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Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Skyline High School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Skyline High School
CDS Code: 1612590137943
Co-Principals: Bianca D'Allesandro & Nicole Pierce-Davis
Date of this revision: 3/10/2020

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
Address: 12250 Skyline Blvd.
Oakland, CA 94619

Position: Co-Principal
Telephone: 510-482-7109
Email: bianca.dallesandro@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 3/10/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Skyline High School

Site Number: 306

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|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: 3/10/20

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Bianca D'Allesandro & Nicole Pierce	Signature	7/1/2020
<i>Principal</i>		Date
Gabriella Griffiths	Signature	7/1/2020
<i>SSC Chairperson</i>		Date
Lucia Moritz	Signature	7/1/2020
<i>Network Superintendent</i>		Date
Lisa Spielman	Signature	7/9/2020
<i>Director, Strategic Resource Planning</i>		Date

_____ 8/27/2020
 Jody London
 President, Board of Education

_____ 8/27/2020
 Kyla Johnson-Trammell
 Superintendent and Secretary, Board of Education

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2020	SSC	Shared rationale and overview of site plan and Title I/ Title I Parent funds.
2/27/2020	SELLS	Convened feedback session with SELLS parents on use of Title I and Title I Parent funds this year and recommendations for 2020-2021.
3/3/2020	ILT	Conducted ILT work session to conduct the needs assessment portion of the SPSA, and possible teacher, leadership, and organizaition practices aligned to data-driven school goals.
3/10/2020	SSC	Review of relevant student achievement data and resulting budget priorities. Determined allocation of Title I and Title I Parent funds for 2020-2021.
3/19/2020	ILT	Conducted ILT work session to conduct the needs assessment portion of the SPSA, and possible teacher, leadership, and organization practices aligned to data-driven school goals.
3/23-3/27/20	Pathway Academy Teams	Conducted pathway director led collaborative sessions in each of Skyline's four pathway academies to complete Skyline's Measure N Improvement Plan, which also informs areas of improvement for site planning.
4/6-4/10/20	Pathway Academy Teams	Conducted pathway director led collaborative sessions in each of Skyline's four pathway academies to complete Skyline's Measure N Improvement Plan, which also informs areas of improvement for site planning.
4/10-4/15/20	ILT	Facilitated virtual ILT platform to provide documented feedback on the alignment between Needs Assessment, Goals, Priorities, and Strategic Actions.
4/21/2020	Pathway Leadership Team	Facilitated virtual crosswalk to align pathway academy and whole school goals/ strategic actions.

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$641,042.00
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	\$3,114,492.00

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)	\$396,180.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$164,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$8,520.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$985,150.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$236,342.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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)	\$1,324,300.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$641,042.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$2,473,450.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,114,492.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:

Priority Strengths

Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>Overall graduation rates have continued to increase (78.8% in 2016-17, 88.7% in 2017-18, 91% in 2018-19). In addition, drop-out rates have continued to decrease (13.8% in 2016-17, 8.2% in 2017-18, 6.2% in 2018-19). Trends are similar for EL students (16.7% in 2016-17, 812.9% in 2017-18, 9.4% in 2018-19). Overall A-G completion also increased significantly from 35.1% in 2017-18 to 58.2% in 2018-19. Subgroup data for AAF and Latinx students increased significantly as well (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). 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.</p>	<p>- 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.</p> <p>- 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.</p>
<p><i>Focal Student Supports</i></p>	<p>See priority strength subgroup data reported in section "College/Career Readiness" and "Student/Family Supports."</p>	<p>Skyline continues its philosophy of targeted universalism and commitment to equity when designing master schedule, budget, academic programming, interventions, etc. This includes programming designed to support focal students (e.g. Case/care managers, OneGoal, AAMA, affinity groups, SPAAT, RJ, Newcomer supports, etc.) that leads to benefits for the rest of the Skyline community.</p>

