to achieve even distribution between and within pathways.	Ensure user-friendly accounting and documentation system for linked learning participation is established, shared, and utilized by appropriate staff members.	Established, utilized, and referenced accounting and documentation system for linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. with even distribution between and within pathways.		
4-3	Work with developing accounting and documentation system to track student participation in linked learning pathway experiences such as career exploration visits, guest speakers, work based learning, etc. and attempt to achieve even distribution between and within pathways.	Ensure user-friendly accounting and documentation system for linked learning participation is established, shared, and utilized by appropriate staff members.	Student Leadership teams and agendas, student contributions in professional development/learning walk notes, student feedback, etc. Plan for interating established ASB with developing pathway academy student leadership teams.		Tier 2
4-4	Teachers facilitate student participation in student leadership opportunities for whole-school and pathway academy decision-making, feedback, and support.	Encourage and support the development of a student leadership program which is aimed at empowering students to take leadership roles so they can control their own school experience in order to improve participation, engagement, and outcomes for themselves and each other. This can be done through teacher facilitator trainings and professional development, inviting student leadership on learning walks, etc.	Scheduled SSC, ILT, SELLs, FC, PTSA, etc. agendas/notes that reflect school priorities and diverse stakeholder groups; events that reflect the experiences and needs of these groups (e.g. Family Engagement nights, teacher appreciation events, reclassificatin celebrations, etc.); growth in student achievement and engagement data, etc.		Tier 1

.   .

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

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

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

5-1	WASC Self Study work identified this critical learner need: "Black Students feel loved, valued, invested in, and listened to." Teachers will prioritize relationship development with black students and their families by utilizing the 2x10 Protocol and other strategies found in BTSC Relationship Guide; teachers will seek input and feedback from black students and families regarding classroom culture, classroom systems, and the general learning experience. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year using Kid Talk Protocol: common assessments, SRI, IABs, SBAC, etc. and make necessary adjustments to curriculum and instruction.	Centering this Learner Need in our PD Scope and Sequence work for 2022-23 school year. ILT and PLC leads will conduct learning walks (i.e. Student Shadowing) to collect quantitave data around the engagement in the classroom and learning experience of our black students. ILT will prepare data that highlights experience and achievement of subgroups of black students (male and female) for PLCs to engage in data discussions.	PD Participation - Staff actively engages in PD and implements adjustments into their practice (capture attendance data that shows an increase in attendance, as well as positive qualitative feedback in Exit Ticket Surveys). In addition, APs/PLC Leads will hold 1:1s with staff members to debrief learning as well as gather input/feedback regarding PD experience. PLC Focal Student Interventions - more interventions and supports are being utilized for black students in each PLC. CHKS Data Improvement pertaining to the experience of black students in our school and classrooms; teacher/PLC student feedback surveys show improvement.		Tier 2
5-2	Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings. Data collection, review, and analysis will focus on black/brown student performance, engagement, connection, etc.	Provide professional development on unconscious internal bias, continued anti-racist PD cycle, as well as PD for high leverage teaching strategies.	Collect and unpack learning walk data (i.e. student shadowing), as well as qualitative student experience survey data, CHKS data, DR Survey data. Should see improvement in positive experience ratings in survey data, as well as a decrease in bias based incidents.		Tier 1

5-3	Teachers are knowledgeable of the opportunity gap, they hold high expectations for students of color, they actively adjust instructional practice in target of decreasing the opportunity and performance gap of black students. Teachers will focus on subgroups—African American Males and African American Females—when examining data throughout the year: common assessments, SRI, IABs, SBAC, etc. PLC student intervention efforts will focus on decreasing performance gap of black students.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Provide PLCs and teachers with protocols to support them in deep engagement and discussion of opportunity gap data.	Collect and unpack performance data (common assessments, SRI, IAB, SBAC, etc.), learning walk data, observation data, survey data (CHKS, Develpmental Relationship Survey) to inform instructional practice, curriculum design, intervention systems, as well as school programming. PLCs have clearly identified focal students and continuously implement interventions as needed to support skill development and student success.		Tier 1
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact. PLC Collaboration will allot time for family engagement practices.	Ensure teacher conference time, PLC collaboration, PD time, and intentionally allot time for family engagement work. Program more parent engagement events— asynchronous events so that commuting to Skyline is not an issue, or hosting Pathway Family Engagement events within the communities we serve (at parks, rec centers, etc.)	Informal or Formal Learning Walk Data shows improvement in student engagement and experience in the learning environment. Increase in relationship data, connectedness to school data, from Developmental Relationship Survey/CHKS in student and family responses. PLC driven family experience surveys show positive results in rating teacher practices in family engagement.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (secondary instructions & resources)

