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
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Skyline High School

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Ask of the Board
Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment
2021-2022 School Plan for Student Achievement (SPSA) for Skyline High School

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: **Skyline High School**
CDS Code: 1612590137943
Principal: Bianca D'Allesandro
Date of this revision: 4/13/2021

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: 4/13/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (ASES)	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant (ELSBG)
[ ] 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 Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: 4/13/2021

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, media announcements, etc.)

Signatures:

Bianca D'Allesandro	*Signature*	5/28/2021
Principal		Date
Gabriella Griffiths	*Gabriella Griffiths*	5/28/2021
SSC Chairperson	Signature	Date
Lucia Moritz	Signature	5/28/2021
Network Superintendent		Date
Lisa Spielman	Lisa Spielman	7/1/21
Director, Strategic Resource Planning	Signature	Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes 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 ratinoale and overview of site plan and Title I funds. Convened input session with SELLs committee on Title I expenditures.
1/12/2021	SSC	Convened feedback session with SSC on Title I Expenditure Assessment.
1/30/2021	SELLs	Shared ratinoale and overview of site plan and Title I funds. Convened second input session with SELLs committee on Title I expenditures.
2/9/2021	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.
2/9/2021	SSC	Convened seccond feedback session with SSC on Title I Expenditure Assessment, edited to reflect 1/12/21 SSC feedback.
2/12/2021	CCC/CSM	Conducted asynchronous focus group on SPSA sections related to college and carreer readiness & MTSS planning with College and Career Coordinator and Community School Manager.
2/23/2021	ILT	Part II of 2/9/21 Meeting: Working session for committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment section and theory of action/strategc actions in Part II: Annual Review and Update and Part III: Strategies and Actions sections.
3/9/2021	SSC	Reviewed overall SPSA budget. Determined and approved SPSA Title I expenditures for 2021-2022.
3/23/2021	ILT	Final review and feedback of SPSA parts I-III.
	SSC	Determined and approved SPSA Title I (parent) and Title IV expenditures for 2021-2022.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$456,740.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$3,079,140.00

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)	$417,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$168,700.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$11,140.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$1,012,350.00	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)	$27,850.00	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)	$55,000.00	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)	$1,386,350.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$456,740.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$2,622,400.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$3,079,140.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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). 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). Overall A-G completion also increased significantly from 35.1% in 2017-18 to 58.2% in 2018-19. Finally, overall percentages for students receiving an A in Dual Enrollment courses is steadily increasing from 32.3% in 2017-18 to 44.5% in 2018-19 and 47.9% for first semester of 2019-20. Over the past 3 years, the percentage of students passing 1 or more AP exams has increased (21% in 2016-17, 21.9% in 2017-18, 31.7% in 2018-19), percentage of SHS graduates enrolling in a four year college has increased (from 30% - 31.1% - 33.5%). In addition, our College and Career Center noted, 130 seniors submitted 690 college applications virtually in CCC, 202* seniors out of the 291 eligible (or 69%) submitted FAFSA/Dream Apps before the March 2nd deadline and these numbers may increase by end of month due to currently unprocessed apps that were received on March 2nd.	- 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, 30 minute 1:1s with all Juniors starting 2/4 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. - Skyline is an active participant of NMSI as well, which contributed to improved AP Exam results.

Focal Student Supports	A-G completion for 12th grade AAF, Latinx, and special education graduates show positive trends (AAF - 42.1% in 2016-17, 50% in 2017-18, 62.3% in 2018-19; Latinx - 32.8% in 2017-18, 57.9% in 2018-19; (SPED - 14.5% in 2016-17, 21.4% in 2017-18, 18,3% in 2018-19). Decreased dropout rates for AA and EL student subgroups - (AA 18.3% in 2016-17, 4.2% in 2017-18, 7.9% in 2018-19, 6.8% in 2019-20), (EL -16.7% in 2016-17, 12.9% in 2017-18, 9.4% in 2018-19, 12.2% in 2019-20), (Latino males -12.9% in 2016-17, 17.3% in 2017-18, 9% in 2018-19, 3.1% in 2019-20). (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.