<p><i>Student/Family Supports</i></p>	<p>Strategic and targeted student/family supports have led to positive trajectories in much of Skyline's engagement data. For example, by day 133 the percentage of students suspended remained significantly lower than compared to 2017-18: 8.2% in 2017-18, 3.7% in 2018-19, and 4.6% in 2019-20. This holds true for most subgroup data. For example, by day 133 the percentage of African American students suspended remained significantly lower than compared to 2017-18: 16.1% in 2017-18, 7.6% in 2018-19, and 8.5% in 2019-20, with only 4.4% of African American male students being suspended. Satisfactory attendance (95% or better) improved from 48.8% in January of 2018-19 to 59.3% in January of 2019-20. When comparing January of 2018-19 with 2019-20, this positive trajectory in satisfactory attendance is also reflected in subgroup growth: 39.8% to 49.0% for African American students, 46.7% to 53.0% for Latinx students, 70.5% to 78.6% for Asian students, 61.2% to 71.9% for White students, 43.6% to 53.3% for English Learners.</p>	<p>Skyline structure is organized around wall-to-wall pathway academies to ensure that every student receives designated and personalized supports: Assistant Principal, Pathway Director, Counselor, and Case Manager. Teams provide strategically timed interventions that take advantage of leading indicators and occur at every grade level appropriately. (e.g. trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, COST/SST supports, attendance consulting, targeted support for at-risk students, etc.) For example, site-based summer school program for R10/R11 students significantly reduced the percentage of students entering 10th grade off-track to graduate to 45%, as compared to 55.2% outgoing 10th graders in 2018-19. Approximately 50 students were able to make up credits in the summer of 2019, prior to their 10 grade year.</p>
<p><i>Staff Supports</i></p>	<p>Skyline invests in multiple entry points to professional development for site-based staff (e.g. Pathway Academy PLC collaboration period 3 days per week, weekly content department PLCs, whole-site PD, and other offsite opportunities with esteemed educational partners). Staff/teacher retention improved last year (73% in 2016-17, 69.9% in 2017-18, 80.6% in 2018-19).</p>	<p>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.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>College/Career Readiness</i></p>	<p>As early as 9th grade, 43% of our students are off-track to graduate. Providing strategic and personalized supports to students as early as possible will support this goal (e.g. summer school credit recovery for R10 and R11 students, counseling supports in early grades, etc.). In addition, overall percentages for students receiving a failing grade in Dual Enrollment courses is also increased this year from 4.9% in 2018-19 to 15.9% for first semester of 2019-20, and 12.8 (12 students) withdrew from their dual enrollment courses.</p>	<p>- As early as 9th grade, 43% of our students are off-track to graduate. Students enter Skyline with wide gaps in achievement, often statistically mirroring the disparities that exist in our larger society within specific subgroups (e.g. race/ethnicity, English fluency, etc.) As a result, students require multi-tiered systems of support as early as 9th grade and continuing past graduation. Thus, our site requires consistent focus on and analysis of on-track to graduate data and engagement data (e.g. attendance/chronic absence, student surveys, etc.), which has not been consistently emphasized in pathway collaboration or whole site PD. We also require an equity plan that is constantly evolving and referenced in all school initiatives. While we plan for equity, we have not yet developed a comprehensive strategy that includes all functions of the site. This includes culturally responsive pedagogy in daily classes as well as multi-tiered systems of support provided by additional school personnel (e.g. case/care managers, counselors, pathway coach, etc.)</p>
<p><i>Focal Student Supports</i></p>	<p>In reviewing data, our newest target subgroup for 2020-21 will be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspensions to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.). Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. The A-G completion rates were 27.7% for AAM students and 43.6% for ELs, as compared to 58.2% overall.</p>	<p>- Skyline serves students with multiple adverse childhood experiences (ACEs), such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood. These experiences can disrupt student learning, widen the achievement gap, and require personalized supports, explicit SEL instruction, multiple</p>

<p><i>Student/Family Supports</i></p>	<p>Skyline continues to reinforce the "Titan Way" for both students and staff, requiring significant time, resources, and personnel to support in re-establishing school expectations, building new staff/student and student/student relationships with orientating new students in staggered fashion. For example, we are encouraged to report that school suspension incidents continued to decline greatly compared to 2017-18. For example, by December, school suspension incidents were as follows: 140 in 2017-18, 59 in 2018-19, and 55 in 2019-20. However, we witnessed a "spike" in January 2019-20 incidents, correlated with a significant and staggered new student enrollment for second semester. By February, school suspension incidents were as follows: 194 in 2017-18, 68 in 2018-19, and 95 in 2019-20.</p>	<p>supports, explicit SEL instruction, multiple opportunities for intervention/support, and trauma-informed responses.</p> <ul style="list-style-type: none"> - Striking the appropriate balance of allowing space for each pathway academy to utilize collaboration time to address individual pathway goals and needs, while focusing on equity between/within pathways and maintaining whole-site alignment and consistency for school improvement through researched and shared PLC best-practices has also been a challenge. - Finally, although we have seen dramatic improvement over the last two years, prior staff turnover has contributed to inconsistent commitment to PLCs as a model for professional learning across the school as a whole.
<p><i>Staff Supports</i></p>	<p>Although staff/teacher retention is improved last year, it has been a challenge for Skyline and OUSD overall (73% in 2016-17, 69.9% in 2017-18, 80.6% in 2018-19).</p>	

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	<ul style="list-style-type: none"> - 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.
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Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	84.8%	n/a	90.0%
On Track to Graduate: 9th Grade	All Students	TBD	56.40%	n/a	71.0%
On Track to Graduate: 11th Grade	All Students	TBD	49.9% (17-18); 46.1% (18-19)	n/a	70.0%
A-G Completion	All Students	TBD	35.1% (17-18); 54.2% (18-19)	n/a	80.0%
College/Career Readiness	All Students	TBD	48.8% (increase of 11.8%)	n/a	68.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-55.9	n/a	-35.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	14.1%	n/a	50.0%

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

SBAC Math	All Grade 11 Students	+15 points DF3	-133.2	n/a	-100.0
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CAST (Science)	All Grade 11 Students	TBD	15.3%	n/a	23.0%
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Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	<ul style="list-style-type: none"> - 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 emphasis on target subgroups (African American males and English Learners). - Increase reclassification of ELs and LTELs to 25%.
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Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-172.7	n/a	-100.0
SBAC ELA	English Learners	+20 points DF3	-140.0	n/a	-100.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	26.2%	n/a	40%

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

SBAC Math	Students with Disabilities	+20 points DF3	-225.5	n/a	-150.0
SBAC Math	English Learners	+20 points DF3	-198.1	n/a	-100.0

