OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

August 9, 2017

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
            Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
            Vernon Hal, Senior Business Officer
            Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Skyline High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

> ➢ Title I Schoolwide Plan
> ➢ 21st Century Learning
> ➢ Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Skyline High School.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Skyline High School
CDS Code: 1612590137943
Co-Principals: Nancy Bloom & Vinnie Blye
Date of this revision: 6/12/2017

The Single 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: Nancy Bloom
Address: 12250 Skyline Blvd.
Oakland, CA 94619

Position: Co-Principal
Telephone: 510-482-7109
Email: nancy.bloom@ousd.org

The District Governing Board approved this revision of the SPSA on: 8/09/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

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

[X]	Title I Schoolwide Program	[X]	Local Control Funding Formula (LCFF) Base Grant	
[ ]	Title I Targeted Assistance Program	[X]	LCFF Supplemental Grant	[ ] 21st Century
[ ]	After School Education & Safety Program (ASES)	[ ]	LCFF Concentration Grant	[ ] School Improvement Grant (SIG

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for appı assures the board of the following:
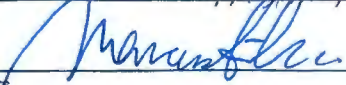
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education C

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material char Single 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, compreh 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 Single Plan for Student Achievement and assures all requirements have been ı 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 Single Plan for Student Achievement (per Education Code 64001) and the Plan was adı School Site Council at a public meeting(s) on:

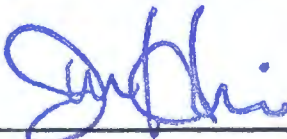   **Date(s) plan was approved:** _June 5, 2017_

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

   [ ] Flyers in students' home languages   [ ] Announcement at a public meeting   [X] Other (notices, media annound
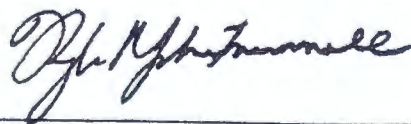
Signatures:

Nancy Bloom & Vinnie Blye		6-5-17
School Co-Principals	Signature	Da
Vinnie Blye		6-5-17
Print name of SSC Chairperson	Signature	Da
Preston Thomas	Preston Thomas	6-5-17
Network Superintendent	Signature	Da
Marcus Silvi		6/12/17
Coordinator, Office of Accountability Partners	Signature	Da

6/7/2017 9:51:18

James Harris
President, Board of Education

Kyla R. Johnson-Trammell
Secretary, Board of Education

File ID Number: _17- 1189_
Introduction Date: _8-9-17_
Enactment Number: _17- 1133_
Enactment Date: _8-9-17_
By:

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$551,100.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$870,793.00	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program **… ASES #6010**	$0.00	TBD
TOTAL:	**$1,421,893.00**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$235,959.00	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$7,902.00	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$249,733.00	TBD
TOTAL:	**$493,594.00**	**$0.00**

PART 1: ABOUT THE SCHOOL

1A. School Description

Skyline is a comprehensive four-year high school serving 1,900 students in grades 9 through 12. The school opened in the fall of 1961 and graduated its first senior class in the spring of 1965. Skyline is accredited by the Western Association of Secondary Schools Commission and holds membership in the College Board and the National Association for College Admission Counseling. At Skyline, we provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents and civic values. Skyline High School is located on a beautiful 47-acre campus at the crest of the Oakland hills. Most of the students who attend our school arrive and leave each day by public transportation. Our student population is a very diverse community with a wide range of social, economic and ethnic backgrounds represented. Approximately 54 percent of our students are eligible for free and reduced lunch.

1B. School Mission and Vision

Vision

Our Vision for Skyline is that:
All members of the Skyline community will work cooperatively, and communicate respectfully in a peaceful, safe and clean environment
All Skyline students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential.
All Skyline students will graduate with transferable skills in academic, vocational, and social development for college, quality jobs, or career education.

Mission

The Mission of Skyline High School is to provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values.

Expected Schoolwide Learning Results

By graduation Skyline students will:
Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.
Be effective communicators who can leverage technology to find and to convey information.
Be responsible, mature, self-advocating young adults who have solid organizational and study skills.
Be able to work in teams and to value diversity.
Embrace a healthy and fit lifestyle.
Find joy in learning and life.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 6 years	*Last WASC Self-Study:* 2015-16	*Next Self-Study:* 2021-22

School WASC Goal:

1. Maintain the leadership in place to enable Skyline to move forward with district mandated programs

2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation.

3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.

4. Develop positive, consistent, effective communication among stakeholders.

Associated LCAP Goal:

1: Graduates are college and career ready.

5: Students are engaged in school everyday.

2: Students are proficient in state academic standards.