| 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 48% in 2019-20 to 68.5% by March of 2020-21. This positive trajectory in satisfactory attendance is also reflected in subgroup growth (from 2018-March of 2021): 4.2%, 40.7%, & 58.3% for African American students, 6.4%, 41.2%, & 63.6% for Latinx students, 18.7%, 75.3%, & 85.4% for Asian students, 8.8%, 62.1%, & 89.6% for White students, 5.6%, 41.8%, & 50.8% for English Learners, and 5.7%, 39.5%, & 56.3% for students enrolled in special education programs.In addition, percentage of students suspended continues to decline (8.2% in 2017-18, 3.7% in 2018-19, 4.6% in 2019-20, & 0% by March of 2021. This holds true for most subgroup data. For example, percentage of African American students suspended remains significantly lower than compared to 2017-18: 16.1% in 2017-18, 7.6% in 2018-19, 8.5% in 2019-20 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. | 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. 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.) Although some of our MTSS tier II interventions required shifts to accomodate distance learning. 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 a lens on racial equity. The data reflects improved outcomes for our target populations. Furthmore, investing in technology has supported equitable access during distance learning especially. |

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 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 developing 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**
College/Career Readiness	Currently, FAFSA completion numbers down by 9% this year. FAFSA/Dream completion by March 2nd deadline: Class of 2019: 70% Class of 2020: 78% Class of 2021: 69% We have also noted a drop in number of students engaging in college and program rep visits: 2019 - 2020 average: 25 students per rep visit vs. 2020-2021 average 5 students per rep visit.	Drop in FAFSA completion and college rep visits are likely due to Covid, the virtual format of the CCC, and loss of contact with students who planned to submit. In the past 2-3 few years, much energy has been put into the CCC to make it an area that students feel comfortable "dropping in" (e.g. new computers, furniture, extended office hours, positive demeanor of CCC staff, classroom visits and personal invitations, etc.). The virtual nature of distance learning has reduced informal drop-ins and impromptu college and career advising significantly. In addition, some families have decided to postpone college applications due to distance learning in hopes of an in-person college experience.

| Focal Student Supports | - During distance learning especially, we have seen a decline in some focal student data. For example, Skyline's EL Dropout increased from 9.4% to 12.2%, AAF dropout increased from 3.0% to 3.8%, and special education graduate a-g completion dropped from 21.4% to 18.3%. Similarly, the significant increase in a-g completion overall was not achieved equally for all student subgroups (e.g. EL a-g completion dropped from 39.1% to 29.3% (2018-19 to 2019-20). Similarly, on track to graduate data for some grade-level subgroups also show this (e.g. 12th grade AAM on track to graduate percantages dropped from 63.3% to 53.2% to 44.2%, EL on track to graduate data droped from from 46.3% to 54.1% to 34.5% in 2018-19, 2019-20 to 2020-21 respectively, and for students in special education the numbers show similar trends of 22.7% to 28.8% to 24.2% respectively.)
- Although the percent of AAM students who had been suspended have been reduced, this subgroup remains our highest need academically. 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., which is not the case for our AAM students. For example, the dropout rate in 2018-19 was 13.6% for AAM students, as compared to 6.2% overall. The A-G completion rates were 27.7% or AAM students, as compared to 58.2% overall. Furthermore, AAM students are the least likely subgroup to enroll and/or pass an AP/DE course. | The pandemic has exacerbated existing inequities, especially for our EL and AA students. Although ELD classes are more targeted and responsive for EL subgroups than previous years, ensuring that all students receive their desinated ELD support continues to be a challenge, especially when there is limited room in student schedules (due to the need for graduation required coursework and/or credit recovery). Furthermore, support for AAM students should expand beyond SEL to academic spaces as well (e.g. targeted support for AA students in AP classes.) Finally, attention to students enrolled in special education requires further analysis to determine how or how not enrollment in different programs may be cross-influencing data. |

Student/Family Supports	The transition into and out of 9th grade continues to be a focal area. As early as 9th grade, 41% of our students are off-track to graduate, although numbers continue to improve, current numbers require attention. Skyline continues to build out and strengthen tier II supports for both students and families; however, distance leaning has shifted the way in which site-based interventions and supports can achieved. For example, case managers have been a significant part of this work, and thier work has had to shift due to shelter-in-place orders (e.g. focus on home visits vs. daily mentoring, internships vs. circles, etc.)	- 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.) Research shows that if students leave 9th grade on-track to graduate, they are more likely to stay on track through graduation. As a result, students require additional multi-tiered systems of support as early as the summer before 9th grade. - Striking the appropriate balance of creating 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.
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 - 53.1%). 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.)	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 be noted that external factors also affect teacher retention (e.g. cost of living in the Bay Area, etc.).