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

ELL Reclassification	English Learners	Reclassify 16%	4.1%	n/a	10.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	3.0%	n/a	10.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	<ul style="list-style-type: none"> - 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%.
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Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Data	20-21 School Target
Connectedness	All Students	+5pp	46.4%	n/a	75.0%
Suspensions	All Students	-2pp	3.6% (by day 116)	4.2% (by day 116)	3% (by day 116)
Suspensions	African-American Students	-2pp	7.7% (by day 116)	8.0% (by day 116)	5% (by day 116)
Suspensions	Students with Disabilities	-2pp	6.8% (by day 116)	4.9% (by day 116)	3% (by day 116)
Chronic Absence	All Students	-2pp	51.3%	23% (by end of January)	10% (by end of January)
Chronic Absence	African-American Students	-2pp	58.8%	29.5% (by end of January)	15% (by end of January)

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	<ul style="list-style-type: none"> - 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%.
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School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
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Connectedness (CHKS)	All Students	+5pp	46.6%	n/a	75.0%
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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/ethnicity, 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE

School: Skyline High School

SPSA Year Reviewed: 2019-20

SPSA Link: [19-20 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

2019-20 Enabling Conditions

Theory of Change:	By providing consistent distributed leadership over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as core driver for student achievement, we will continue current growth around equitable access to resources and experiences across all four pathways, while recognizing the need for pathway teams to have flexibility in their allocation of resources.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of 2019-20 strategic actions for Enabling Conditions were mostly allocated as planned: Measure N Pathway Academy funding, Site-based Pathway Academy Coach, Conferences/Sub Coverage/Travel Expenses for professional development, and supplies/resources to support overall site plan implementation. However, due to WASC and Measure N Committee feedback, along with a re-alignment of priorities and site goals, MYP/IB costs were reduced and/or re-allocated. In addition, pandemic shelter-in-place restrictions led to necessary changes in planned staff events (including professional development retreats, conferences, field trips, etc.) which were either cancelled or postponed.

What evidence do you see that your strategic actions are effective?

Improved equitable allocation of funds by pathway academy and school programs, Improved Measure N Self-Assessment resulting in Measure N probationary status lifted, growth in relevant school data (see SPSA Needs Assessment section & 2020-21 Measure N Education Improvement Plan data), strengthened commitment to and engagement in transformative professional learning in pathway collaboration, and more.

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.

- Shifts in funding allocations can be found under LCAP Goal 1 & 3.
- Due to the cancellation of CAASPP testing as a result of pandemic shelter-in-place orders, students/staff will rely on other forms of formative and summative assessment tools, including but not limited to the following: IABs, site-based department assessments, learning walk data, Measure N Self Assessments, etc.

2019-20 Language & Literacy Focal Area

Theory of Change:	By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning through a language/literacy lens, we will improve student engagement and achievement outcomes.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of 2019-20 strategic actions for Language & Literacy were mostly allocated as planned: Teacher leader and support staff positions (e.g. Case manager, teacher leader stipends, additional teacher and stip sub positions, and an ELA focused TSA). However, ILT and other teams began focusing on EL students for support (e.g. EL learning walks, ILT observations, EL data review, etc.)

What evidence do you see that your strategic actions are effective?

Although increased participation in state and district testing resulted in slight decline in student achievement data, we anticipate that these scores will rebound and improve as instruction and academic rigor continue to improve. We have also seen growth in the following categories: improved formative and summative ELA assessment participation whole site, completed ELA department PLC cycles of inquiry, improved teacher observation outcomes, inclusion of literacy in Atlas metrics for targeted interventions, 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.

- Shifts in funding allocations can be found under LCAP Goal 2.
- Due to the cancellation of CAASPP testing as a result of pandemic shelter-in-place orders, students/staff will rely on other forms of formative and summative assessment tools, including but not limited to the following: IABs, site-based department assessments, learning walk data, etc.

2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area

Theory of Change: By continuing current professional development initiatives and expanding learning opportunities further to support all stakeholders in deeply understanding linked learning, we will improve student engagement and achievement outcomes.

Related School Goals: See 2019-20 SPSA.

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of 2019-20 strategic actions for Rigorous Academics and CTE were mostly allocated as planned: additional teacher staffing (including CTE teacher positions), extended teacher planning/collaboration, 9th grade summer bridge program, chromebook and technology to support with industry-standard pathway theme integration, and other supplies for special programming (e.g. additional technology to support Title I populations, dual enrollment supplements, etc.)

What evidence do you see that your strategic actions are effective?

Improved Measure N Self-Assessment resulting in Measure N probationary status lifted, growth in relevant school data (see SPSA Needs Assessment section & 2020-21 Measure N Education Improvement Plan data), strengthened commitment to and engagement in transformative professional learning in pathway collaboration, and more. Development of Green Energy Pathway Academy student leadership council was a direct outcome of summer PD, planning, and continuous improvement over the course of the year. Students in this group have already been participating in pathway improvement planning and implementation.

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.

- Shifts in funding allocations can be found under LCAP Goal 1 & 4.
- Due to the cancellation of CAASPP testing as a result of pandemic shelter-in-place orders, students/staff will rely on other forms of formative and summative assessment tools, including but not limited to the following: IABs, site-based department assessments, learning walk data, etc.