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All content area teachers should incorporate Integrated ELD strategies across the curriculum to build language fluency in concert with content-area instruction. (e.g., Talk structures to push student critical thinking in service of reading of complex text and writing using evidence).	Integrate EL and academic language supports into site-based professional development. Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity focused observation tools.	Humanities Departments have utilized PD time to identify common core focal standards and engage with ELD standards to highlight those that align with the focal CCSS. In addition, the departments have engaged with best practices and language development supports provided by ELLMA Office. Unfortunately we have not had the capacity to conduct learning walks regarding these instructional foci due to flux of attendance due to COVID protocols. We intend to conduct learning walks throughout the fall.		Tier 1

6-2	Each pathway academy collaboration team designates an EL Ambassador to support with coordination of support and communication between ELD team and pathway academy teams.	Provide ELD ambassadors with training to support with EL Ambassador liaison work. Maintain ELD team to monitor and analyze the efficacy of various approaches to embedding supports within PLC teams, including assessing teacher confidence on providing EL supports within individual classrooms, assessing students on their perception of school/teacher supports, etc.	Plan to create separate tab in Pathway Student Intervention trackers to gather data around these focal students within each pathway. Utilize ILT meetings as a place for Ambassadors to prodive training to site leaders around language development best practices. Should see an increase in SRI performance as well as Reclassifcation rate.		Tier 2
6-3		Expand newcomer program and continue to improve ELD course matching based on student ELD needs.	By increasing percentage of students who complete full ELPAC as well as all SRI data windows, will provide us with the ability to more accurately assess student needs and place them accordingly. Should see an improvement in SRI scores as well as reclassification rate.		Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Admin, Instr Coaches Sal	$20,000	General Purpose Discretionary	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries		Certificated Supervisors' and Administrators' Salaries: Stipends		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-1
Assistant Principal, High School	$130,350	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2815	Assistant Principal, High School	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-2
Bilingual Administrative Assistant II	$37,550	LCFF Supplemental	2405	Clerical Salaries	7824	Administrative Assist II Bil	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-3
Bilingual Administrative Assistant II	$103,169	LCFF Supplemental	2405	Clerical Salaries	1242	Administrative Assistant II, Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-4
Bilingual Administrative Assistant II	$37,550	Measure N	2405	Clerical Salaries	7824	Administrative Assist II Bil	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-5
Books-other Than Textbooks	$20,000	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-6
Books-other Than Textbooks	$207	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-7

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Buildings& Grounds	$10,000	General Purpose Discretionary	5720	Maintenance Work Orders		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-8
Case Manager	$78,466	One-Time COVID Funding	2405	Clerical Salaries	8801	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Teachers will build strong relationships with families through ongoing 2-way communication and contact	306-9
Case Manager	$136,443	One-Time COVID Funding	2405	Clerical Salaries	6329	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, student-directed learning protocols, pathway integration, integrated projects, EL supports, culturally responsive pedagogy, and trauma-informed strategies, etc.), we will improve student engagement and achievement outcomes.	306-10
Case Manager	$142,372	One-Time COVID Funding	2405	Clerical Salaries	7019	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	All Students	306-11
Case Manager	$119,035	Measure N	2405	Clerical Salaries	7018	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	All Students	306-12
Case Manager	$117,195	Measure N	2405	Clerical Salaries	7826	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	All Students	306-13
Case Manager	$106,626	Title I: Basic	2405	Clerical Salaries	6906	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	All Students	306-14