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	- Continue to increase overall graduation rate to 90%. - Increase students on track to graduate in both 9th and 11th grades, with emphasis on target subgroups, to 80%. - Improve SBAC ELA, SBAC Mathematics, and CAST data for all students, with emphasis on target subgroups (African American males and English Learners). - Continue to refine pathway academy integration relating to the four pillars of linked learning: rigorous academics, CTE, work-based learning, and personalized supports as measured by the Measure N Self-Assessment and Pathway Academy Learning Walks.

Instructional Focus Goal:	*All students graduate college-, career-, and community-ready.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Graduation Rate	All Students	n/a	86.5%	95.0%	98.0%
On Track to Graduate: 9th Grade	All Students	TBD	64.2%	75.0%	80.0%
On Track to Graduate: 11th Grade	All Students	TBD	54.5%	70.0%	75.0%
A-G Completion	All Students	n/a	57.2%	70.0%	80.0%
College/Career Readiness	All Students	TBD	48.8% (Spring 2019)	20%	30.0%

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-55.9 (Spring 2019)	n/a	-30.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	80.0%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	75.0%

Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	36.6% at or above grade level on SRIs Spring 2021 (not offered Spring 2020)	40% at or above grade level	50% at or above grade level

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-75.0
IAB Math Above Standard	All Students	n/a	38.9% (above, near)	n/a	75.0%
CAST (Science) at or above Standard	All Students	n/a	15.3% (Spring 2019)	n/a	35.0%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:	- All students continuously grow towards meeting or exceeding Common Core standards in content areas, especially in Mathematics. - Improve SBAC ELA, SBAC Mathematics, and CAST data for all students, with empahsis on target subgroups (African American males and English Learners). - Increase reclassification of ELs and LTELs to 25%, understanding that expansion of newcomer program may make this a challenge.				
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-172.7 (Spring 2019)	n/a	-100.0
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-140 (Spring 2019)	n/a	-80.0
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	75.0%
IAB ELA Above Standard	English Learners	n/a	n/a	n/a	75.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	26.2%	27.0%	20.0%
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-225.5 (Spring 2019)	n/a	-150.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-183.9 (Spring 2019)	n/a	-80.0
IAB Math Above Standard	Students with Disabilities	n/a	20.6% (above, near)	n/a	50.0%

| IAB Math Above Standard | African-American Students | n/a | 27.9% (above, near) | n/a | 50.0% |

Instructional Focus Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	4.1%	8.0%	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	3.0%	8.0%	25.0%

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

School Goal for May 2024:	- Continue to improve/align site structures and processes for multi-tiered systems of student support & genuine family engagement (e.g. COST, URFs, student case management strategies, SART/SARB processes, parent/guardian/family partnership and communication, etc.) - Reduce chronic absences for all students to 10%. - Reduce African American female student suspension incidents by 5%, when returning to in-person learning.

Instructional Focus Goal:	All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	47.6%	n/a	70.0%
Suspensions	All Students	-2pp	4.6%	n/a	4.0%
Suspensions	African-American Students	-2pp	8.3%	n/a	4.0%
Suspensions	Students with Disabilities	-2pp	5.7%	n/a	4.0%

Chronic Absence	All Students	-2pp	17.3%	n/a	10.0%
Chronic Absence	African-American Students	-2pp	27.3%	n/a	10.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal for May 2024:	- Continue to refine pathway academy integration (e.g. calibrating standards alignment and pathway integration). - All leadership teams (Culture & Climate, ILT, SSC, PTSA, PAC, etc) have a common vision for continuous school improvement and pathway development and see themselves as partners in school leadership. - Increased positive participation in Dual Enrollment courses (150 per semester) and Advanced Placement classes (to 50% of students enrolling in at least one AP class), especially for historically marginalized student populations. - Continue to build on early developments to increase opportunities for authentic student leadership within pathways and whole-school. - Improve connectedness data to 60%.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	TBD
Teacher Retention	All Teachers	n/a	85.7%	90.0%	95.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

- 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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