2019-20 Work-Based Learning Focal Area

Theory of Change:	Work-based learning in each pathway focused on career awareness, career exploration & career prep as it relates to post-secondary training and education, provides an opportunity for all students to apply academic content and technical training, while developing the skills that are critical to workplace & college success. By continuing to develop long-term relationships with industry partnerships, we can increase the number of high-quality opportunities offered both inside and outside of the classroom as well as the number of students participating in these experiences. This will result in more robust pathway experiences for all and raise student achievement outcomes.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of 2019-20 strategic actions for Work-Based Learning were mostly allocated as planned: Work-based learning liaison, student career exploration visits, industry partner presentations, and other work-based learning opportunities.

What evidence do you see that your strategic actions are effective?

Growth in relevant school student and family engagement data (see SPSA Needs Assessment section & 2020-21 Measure N Education Improvement Plan data), and more.

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.

- Shifts in funding allocations can be found under LCAP Goal 1 & 4.
- Due to attempts to improve current reporting, we intend to refine our current process for integrating and documenting pathway experiences into core content curriculum (such as career exploration visits, guest speakers, work based learning opportunities, etc.)

2019-20 Comprehensive Student Supports (CSS) Focal Area

Theory of Change:	By focusing on establishing multi-tiered systems of support, all students will benefit from targeted universalism, and students with additional needs will receive the personalized scaffolds needed to achieve equitable outcomes. Examples include, but are not limited to the following: <ul style="list-style-type: none"> - Continuing to fund a Community School Manager to support with the coordination of services provided at Skyline and identification of gaps in services raised by data (e.g. pathway case managers, LMB, AAMA, AAFE, SPAAT, Academic Counselors, COST, etc.) - Continuing to fund a College and Career Specialist responsible for facilitating a school-wide emphasis on college and career while offering the differentiated timely supports that students may need to be successful. - Research data supports that 9th graders who are on track when they enter 10th grade are more likely to remain on track during their High School Careers. By reducing class size in 9th grade houses, establishing a BTSC team focused on reviewing and analyzing leading indicator data, and collaborating with partner districts and schools through participation in the Linked Learning "Core District" Freshman Success Team, etc., we will continue to improve student engagement and achievement outcomes over the next 3 years.
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Related School Goals:	See 2019-20 SPSA.
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Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Implementation of 2019-20 strategic actions for Comprehensive Student Supports were mostly allocated as planned: increased dedicated support positions for each pathway academy, site based college and career specialist serving all four pathways, African American Male Achievement & Latino Men & Boys mentors/teachers, increased FTE for 9th grade houses, and other supplemental supports for students in need.

What evidence do you see that your strategic actions are effective?

Growth in relevant school student and family engagement data (see SPSA Needs Assessment section & 2020-21 Measure N Education Improvement Plan data), and more.

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.

- Shifts in funding allocations can be found under LCAP Goal 3 & 4.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

In reviewing our 19-20 SPSA proposed budget with our estimated actual budget for the 19-20 school year, it is noteworthy that there was not a great deal of adjustment. Differences mostly centered around the cancellation/postponement of school events due to pandemic shelter-in-place orders; increased funding for security systems and technology due to increased theft across OUSD; decreased funding for MYP/IB programming based on recommendations from WASC, Measure N Committee feedback, and shifts in school priorities; and increased funding for newcomer support due to an influx of newcomers district wide and the decision to re-open a small program on-site.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
School: Skyline High School			School ID: 306	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)				
School Priority:	All students graduate college, career, and community ready, with emphasis on target student subgroup populations (African American males and English Learners).			
School Theory of Change:	By continuing a philosophy of targeted universalism and a commitment to equity when designing master schedule, budget, academic programming, staff professional development, etc., we will improve student engagement and achievement outcomes for all students.			
Related School Goal:	<ul style="list-style-type: none"> - 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. 			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

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.	Although staff/teacher retention is improved last year, it has been a challenge for Skyline and OUSD overall (73% in 2016-17, 69.9% in 2017-18, 80.6% in 2018-19).
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.	As early as 9th grade, 43% of our students are off-track to graduate. Providing strategic and personalized supports to students as early as possible will support this goal (e.g. summer school credit recovery for R10 and R11 students, counseling supports in early grades, etc.). In addition, overall percentages for students receiving a failing grade in Dual Enrollment courses is also increased this year from 4.9% in 2018-19 to 15.9% for first semester of 2019-20, and 12.8 (12 students) withdrew from their dual enrollment courses.

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.	As early as 9th grade, 43% of our students are off-track to graduate. Providing strategic and personalized supports to students as early as possible will support this goal (e.g. summer school credit recovery for R10 and R11 students, counseling supports in early grades, etc.). In addition, overall percentages for students receiving an failing grade in Dual Enrollment courses is also increased this year from 4.9% in 2018-19 to 15.9% for first semester of 2019-20, and 12.8 (12 students) withdrew from their dual enrollment courses.
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.	

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Priority:	Focal student groups (English Learners & African American males) demonstrate accelerated growth in efforts of closing our equity achievement gap.			
School Theory of Change:	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, student-directed learning protocols, pathway integration, integrated projects, EL supports, trauma-informed strategies, etc.), we will improve student engagement and achievement outcomes.			
Related School Goal:	<ul style="list-style-type: none"> - 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 emphasis on target subgroups (African American males and English Learners). - Increase reclassification of ELs and LTELs to 25%. 			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 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.	Although staff/teacher retention is improved last year, it has been a challenge for Skyline and OUSD overall (73% in 2016-17, 69.9% in 2017-18, 80.6% in 2018-19).