6: Parents and families are engaged in school activities.

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	Academic Strengths: -There has been an increase in our non-pathway student GPA's. -Pathway students have the highest overall GPA. -The number of students performing "multiple grades behind" is decreasing. - About 4% of students are expericing more than 1 year's growth on the SRI. -Daily Collboration is built into the master schedule for teachers.	Academic Challenges: -The cohort graduation rate for 2014 is 69% -The opportunity gap between Pathways and non pathways is growing. -39% of all Skyline students perform 1 or more years below grade level based upon their SRI scores. -African American students are enrolled in Pathways as the lowest overall ethinic group.

Post-Secondary Readiness	-Based upon 2014 data there was approximately 7% increase in student graduating meeting A-G requirements. -2yr Pathway retention rates have increased by over 13% for the 2015 school year. -6% increase in all students earning an A in their core classes.	-Fewer students are taking 3 or more AP classes. -The overall enrollment in students taking AP classes is decreasing. --49.6% are graduating A-G
Climate and Culture	Climate & Culture Strengths: -Approximately 25% reduction in the number of students with unexcused abscences (cutting) based upon a 2015 OUSD dashboard report. -Based on the 2015 CHKS students fell safer at school. -3 out of 4 grade levels met the district's attendance goal of 2.2% or less overall student attendance in 2015. -2015 URF data reports that an overwhelming amount of student referrals are related to non-violent offenses.	Climate & Culture Challenges: -Juvenile detention rates are the highest in grade 10. -Supension rates at the 1st semester for 2015 were 3 less than than they were for the entire 2014 school year. -African American students recevied 38% of the school suspensions. -Latino students recieved 40% of the school suspension. -Based upon 2015 CHKS 25% feel they are treated fairly by their teachers. -There was a 15% teacher turnover rate for the school year ending in 2015.
Rigorous Academics	Rigorous Academics Strengths: -6.5% Growth of Students being enrolled in A-G courses. -More students are performing "at grade level" based upon SRI data. -100% inclusion of SDC students into pathways.	-African Amercian students are the lowest performing ethnic group based upon their enrollement in A-G courses. -The major of teacher collaboration structures are not focused around assessing student work, assessments, and grading practices. -The overall number of students enrolled in Pathways decreased by 2.2% in 2015.
Pathway Development	Student cohorts had a high level of integrity to the pathway. 10th, 11th and 12th grade have a high level of integrity (95%) High level of collaboration that is happening in the pathway. Student outcomes are higher in pathways. Graduate Capstone is strong across all pathways. 3 Certified Linked Learning Pathway Wall to wall in grade 10.	Student interventions are not systematized and focused on data to drive instruction. Most struggling students are not showing gains for the bottom 50 students. Integrating advanced course work into the pathway. Inequitable teacher experience across all pathways. Lack of alignment of schools systems to the pathways (AP's, counselors, etc) School Leadership is not present in the Academy Director meetings to provide coherence and integration across the school structures

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Over 80% of incoming freshmen read 5th grade or below. Have limited interventions (LLI and intensive supports) but it's not enough and impacts the climate and culture. 30 students who wander the campus have very low literacy levels. Those students tested, 25 of those 30 are reading at a 2nd or 3rd grade level. The intervention was "wait until 11th grade, then put them in continuation school." We need to have a concentrated focus on 9th grade literacy	Root causes for graduation stem from low academic performance (not having the necessary prerequisite skills entering HS), attendance issues, and outside stressors.	Equity/Access/ Achievement
Post-Secondary Readiness	Too many students have D's and are graduating meaning that they do not meet the A-G requirements. We need to have more students pass courses with a C or Better. In addition, Advance Placement Enrollment is down and only 38% of the students are passing with a 3 or higher. In addtiion, the school schedule makes it difficult to encorporate dual enrollment.	Students who have a difficult time with HS academics, may not have the skills needed for college success. Skyline has failed to develop and implement systems to analyze formative and summative assesments that support implementation of research based strategies to support targeted student needs in all of the core subject areas.	Equity/Access/ Achievement

Climate and Culture	While suspensions are down signifcantly at the school, the high number of referals of students from class impacts the students access to the curriculum. We need to create healthy relationships with students and adults to incorporate engaging lessons and develop relationships with students. In order to create a better adult culture on campus, we must create clear support structures in the school, clear culture and climate plan, clear Professional Learning Communities (Collaboration Periods, PD Days, afterschool meetings, etc) that support and value teachers skills and expertise while also developing new teachers to support all students.	Lack of accountability systems and structures that can be implemented with fidelity to ensure that all students feel accepted and supported academically, socially, and culturally.	Personalized Student Support