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Certificated Pupil Support Salary	$6,243	LCFF Supplemental	1205	Certificated Pupil Support Salaries	8336	Librarian	0.80	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Skyline High School	306-15
Certificated Pupil Support Salary	$71,793	Measure G: Library	1205	Certificated Pupil Support Salaries	8336	Librarian	0.92	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-16
Certificated Pupil Support Salary	$95,772	Measure N	1205	Certificated Pupil Support Salaries	8304	Counselor	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Partner with school programs that address targeted universalism and encourage students to participate in well-matched classes, activitites, and opportunities, with special attention to target student populations.	306-17
Classified ETOT	$10,840	Title I: Parent Participation	2225	Classified Support Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Skyline High School	306-18
Classified Supervisor's and Administrator's Salaries	$85,088	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1672	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All Students	306-19
Computer <$5,000	$65,054	LCFF Supplemental	4420	Computer < $5,000		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	All content area teachers should incorporate Integrated ELD strategies across the curriculum to build language fluency in concert with content-area instruction. (e.g., Talk structures to push student critical thinking in service of reading of complex text and writing using evidence).	306-20
Computer Supplies	$5,000	LCFF Supplemental	4315	Computer Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-21

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Conferences/PD/Retreat	$15,000	LCFF Supplemental	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Each pathway academy collaboration team designates an EL Ambassador to support with coordination of support and communication between ELD team and pathway academy teams.	306-22
Consultants	$5,000	General Purpose Discretionary	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-23
Consultants	$40,000	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-24
Consultants	$27,100	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-25
Counselor	$69,252	LCFF Supplemental	1205	Certificated Pupil Support Salaries	3857	Counselor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-26
Department Head Teacher	$101,618	Measure N	1105	Certificated Teachers' Salaries	2683	Teacher Department Head	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family engagement and coordination.	306-27
Dues & Memberships	$6,000	General Purpose Discretionary	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All Students	306-28

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Equip Maintenance Agreement	$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family engagement and coordination.	306-29
Equipment < $5,000	$5,000	General Purpose Discretionary	4410	Equipment < $5,000		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-30
Equipment < $5,000	$15,000	LCFF Supplemental	4410	Equipment < $5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-31
ETOT	$50,000	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers facilitate student participation in student leadership opportunities for whole-school and pathway academy decision-making, feedback, and support.	306-32
Furniture < $5,000	$3,300	General Purpose Discretionary	4432	Furniture < $5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family engagement and coordination.	306-33
Paper	$10,000	General Purpose Discretionary	4350	Paper		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	All Students	306-34
Professional/Contracted Srvs	$60,000	General Purpose Discretionary	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-35

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Professional/Contracted Srvs	$5,000	LCFF Supplemental	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-36
School Office Supplies	$20,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-37
School Office Supplies	$68,775	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, instructional EL supports, etc.) and expanding our current ELD program to include more opportunities for newcomers, recently-exited newcomers, and LTELs, we will improve student engagement and achievement outcomes as measured by subgroup data categories in Part 1, Needs Assessment.	306-38
Software Licenses	$1,500	General Purpose Discretionary	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All Students, with emphasis on African American male and English Learner student populations.	306-39
Substitute Teacher Incentive Plan (STIP) Teacher	$76,378	Title I: Basic	1105	Certificated Teachers' Salaries	6907	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-40
Substitute Teacher Incentive Plan (STIP) Teacher	$75,310	Title I: Basic	1105	Certificated Teachers' Salaries	7821	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All Students	306-41

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	$5,073	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	All Students	306-42
Teacher	$30,570	California Partnership Academy	1105	Certificated Teachers' Salaries	1291	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	All Students	306-43
Teacher	$75,808	LCFF Supplemental	1105	Certificated Teachers' Salaries	4295	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-44
Teacher	$56,759	LCFF Supplemental	1105	Certificated Teachers' Salaries	2437	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-45
Teacher	$17,445	LCFF Supplemental	1105	Certificated Teachers' Salaries	5281	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-46
Teacher	$78,420	LCFF Supplemental	1105	Certificated Teachers' Salaries	8347	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-47
Teacher	$71,376	Measure N	1105	Certificated Teachers' Salaries	4146	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-48