School: Skyline High School	**SPSA Year Reviewed:** 2020-21	**SPSA Link:** [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready	All students graduate college, career, and community ready, with emphasis on target student subgroup populations (African American males and English Learners).
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, etc., we will improve student engagement and achievement outcomes for all students.
Related School Goal:	- Increase overall graduation rate to 90%. - Increase students on track to graduate in both 9th and 11th grades, with emphasis on target subgroups, to 80%. - Improve SBAC ELA, SBAC Mathematics, and CAST data for all students, with emphasis on target subgroups (African American males and English Learners). - Continue to refine pathway academy integration relating to the four pillars of linked learning: rigourous academics, CTE, work-based learning, and personalized supports as measured by the Measure N Self-Assessment and Pathway Academy Learning Walks.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Seniors:
- Mandatory 1:1s in Fall for all seniors to determine post-secondary plans and develop a course of action
- 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, uAspire and college campus groups such as Stanford University's Black Student Union and UC Berkeley Asian/Pacific Islander student association
- Targeted presentations and supports for One Goal program, AAMA & LMB
- 1:1 Financial Aid support and counseling for all seniors
- Mandatory 1:1s in Spring for all seniors to finalize post-secondary plans
- Classroom push-ins and presentations during assemblies and Senior Family Night
- Targeted events such as iApplied Celebration, Community College Week, Decision Day Celebration UC/CSU Info Night & HBCU Night/Black College Expo
Juniors:
- Classroom push-ins and presentations during assemblies and Junior Family Night
- Mandatory 1:1s in Spring to brainstorm and discuss all possible post-secondary options
- 1:1 Financial Aid support and counseling for all juniors
- Targeted events such as Higher Education Week & College Fair, UC/CSU Info Night & HBCU Night
Sophomores
- Classroom push-ins and presentations during assemblies and Sophomore Family Night
- Monthly workshops re: College Readiness, Career Exploration, Major Exploration etc.
Freshmen
- Classroom push-ins and presentations during assemblies and 9th Grade Family 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.

What evidence do you see that your practices are effective?

- Increase attendance in the CCC.
- Increase completion/submission of college & financial aid apps.
- Increase of students reaching out for advising appointments.

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

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap	Focal student groups (English Learners & African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.
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, trauma-informed strategies, etc.), we will improve student engagement and achievement outcomes.
Related School Goal:	- All students continuously grow towards meeting or exceeding Common Core standards in content areas, especially in Mathematics. - Improve SBAC ELA, SBAC Mathematics, and CAST data for all students, with empahsis on target subgroups (African American males and English Learners). - Increase reclassification of ELs and LTELs to 25%.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
Professional development plan including whole-site, content department PLCs, and pathway PLCs, continued with reduced times during distance learning.

What evidence do you see that your practices are effective?
Due to limited summative assessment data in 2019-20 due to the pandemic, 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.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
Due to an 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 three years.

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged	All students build relationships to feel connected and engaged in learning.
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.

Related School Goal:	- Continue to improve/align site structures and processes for multi-tiered systems of student support & genuine family engagement (e.g. COST, URFs, student case management strategies, SART/SARB processes, parent/guardian/family partnership and communication, etc.) - Reduce chronic absences for all students to 25%. - Reduce African American female student suspension incidents by 5%.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The commitment to equity was visible across the site, albeit approaches to multi-tiered systems of support required adjustment for distance learning. For example, case managers who normally support with tier II attendance and behavior supports shifted their daily practices to do less RJ work and in-person mentoring to home visits and internship coordination.

What evidence do you see that your practices are effective?

Engagement data (attendance, discipline, etc.) demonstrated positive growth, despite the challenges of the pandemic.

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

Given the need to reset culture and climate when the return to in-person learning occurs, these goals will remain stable until a new baseline is achieved.

20-21 Priority for Proposed LCAP Goal: All staff provide high quality, providing optimal service to our students, families, and staff	**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.**
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.
Related School Goal:	- Transition from creating to refining pathway academy integration (e.g. calibrating standards alignment and pathway integration). - All leadership teams (Culture & Climate, ILT, SSC, PTSA, PAC, etc) have a common vision for continuous school improvement and pathway development and see themselves as partners in the work. - Increased positive participation in Dual Enrollment courses (150 per semester) and Advanced Placement classes (to 50% of students enrolling in at least one AP class), especially for historically marginalized student populations. - Develop and refine opportunities for authentic student leadership within pathways and whole-school. - Improve connectedness data to 60%.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The commitment to pathway integration and teacher leadership remained a priority. However, given the challenges of distance learning and virtual spaces, some professional development was shifted to include virtual tools and platforms. In addition, recruitment for AP and DE courses was reduced as case managers focused on ensuring that all students engaged in synchronous instruction.