2-2	<p>Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.</p>	<p>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.)</p>	<p>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.</p>	<p>In reviewing data, our newest target subgroup for 2020-21 will be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspensions to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.) Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. The A-G completion rates was 27.7% for AAM students and 43.6% for ELs, as compared to 58.2% overall.</p>
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2-3	Partner with school programs that address targeted universalism and encourage students to participate in well-matched classes, activities, and opportunities, with special attention to target student populations.	Continue to fund and support on-site affinity 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.	In reviewing data, our newest target subgroup for 2020-21 will be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspensions to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.) Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. The A-G completion rates was 27.7% for AAM students and 43.6% for ELs, as compared to 58.2% overall.
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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.	
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Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:	All students build relationships to feel connected and engaged in learning.			
School Theory of Change:	By continuing a commitment to equity and "inclusive excellence" as a priority for site-based decision making (e.g. master schedule, budget, academic programming, etc.), we will respond to diverse student needs with multi-tiered systems of support, resulting in improved student engagement and achievement outcomes for all students.			
Related School Goal:	<ul style="list-style-type: none"> - 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%. 			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	<p>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.</p>	<p>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.</p>	<p>Accurate documentation and multi-tiered response systems at every tier, including COST tracker, Aeries, other internal dashboards/reports; decreased disparity in achievement data for students who are historically marginalized. (SHS 2020-21 target subgroup: English Learners & African American male students.)</p>	<p>Skyline continues to reinforce the "Titan Way" for both students and staff, requiring significant time, resources, and personnel to support in re-establishing school expectations, building new staff/student and student/student relationships with orientating new students in staggered fashion. For example, we are encouraged to report that school suspension incidents continued to decline greatly compared to 2017-18. For example, by December, school suspension incidents were as follows: 140 in 2017-18, 59 in 2018-19, and 55 in 2019-20. However, we witnessed a "spike" in January 2019-20 incidents, correlated with a significant and staggered new student enrollment for second semester. By February, school suspension incidents were as follows: 194 in 2017-18, 68 in 2018-19, and 95 in 2019-20.</p>
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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 providing 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.)	<ul style="list-style-type: none"> - Aligned and strategically timed instructional practices (intervention and enrichment) that take advantage of leading indicators and occur at every grade level appropriately. (e.g. early post-secondary opportunities, trauma-informed daily instruction, restorative justice practices, early 9th grade intervention opportunities, counselor conferences, orientation plans, assemblies, COST/SSTs, targeted support for at-risk students, etc.) - Decreased disparity in achievement data for students who are historically marginalized. Specifically for subgroup populations, English Learners & African American male students, and on-track to graduate data in 9th and 11th grades. 	Skyline continues to reinforce the "Titan Way" for both students and staff, requiring significant time, resources, and personnel to support in re-establishing school expectations, building new staff/student and student/student relationships with orientating new students in staggered fashion. For example, we are encouraged to report that school suspension incidents continued to decline greatly compared to 2017-18. For example, by December, school suspension incidents were as follows: 140 in 2017-18, 59 in 2018-19, and 55 in 2019-20. However, we witnessed a "spike" in January 2019-20 incidents, correlated with a significant and staggered new student enrollment for second semester. By February, school suspension incidents were as follows: 194 in 2017-18, 68 in 2018-19, and 95 in 2019-20.
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Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Priority:	Provide consistent distributed leadership structure over multiple years to establish, execute, and drive a 3-5 year vision that promotes linked learning as a driver for student achievement and prioritizes equity between and within pathway academies.			
School Theory of Change:	When we link content learning with high-quality and sustained college and career preparation, we put every student in position to pursue the full range of post-secondary options, whether trade school, college, or other credentialing programs.			
Related School Goal:	<ul style="list-style-type: none"> - 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%. 			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	<p>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.</p>	<p>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.</p>	<p>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.</p>	
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4-2	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 counselors 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 student/teacher reporting.	In reviewing data, our newest target subgroup for 2020-21 will be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspensions to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.). Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. The A-G completion rates were 27.7% for AAM students and 43.6% for ELs, as compared to 58.2% overall.
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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.	
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.	
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.	Although staff/teacher retention is improved last year, it has been a challenge for Skyline and OUSD overall (73% in 2016-17, 69.9% in 2017-18, 80.6% in 2018-19).