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	$80,555	Measure N	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in high-leverage professional development and implement learning accordingly.	306-49
Teacher	$96,801	Measure N	1105	Certificated Teachers' Salaries	4219	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family engagement and coordination.	306-50
Teacher	$100,878	Measure N	1105	Certificated Teachers' Salaries	4276	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Skyline High School	306-51
Teacher	$82,824	Measure N	1105	Certificated Teachers' Salaries	3779	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-52
Teacher	$81,789	Measure N	1105	Certificated Teachers' Salaries	6647	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-53
Teacher	$20,706	California Partnership Academy	1105	Certificated Teachers' Salaries	3779	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-54
Teacher	$122,282	California Partnership Academy	1105	Certificated Teachers' Salaries	0876	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All Students	306-55

PROPOSED 2022-23 SCHOOL SITE BUDGET Site Number: 306 School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	$49,444	Title I: Basic	1105	Certificated Teachers' Salaries	0101	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-56
Teacher	$21,651	Title I: Basic	1105	Certificated Teachers' Salaries	3023	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-57
Teacher	$17,171	Title I: Basic	1105	Certificated Teachers' Salaries	3538	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-58
Teacher	$17,949	Title I: Basic	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-59
Teacher	$16,707	Title I: Basic	1105	Certificated Teachers' Salaries	4112	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-60
Teacher	$20,191	Title I: Basic	1105	Certificated Teachers' Salaries	4387	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-61

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Salary Stipends	$5,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-62
Teacher Salary Stipends	$40,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-63
Textbooks	$5,000	General Purpose Discretionary	4100	Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-64
Unallocated	$128,569	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-65
Unallocated - Computer Pathway	$28,125	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-66
Unallocated - Education & Health Pathway	$28,125	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	All Students	306-67

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 306   **School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated - Green Pathway	$28,125	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family engagement and coordination.	306-68
Unallocated - Visual & Performing Arts Pathway	$28,125	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Include dedicated counseling services in COST that support students with tier III needs (including mental health counseling, foster youth support, services for homeless youth, etc.)	306-69
After School Program Contract	$240,185	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	All students graduate college, career, and community ready, with emphasis on target student subgroup populations (African American males and English Learners).	306-70

Title I, Part A School Parent and Family Engagement Policy

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

SKYLINE HIGH SCHOOL

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adoption
This policy was adopted by the Skyline High School on December 7,2021 and will be in effect for the period of December 7, 2021 through May 27, 2022.

The school will distribute this policy to all parents/guardians on or before December 15, 2021.

Dr. Bianca D'Allesandro

Name of Principal   **Signature of Principal**

Date

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

Student-Parent-School Compact

SKYLINE HIGH SCHOOL - 2021-2022

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

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

_____ **Student Signature + Date**

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

_____ **Parent Signature + Date**

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

_____ **Principal Signature + Date**

This Compact was adopted by Skyline High School on December 7, 2021 and will be in effect for the period of December 7, 2021 through May 27, 2022. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 7, 2021.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Skyline High School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Samantha Moir
Vice Chairperson:	Martin Bond
Secretary:	James Ortega

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Student (Required)	Term (1st or 2nd year term)
Bianca D'Allesandro	☑	☐	☐	☐	☐	
James Ortega	☐	☐	☑	☐	☐	
Sean Kohles	☐	☑	☐	☐	☐	
Shane Durkan	☐	☑	☐	☐	☐	
Adam Green	☐	☑	☐	☐	☐	
Larene Pare	☐	☐	☐	☑	☐	
Lateefa Ali	☐	☐	☐	☑	☐	
Martin Bond	☐	☐	☐	☑	☐	
Atalo Cruz	☐	☐	☐	☑	☐	
Samantha █	☐	☐	☐	☐	☑	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	01/07/21

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups.
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s)**; and
5. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)