What evidence do you see that your practices are effective?

- 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 this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
- Greater emphasis will be placed on recruiting and supporting underrepresented student groups in AP and DE courses.

20-21 Conditions for English Language Learners Priority:	**All Students**
Theory of Change:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Related School Goal:	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.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
Program expansion and refinement occurred; professional development was mostly held in department and pathway small professional learning communities versus whole-site.

What evidence do you see that your practices are effective?
- ELD program planning, EL/LTEL data, teacher and student feedback from programming, more targeted ELD offereings, classroom observations, etc.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
-Whole site professional development on strategies that improve academic language output and support English language development.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET
Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?
n/a

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

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

3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices

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

School Priority ("Big Rock"):	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.
Related Goal(s):	- Engage students in college and career goal-setting starting in 9th grade, building in 10th grade, and refining in 11th and 12th grades. - Target recruitment for AP Courses to increase enrollment of AA and Latinx students; increase percentage of students attending NMSI Study Sessions. - Targeted counselor led academic interventions (transcript audits) in Pathways, Family Nights, College Career Nights to better inform Skyline Community about Graduation Requirements. - PLC focus on developing horizontally and vertically aligned standard (CCR) driven curriculum."
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). 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; growth in student achievement and engagement 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 supports (interventions and/or enrichment opportunities); growth in student achievement and engagement 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; growth in student achievement and engagement data (with emphasis on 9th grade on-track to graduate data), etc.	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.	Student support logs, increased college application & 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 subgroup target student populations), etc.	Tier 1

1-5	Encourage students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations. Teachers teaching/co-teaching these courses implement culturally relevant conditions and instructional practices in order to engage students from diverse backgrounds and experiences.	Create a master schedule with ample opportunities for students to enroll in dual enrollment and AP courses that both interest and challenge them, work with conselors and teachers to recruit and encourage equitable participation.	Increased enrollment in classes that offer post-secondary credits with reduced disparity in enrollment trends; increased engagement as measured by classroom observations, grades, and studnet/teacher reporting.		Tier 2

1-6	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	Continue to fund and support 9th grade transition support staff, stable cohorts in 9th grade houses, access to orientation plans and community building support, 9th grade bridge, etc.)		- During distance learning especially, we have seen a decline in some focal student data. For example, Skyline's EL Dropout increased from 9.4% to 12.2%, AAF dropout increased from 3.0% to 3.8%, and special education graduate a-g completion dropped from 21.4% to 18.3%. Similarly, the significant increase in a-g completion overall was not achieved equally for all student subgroups (e.g. EL a-g completion dropped from 39.1% to 29.3% (2018-19 to 2019-20). Similarly, on track to graduate data for some grade-level subgroups also show this (e.g. 12th grade AAM on track to graduate percantages dropped from 63.3% to 53.2% to 44.2%, EL on track to graduate data droped from from 46.3% to 54.1% to 34.5% in 2018-19, 2019-20 to 2020-21 respectively, and for students in special education the numbers show similar trends of 22.7% to 28.8% to 24.2% respectively.) - Although the percent of AAM students who had been suspended have been reduced	Tier 2

1-7	Teachers will prepare and implement daily lessons and support and monitor student success of 9th graders across five classes of Ethnic Studies/AP Human Geography. Teachers will also participate in regular collaboration and professional development opportunities in effort to regularly be growing in cycles of inquiry and learning communities.			The transition into and out of 9th grade continues to be a focal area. As early as 9th grade, 41% of our students are off-track to graduate, although numbers continue to improve, current numbers require attention. Skyline continues to build out and strengthen tier II supports for both students and families; however, distance leaning has shifted the way in which site-based interventions and supports can achieved. For example, case managers have been a significant part of this work, and thier work has had to shift due to shelter-in-place orders (e.g. focus on home visits vs. daily mentoring, internships vs. circles, etc.)	Tier 1

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

School Priority ("Big Rock"):	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.