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	English Learner students continuously develop their language, reaching English fluency in six years or less.			
School Theory of Change:	By continuing current professional development plan that incorporates time for teachers to calibrate instructional practices (e.g. standards calibration, instructional EL supports, etc.) and expanding our current ELD program to include more opportunities for newcomers, recently-exited newcomers, and LTELs, we will improve student engagement and achievement outcomes as measured by subgroup data categories in Part 1, Needs Assessment.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>In reviewing data, our newest target subgroup for 2020-21 will be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspensions to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.). Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. The A-G completion rates were 27.7% for AAM students and 43.6% for ELs, as compared to 58.2% overall.</p>
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5-2	<p>Each pathway academy collaboration team designates an EL Ambassador to support with coordination of support and communication between ELD team and pathway academy teams.</p>	<p>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.</p>	<p>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.</p>	<p>In reviewing data, our newest target subgroup for 2020-21 will be 1. African American Males and 2. English Learners. Although we are encouraged to report that we have reduced AAM students who have been suspensions to 4%, this subgroup remains our highest need. (Below 5% was our goal for AAM, AAF data has risen to 12.4%, but are achieving at higher levels in all other categories such as A-G completion, On-track to Graduate, Attendance, Graduation/Drop-out, SBAC, etc.). Similarly, students who are English Learners represent the next priority subgroup population. For example, the dropout rate in 2018-19 was 13.6% for AAM students and 9.4% for ELs, as compared to 6.2% overall. The A-G completion rates were 27.7% for AAM students and 43.6% for ELs, as compared to 58.2% overall.</p>
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PROPOSED 2020-21 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
After School Programing	\$236,342	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	306-1
pathway teacher .2 per CPA requiremnents	\$16,183	California Partnership Academy	1105	Certificated Teachers' Salaries	3779	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-2
pathway teacher .2 per CPA requiremnents	\$26,053	California Partnership Academy	1105	Certificated Teachers' Salaries	1291	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-3
pathway teacher .2 per CPA requiremnents	\$27,528	California Partnership Academy	1105	Certificated Teachers' Salaries	876	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals.	306-4
unallocated	\$8,182	California Partnership Academy	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-5
Clerical Salaries, Clerical support: to support students, families, school community and functioning of main office for required district and state mandates.	\$96,955	General Purpose Discretionary	2405	Clerical Salaries	1242	Administrative Assistant I	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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.	306-6

ClassSuppt Salaries Overtime: Clerical ET/OT for Intensive Student Supports: Classified staff will provide after-school support for students falling below 2.0 GPA. Complete home visits before and after school for students in Team 2.0 and pathways and students identified as chronically absent. Home visits will be completed year round.	\$12,590	General Purpose Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Draft LCAP 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.)	306-7
General supplies to support classroom learning and engagement	\$32,536	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP 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.	306-8
Dues and Membership fees	\$2,000	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Draft LCAP 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.	306-9
Copier Maintenance agreement	\$20,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP 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.	306-10
Consulting Contract for site communications support in order to provide students, community and families information about school events, opportunities and engagement opportunities.	\$5,000	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Draft LCAP 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.	306-11
Transportation Support - bus tickets/bus rentals to support students as needed	\$3,320	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP 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.	306-12

Teacher	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	1676	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-13
Textbook Clerk	\$21,603	LCFF Supplemental	2405	Clerical Salaries	214	Textbook Clerk	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-14
STIP	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	2243	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-15
Department Head	\$19,118	LCFF Supplemental	1105	Certificated Teachers' Salaries	2796	Teacher Department Head	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-16
Teacher	\$49,353	LCFF Supplemental	1105	Certificated Teachers' Salaries	302	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-17
Teacher	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	3555	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-18
Teacher	\$62,809	LCFF Supplemental	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-19
Teacher	\$17,145	LCFF Supplemental	1105	Certificated Teachers' Salaries	3936	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-20

Teacher	\$14,859	LCFF Supplemental	1105	Certificated Teachers' Salaries	4112	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-21
Teacher	\$23,784	LCFF Supplemental	1105	Certificated Teachers' Salaries	4181	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-22
Teacher	\$76,107	LCFF Supplemental	1105	Certificated Teachers' Salaries	4295	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-23
Teacher	\$32,367	LCFF Supplemental	1105	Certificated Teachers' Salaries	4596	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-24
Teacher	\$29,061	LCFF Supplemental	1105	Certificated Teachers' Salaries	4630	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-25
Teacher	\$14,615	LCFF Supplemental	1105	Certificated Teachers' Salaries	4678	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-26
Teacher	\$81,992	LCFF Supplemental	1105	Certificated Teachers' Salaries	4680	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-27
Teacher	\$68,516	LCFF Supplemental	1105	Certificated Teachers' Salaries	5281	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-28

Teacher	\$114,374	LCFF Supplemental	1105	Certificated Teachers' Salaries	6645	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-29
Teacher	\$85,077	LCFF Supplemental	1105	Certificated Teachers' Salaries	7545	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-30
Clerical Salaries, Part time clerical support: (New Hire) to support students, families, school community and functioning of main office for required district and state mandates.	\$21,724	LCFF Supplemental	2405	Clerical Salaries	7838	Administrative Assist II Bil	0.10	Draft LCAP 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.	306-31
General supplies to support classroom learning and engagement	\$1,271	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.)	306-32
Educational Equipment to support high risk students	\$4,534	Low-Performing Students Block Grant	4410	Equipment < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-33
Textbook Clerk	\$38,414	Low-Performing Students Block Grant	2405	Clerical Salaries	214	Textbook Clerk	0.80	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Continue work on refining pathway academy integration into daily curriculum (e.g. industry standard opportunities for students to learn curriculum through work-based learning experiences, calibrating standards and curriculum, etc.) Engage in PLCs to collaborate with peers towards this aim.	306-34
Fund .20 FTE salary for a Digital Graphic Design CTE Teacher: Hire a CTE teacher to ensure every student in the performing arts pathway has access to a core CTE sequence.	\$14,981	Measure N	1105	Certificated Teachers' Salaries	4219	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-35

Fund .20 FTE salary for an Education Community Health CTE Teacher: Hire a CTE teacher to ensure every student in the Education & Community Health pathway has access to a core CTE sequence.	\$15,943	Measure N	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-36
Fund .20 FTE salary for a Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	\$17,884	Measure N	1105	Certificated Teachers' Salaries	6571	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-37
Fund .20 FTE salary for an Education Community Health CTE Teacher: Hire a CTE teacher to ensure every student in the Education & Community Health pathway has access to a core CTE sequence.	\$19,066	Measure N	1105	Certificated Teachers' Salaries	2011	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-38
Fund .20 FTE salary for a Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	\$19,066	Measure N	1105	Certificated Teachers' Salaries	3344	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-39
Fund .20 FTE salary for a Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	\$23,755	Measure N	1105	Certificated Teachers' Salaries	931	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-40
Fund .40 FTE salary for an Visual & Performing Arts CTE Teacher: Hire a CTE teacher to ensure every student in the Visual & Performing Arts pathway has access to a core CTE sequence.	\$44,857	Measure N	1105	Certificated Teachers' Salaries	3947	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-41
Fund .60 FTE salary for a Green Academy CTE Teacher: Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence.	\$49,353	Measure N	1105	Certificated Teachers' Salaries	4181	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-42
Fund 1.00 FTE salary for a Health Lab CTE Teacher: Hire a CTE teacher to ensure every student in the health pathway has access to a core CTE sequence.	\$76,212	Measure N	1105	Certificated Teachers' Salaries	480	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-43

Fund .60 FTE salary for a Green Academy CTE Teacher: Hire a CTE teacher to ensure every student in the Green Academy pathway has access to a core CTE sequence.	\$99,038	Measure N	1105	Certificated Teachers' Salaries	4146	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-44
Fund .70 FTE salary for an additional Counselor: Additional Counselor to support a 1:1 pathway ratio of counseling services to ensure pathway integrity and a continuum of supports to ensure all students on track to graduate (5 counselors --> one for each pathway and one for Atlas).	\$87,391	Measure N	1205	Certificated Pupil Support Salaries	3326	Counselor	1.00	Draft LCAP 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.)	306-45
Fund 1.00 FTE salary for the College and Career Readiness Specialist: CCRS to assist with college tours, applications, financial aide, admissions, college representative recruitment visits, regularly meet with students and families to further a college going culture.	\$74,524	Measure N	2205	Classified Support Salaries	7828	Specialist, College/Career Readiness	1.00	Draft LCAP 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.	306-46
Fund a .40 FTE salary for Clerical Salaries, Part time clerical support: (New Hire) to make sure we are compliant with the vast amount of Mearsure N paperwork and compliance measures .	\$38,896	Measure N	2405	Clerical Salaries	7824	Administrative Assist II Bil	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-47
Fund 1.00 FTE salary for the Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	\$126,794	Measure N	2405	Clerical Salaries	6329	Case Manager 24	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	306-48

Fund 1.00 FTE salary for the Pathway Case Manager: Full-time Case Manager to provide case management to students who need additional support in completing all of the pathway requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	\$79,101	Measure N	2405	Clerical Salaries	7826	Case Manager 24	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-49
unallocated	\$459,038	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-50
Fund .50 FTE salary for the Pathway Coach: Maintain pathway coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning	\$76,319	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1672	Coach College/Career Pathways	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports.	306-51
STIP	\$65,247	Title I: Basic	1105	Certificated Teachers' Salaries	7821	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-52
STIP	\$59,111	Title I: Basic	1105	Certificated Teachers' Salaries	6907	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, common core aligned, and trauma-informed grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-53
Teacher	\$14,859	Title I: Basic	1105	Certificated Teachers' Salaries	4112	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-54
Teacher	\$15,221	Title I: Basic	1105	Certificated Teachers' Salaries	3538	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-55

Teacher	\$15,702	Title I: Basic	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-56
Teacher	\$19,840	Title I: Basic	1105	Certificated Teachers' Salaries	3023	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-57
Teacher	\$18,107	Title I: Basic	1105	Certificated Teachers' Salaries	4387	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, culturally responsive instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-58
CASE MGR 24: Full-time Case Manager to provide case management to students who need additional support (e.g. economically disadvantaged students, low performing students, foster youth, etc.) in completing all of the academic requirements and transitioning successfully into post-secondary opportunities: including course completion, certificate completion, dual-enrollment, graduation, and the transition process beyond graduation.	\$91,690	Title I: Basic	2405	Clerical Salaries	6906	Case Manager 24	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies.	306-59
General supplies to support classroom learning and engagement	\$13,658	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly.	306-60
AAMA Facilitator to support the kings and provides school wide support for African American males.	\$95,000	Title I: Basic	5711	RSP Teachers	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Continue to fund and support on-site affinity programming that supports all students through targeted universalism (e.g. OneGoal, AAMA, LMA/LMB, SPAAT, case manager groups, etc.).	306-61
Stipends for parent leads to do outreach for families to participate in school governance structures to increase participation with our SELLS committee.	\$8,520	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Continue to fund and support on-site affinity programming that supports all students through targeted universalism (e.g. OneGoal, AAMA, LMA/LMB, SPAAT, case manager groups, etc.).	306-62

Provide parent support classes	\$26,625	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Continue to fund and support on-site affinity programming that supports all students through targeted universalism (e.g. OneGoal, AAMA, LMA/LMB, SPAAT, case manager groups, etc.).	306-63
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Title I, Part A School Parent and Family Engagement Policy

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

SKYLINE HIGH SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

- Scheduling multiple opportunities throughout the year for families to learn about academic curriculum and opportunities beyond high school (e.g. Back to School Night, Cash for College Night, etc.)
- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress, with personnel to assist if needed. District and site-based assessments (e.g. Scholastic Reading Inventory, SBAC, etc.) are also shared with parents/guardians periodically.
- Contacting parent(s)/guardian(s) when students are in danger of failing and/or are performing below standards.
- Providing opportunities for students to accelerate learning (e.g. Advanced Placement courses, Dual-enrollment courses, etc.)