	Related Goal(s):	- All students (including AAM and EL students specifically) continuously grow towards meeting or exceeding standards in Language Arts. - All students (including AAM and EL students specifically) continuously grow towards meeting or exceeding standards in Math and Science. - Improved AP exam scores and course grades for AA and EL students enrolled in AP classes and DE courses.			
	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.		Tier 1

					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 and student achievement and engagement data, etc.		

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/ engagement counseling integrated into aforementioned programming.	- During distance learning especially, we have seen a decline in some focal student data. For example, Skyline's EL Dropout increased from 9.4% to 12.2%, AAF dropout increased from 3.0% to 3.8%, and special education graduate a-g completion dropped from 21.4% to 18.3%. Similarly, the significant increase in a-g completion overall was not achieved equally for all student subgroups (e.g. EL a-g completion dropped from 39.1% to 29.3% (2018-19 to 2019-20). Similarly, on track to graduate data for some grade-level subgroups also show this (e.g. 12th grade AAM on track to graduate percantages dropped from 63.3% to 53.2% to 44.2%, EL on track to graduate data droped from from 46.3% to 54.1% to 34.5% in 2018-19, 2019-20 to 2020-21 respectively, and for students in special education the numbers show similar trends of 22.7% to 28.8% to 24.2% respectively.) - Although the percent of AAM students who had been suspended have been reduced	Tier 2

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, 11th-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 2019 and IM for Spring 2020, during 2020-21 collaboration.		Tier 1
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.)				Tier 3

Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority ("Big Rock"):	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.
Related Goal(s):	- Continue to improve/align site structures and processes for multi-tiered systems of student support & genuine family engagement (e.g. COST, URFs, student case management strategies, SART/SARB processes, parent/guardian/family partnership and communication, etc.) - Reduce chronic absences for all students to 10%. - Reduce African American female student suspension incidents by 5%, when returing to in-person learning.
Students to be served by these actions:	All students with an emphasis on tier II and III 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 are historically marginalized. (SHS 2020-21 target subgroup: English Learners & 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 are historically marginalized. Specifically for subgroup populations, English Learners & African American male students, and on-track to graduate data in 9th and 11th grades.		Tier 2

				Tier 1
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, # of clients resourced by centers. CHK surveys 85% completion rate.	

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

School Priority ("Big Rock"):	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.
Related Goal(s):	- Continue to refine pathway academy integration (e.g. calibrating standards alignment and pathway integration). - All leadership teams (Culture & Climate, ILT, SSC, PTSA, PAC, etc) have a common vision for continuous school improvement and pathway development and see themselves as partners in school leadership. - Increased positive participation in Dual Enrollment courses (150 per semester) and Advanced Placement classes (to 50% of students enrolling in at least one AP class), especially for historically marginalized student populations. - Continue to build on early developments to increase opportunities for authentic student leadership within pathways and whole-school. - Improve connectedness data to 60%.
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
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.		Tier 2

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.	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.		Tier 1
4-4	Teachers facilitate student participation in student leadership opportunities for whole-school and pathway academy decision-making, feedback, and support.	Encourage and support the development of a student leadership program which is aimed at empowering students to take leadership roles so they can control their own school experience in order to improve participation, engagement, and outcomes for themselves and each other. This can be done through teacher facilitator trainings and professional development, inviting student leadership on learning walks, etc.	Student Leadership teams and agendas, student contributions in professional development/ learning walk notes, student feedback, etc. Plan for integrating established ASB with developing pathway academy student leadership teams.		Tier 2
4-5	Teacher leaders participate in school leadership teams as appropriate.	Facilitate site-based school leadership teams and committees designed to offer diverse entry points for relevant, strategic, and diverse stakeholders towards a common vision of continuous school improvement.	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, reclassification celebrations, etc.); growth in student achievement and engagement data, etc.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All Students
School Theory of Change:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*

#	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	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.	Master schedule that includes embedded and sheltered ELD instruction; ILT, PLC, and PD agendas that prioritize and model academic language supports; growth in student achievement and engagement data (especially for EL subgroups), etc.		Tier 1
5-2	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.	ILT, PLC, and PD agendas that incorporate new EL Ambassador work and analyze areas for growth; growth in student achievement and engagement data (especially for EL subgroups), such as improved reclassification data, improved GPA for English Learners, improved attendance for LTELs, etc.		Tier 2

5-3		Expand newcomer program and continue to improve ELD course matching based on student ELD needs.			

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Extended Contracts	$18,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	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.)	306-1
Admin for summer school	$30,000	General Purpose Discretionary	1320	Certificated Supervisors' and Administrators' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	306-2
Textbooks	$15,000	General Purpose Discretionary	4100	Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-3
School Office Supplies	$4,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-4
Paper	$6,000	General Purpose Discretionary	4350	Paper	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-5

	Amount	Source	Object Code	Object Description				Goal	Description	ID
Computer < $5,000	$20,000	General Purpose Discretionary	4420	Computer < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-6
Dues & Memberships	$5,000	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-7
Copier maintenance agreement	$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-8
Maintenance Work Orders	$8,000	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-9
Consultants	$45,000	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-10
WASC costs	$7,000	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	306-11
Licensing Agreements	$3,000	General Purpose Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-12
Teacher	$60,935	LCFF Supplemental	1105	Certificated Teachers' Salaries	0480	Teacher, Structured English Immersion	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-13

STIP	$60,311	LCFF Supplemental	1105	Certificated Teachers' Salaries	2243	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.)	306-14
Teacher, Structured English Immersion	$91,858	LCFF Supplemental	1105	Certificated Teachers' Salaries	3134	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-15
Teacher, Structured English Immersion	$65,948	LCFF Supplemental	1105	Certificated Teachers' Salaries	6645	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-16
Classified overtime	$2,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	306-17

Case Manager	$127,982	LCFF Supplemental	2405	Clerical Salaries	6329	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-18
Case Manager	$108,584	LCFF Supplemental	2405	Clerical Salaries	7018	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-19
Case Manager	$125,326	LCFF Supplemental	2405	Clerical Salaries	7019	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-20
Administrative Assist II Bil	$51,029	LCFF Supplemental	2405	Clerical Salaries	7824	Administrative Assist II Bil	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family engagement and coordination.	306-21
Case Manager	$105,787	LCFF Supplemental	2405	Clerical Salaries	7826	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-22
Administrative Assist II Bil	$107,052	LCFF Supplemental	2405	Clerical Salaries	7838	Administrative Assist II Bil	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family engagement and coordination.	306-23
School Office Supplies	$17,580	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-24

To be allocated in Fall 2021.	$42,958	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	306-25
Consultants	$45,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-26
Librarian	$55,000	Measure G: Library	1105	Certificated Teachers' Salaries	8336	Librarian	0.50	Goal 1: All students graduate college, career, and community ready.	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).	306-27
Teacher, Structured English Immersion	$49,827	Measure N	1105	Certificated Teachers' Salaries	2437	Teacher, Structured English Immersion	0.36	Goal 1: All students graduate college, career, and community ready.	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.	306-28
Teacher, Structured English Immersion	$93,337	Measure N	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	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.	306-29
Teacher, Structured English Immersion	$79,499	Measure N	1105	Certificated Teachers' Salaries	3779	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	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.	306-30
Teacher, Structured English Immersion	$69,097	Measure N	1105	Certificated Teachers' Salaries	4146	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	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.	306-31
Teacher, Structured English Immersion	$90,747	Measure N	1105	Certificated Teachers' Salaries	4219	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	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.	306-32

Teacher, Structured English Immersion	$78,106	Measure N	1105	Certificated Teachers' Salaries	6647	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	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.	306-33
Extended Contracts	$86,000	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.)	306-34
Sub Time	$22,986	Measure N	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.)	306-35
Counselor	$56,248	Measure N	1205	Certificated Pupil Support Salaries	3326	Counselor	0.60	Goal 1: All students graduate college, career, and community ready.	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.	306-36
Specialist, College/Career Readiness	$113,198	Measure N	2205	Classified Support Salaries	6454	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, DCAC UC Berkeley and EAOP partners, etc.	306-37
Classified Overtime	$5,000	Measure N	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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.	306-38