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

- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress.
- Utilizing pathway collaboration and Atlas house collaboration structures to identify, create, and connect personalized supports for students and communicate with parents/guardians accordingly.
- Maintaining a Parent Center space and Parent Liaison support staff.

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

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

The school communicates to families about the School Parent and Family Engagement Policy by:

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

The school communicates to families about the school's Title I, Part A programs by:

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Reviewing class syllabi at Back to School Night and/or making class syllabus available as requested.
- Sharing school-related academic information at parent engagement committees (e.g. SSC, SELLS, PTSA, etc.)
- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress.
- Distributing 6-7 week grading period report cards to students, mailing home transcript grades each semester, and hosting parent (guardian)/student conferences as needed.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents/guardians in a format and language that the parents/guardians understand by:

- Emailing school-related information and parent programming weekly via email in the "Weekly Titan."
- Posting school-related information and reports on our school website.
- Posting publicly SSC and SELLS meeting agendas and fliers in the front of the school and sharing school-related parent programming, meetings, school reports, and other activities at parent engagement committees (e.g. SSC, SELLS, PTSA, etc.)

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Volunteering and working with our various school partners who coordinate parent/guardian volunteer opportunities and activities (e.g. Parent Liaison Coordinator, Oakland Ed Fund Skyline Volunteers, Student Leadership, PTSA, etc.)

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents/guardians with materials and training to help them work with their children to improve their children's achievement by:

- Encouraging student(s) and parent(s)/guardian(s) to utilize Aeries Portal to monitor student progress.
- Offering parental support through Skyline Parent Academies/Workshops, individual conferences, and liaison outreach as needed.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents/guardians, the school educates staff members in the value of parent/guardian contributions, and in how to work with parents/guardians as equal partners by:

- Encouraging teacher and staff participation in parent engagement committees (e.g. SSC, SELLS, PTSA, etc.)

The school provides opportunities for regular meetings with a flexible schedule that allows parents/guardians to participate in decisions relating to the education of their children by:

- Hosting various parent engagement committees (e.g. SSC, SELLS, PTSA, etc.) Each committee also attends to time of day and location in order to maximize parent/guardian participation.

The school involves parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Hosting SSC meetings monthly, every second Tuesday at 5pm, which help plan, implement, and monitor schools Title I, Part A programs and policies.
- Hosting SELLS meetings at least 5 times per year, which specifically engage parents/guardians of English language learners.

The school provides opportunities for the participation of all parents/guardians, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students, by:

- Hosting SSC meetings monthly, every second Tuesday at 5pm, which help plan, implement, and monitor schools Title I, Part A programs and policies. Translation of all SSC documents will be in English and Spanish. Translation during SSC meetings will be provided upon request at the following meeting.

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

The school provides support for parent/guardian and family engagement activities requested by parents/guardians by:

- Tailoring parent engagement committees, activities, and events (e.g. SSC, SELLS, PTSA, Parent Academies, Cash for College, etc.) to topics requested by parent/guardian participants.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents/guardians in more fully participating in the education of their children by:

- Utilizing key staff members as liaisons between committees and matching Title I, Part A resources with other programs and activities.

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

Adoption

This policy was adopted by the Skyline High School on October 15, 2019 and will be in effect for the period of October 15, 2019 through May 28, 2020.

The school will distribute this policy to all parents/guardians on or before October 30, 2019.

Name of Principal

Nicole A. Pierre
Bianca D'Allesandro

Signature of Principal



Date 10/15/19

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



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

Student-Parent-School Compact

SKYLINE HIGH SCHOOL - 2019-2020

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 dress code.
- 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 Center Workshops, and other committees (e.g. SSC, SELLS, PTSA, etc.)
- Provide parents/guardians reasonable access to staff and communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, aeries parent portal, and other available means.
- Provide reasonable opportunities for parents/guardians to volunteer / participate in their child's class and observe class activities.
- Participate in professional development opportunities that reinforce the value of parent/family contributions, improve teaching and learning, and support the formation of partnership with the families and the community.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.
- Provide parents/guardians with materials and training to help them improve the academic achievement of their children through events hosted by Parent Liaison/ Parent Center, College and Career Center, and Community School Manager (e.g. Senior Night, Parent Workshops, special committees, etc.)
- Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practical, in a language that family members can understand.

_____ **Principal Signature + Date**



Strategic Resource Planning

2019-20

School Site Council Membership Roster – Secondary

School Name: Skyline High School

Chairperson : Gabriella Griffiths
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
Mina Robitaille					X
Victoria Reichenberg				X	
Martin Bond				X	
Beatrice Gallegos				X	
Yesenia Alamillo			X		
Sterling He		X			
Luke Kramschuster		X			
Lisa Shafer		X			
Nicole Pierce	X				

Meeting Schedule (day/month/time)	Every 2nd Tuesday of each month.
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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.