Description	Amount							Goal	Notes	
Coach College/Career Pathways	$80,177	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.	Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, DCAC UC Berkeley and EAOP partners, etc.	306-39
Administrative Assist II Bil	$34,019	Measure N	2405	Clerical Salaries	7824	Administrative Assist II Bil	0.40	Goal 1: All students graduate college, career, and community ready.	Family engagement and coordination.	306-40
Books other than Textbooks	$2,000	Measure N	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-41
School Office Supplies	$35,000	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-42
Equipment < $5,000	$1,000	Measure N	4410	Equipment < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-43
Computer < $5,000	$4,000	Measure N	4420	Computer < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-44
Conference Expense	$20,000	Measure N	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-45
Conference Expense	$17,000	Measure N	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-46
Rentals: Facility	$60,000	Measure N	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-47
Consultants	$68,882	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Support for college/career preparation	306-48

External Work Order Services	$17,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-49
Assemblies/Classroom Presentations	$2,000	Measure N	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-50
Admission Fees	$2,500	Measure N	5829	Admission Fees	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-51
Licensing Agreements	$1,500	Measure N	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.)	306-52

.2 teacher to stabilize 9th grade houses	$21,190	Title I: Basic	1105	Certificated Teachers' Salaries	3023	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-53
AAMA Teacher	$59,184	Title I: Basic	1105	Certificated Teachers' Salaries	3056	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.).	306-54
.2 teacher to stabilize 9th grade houses	$16,371	Title I: Basic	1105	Certificated Teachers' Salaries	3538	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-55

.2 teacher to stabilize 9th grade houses	$17,123	Title I: Basic	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-56
.2 teacher to stabilize 9th grade houses	$15,934	Title I: Basic	1105	Certificated Teachers' Salaries	4112	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-57

.2 teacher to stabilize 9th grade houses	$19,374	Title I: Basic	1105	Certificated Teachers' Salaries	4387	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Stabilizing of 9th grade houses by funding .2 of five teachers' FTE allows for protected house collaboration to improve on-track to graduate data for incoming and outgoing 9th graders, targeting support for African American males and English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. In addition, intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.	306-58
STIP Teacher	$60,842	Title I: Basic	1105	Certificated Teachers' Salaries	6907	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.)	306-59
STIP Teacher	$55,782	Title I: Basic	1105	Certificated Teachers' Salaries	7821	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.)	306-60

Case Manager	$96,250	Title I: Basic	2405	Clerical Salaries	6906	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, and Case Manager, etc.) to ensure that every student receives designated and personalized supports.	306-61
To be allocated in Fall 2021.	$55,701	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	306-62
Supplies to support equitable technology access	TBD	Title I: Basic	4420	Computer < $5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	306-63
Extended contracts	$11,140	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.)	306-64
Consultants	$27,850	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	306-65

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 (SRI), 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. School Site Council (SSC), Parent Teacher Student Association (PTSA), Subcommittee of English Language Learners (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 and/or Google Classroom 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 5:30pm, 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 5:30pm, 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.

- Hosting IEP meetings annually and at student/parent/guardian request.

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
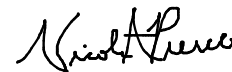This policy was adopted by the Skyline High School on October 20, 2020 and will be in effect for the period of October 20, 2020 through May 28, 2021.

The school will distribute this policy to all parents/guardians on or before October 31, 2021.

Name of Principal

Nicole A. Pierce

Signature of Principal

Date 10/20/2020

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

![Skyline High School logo]

Student-Parent-School Compact

SKYLINE HIGH SCHOOL - 2020-2021

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.

[signature] 10/20/2020

_____ **Principal Signature + Date**

This Compact was adopted by Skyline High School on October 20, 2020 and will be in effect for the period of October 20, 2020 through May 28, 2021. 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 October 20, 2020.

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

2020-2021
School Site Council Membership Roster – Secondary

School Name: Skyline High School
_____

Chairperson :	Gabriella Giffiths
Vice Chairperson:	Victoria Reichenberg
Secretary:	Nicole Pierce

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Gabriella Griffiths					X
Leo Mates-Muchin					X
Yesenia Alamillo			X		
Victoria Reichenberg				X	
Martin Bond				X	
LaRene Pare				X	
Sterling He		X			
Luke Kramschuster		X			
Lisa Shafer		X			
Nicole Pierce	X				
Ian Prchlik (alternate)					X
Donna Salonga (alternate)		X			

Meeting Schedule (day/month/time)	Second Tuesdays at 5:30pm.

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. **High School SSCs MUST have student members; and**

5. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members *(middle schools only)*
OR
5 Parents/Community Members/Students *(middle or high schools)*