Rigorous Academics	The major teacher collaboration structures are not focused around assessing student work, interim assessments, and constant and consistent grading practices. The school needs to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Skyline has failed to develop a cohesive instructional and curriculur program that supports the knowledge and skills needed for student success. The instructional focus needs to be grounded in common core standards and involve the components of effective daily lesson planning. Furthermore, the school has failed to develop systems to monitor progress towards meeting targeted academic goals in all core subject areas.	Building a Rigorous Academic Core: Teacher Conditions
Pathway Development	Many students are not experiencing success due to their academic and social-emotional needs failing to be met, thus the school needs to design and maintain a structure that will directly improve the academic performance for the lowest performing students in each Pathway. The school leaders need to create a accountibliity structure that will allow administrators to be intricately aligned to the Pathways as a means for streamlining services and support.	Skyline has gone through major changes with its administrative team over the past 4-5 years and therefore has not developed a clear vison regarding the critical area of Pathway Development as they might have, if there had been a consistent team of administrators.	Equity/Access/ Achievement

2C. Current Strategy Analysis

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Increase the overall participation and engagement of teachers in Skyline professional learning program.	Yes	Yes	ILT teacher leaders are aligned around a SEL-instructional cycle of inquiry. We need to continue to focus on building teacher leadership and accountabilty mechanisms in order to see effectiveness of this strategy.
Culture & Climate Improvement Strategy:	Continue to build out our PBIS and RJ practices to support student engagement.	No	No	The school is currently working to redefine the scope of work, purpose, goals and process for integrating PBIS, RJ and SEL at Skyline. Over the past years the 3 programs have been offered in a limited capacity. The current desire is to align the programs in a manner in which they complememnt one another.
Pathway Development Strategy:	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	Not Yet	Not Yet	There are three robust and amitious goals in this cell, we need to clarify and refine this one. We have been in discussion about how to provide more quality time for teachers to collaborate to support student learning. The school is currently debating whether to implement a block schedule for the 2017-18 school year. Ensure that each department has generated Power Standards (essential skills and content standards) so that teams can vertically align their curriculum and use common assessments.
Design Feature #1 (New/Emerging):	Implementation of Facilitative Leadership professional learning strategies to support administrators and teacher leaders	Yes	Not Yet	We need to create a structure that will continue to build, develop and sustain the leadership capacity of teacher leaders. Skyline's meaningful and sustainable professional career tracks recognize teachers for excellent performance in the classroom, give teachers opportunities to extend their reach and grow their careers as instructional leaders.
Design Feature #2 (New/Emerging):	Schoolwide accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	Not Yet	Not Yet	Create system of checkpoints 9th through 10th for credit recovery and intervention to maximize students on track for graduation.\nDeliverable: A map for an entering student of what courses he/she will have to pass 9-12 to be college-ready by August '17.

Design Feature #3 (New/Emerging):	AVID for all 9th grade students	Yes	No	Currently all 9th graders participate in AVID as their 6th class (elective); that allows for 16 total sections. The program is not called "AVID" because it doesn't involve student choice, instead it is referred to as "Atlas Achievement" class because it can have the same instructional practices
Signature Element #1 (Established):	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.	Yes	Yes	Social and Emotional Learning (SEL) is a process through which children and adults develop the fundamental skills for life effectiveness. These are the skills we all need to handle ourselves, ourrelationships, and our work effectively and ethically. Everyone strengthens their SEL competencies to connect across race, class, culture, language, gender identity, sexual orientation, learning needs, and age. Understanding how trauma and stress can affect individuals, relationships, rganizations, health, and work can help to reframe otherwise confusing or aggravating behavior. This can in turn assist us to recognize trauma's effects more accurately, which can then lead to more compassionate, strength-based, and effective responses to trauma-impacted people that promote healing, instead of reactions that inadvertently re-traumatize and cause harm.
Signature Element #2 (Established):	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	Yes	Yes	Skyline scholars are exposed to a small learning community that supports opportunities for personalized learning and blending theoretical knowledge with real-world application so social awareness and relationship competencies can be enhanced (e.g. house or academy systems). Each scholar is exposed to a rigorous standards-aligned instructional program that is grounded in real-world realities. Scholars have access to intervention and enrichment opportunities that are tailored to their needs.

| Signature Element #3 (Established): | Common planning time and PD support for teachers built into the regular school day throught the master schedule to support all teachers to participate in staff retreats; receive support from curriculum coaches; two 90 minute weekly Communities of Practice team planning; weekly student conference team meetings (student case management and logistics); 90 min monthly staff meeting; release days to observe classrooms and plan next unit with planning partner. | Yes | Yes | Maintain a collaborative professional learning culture where teachers can learn and practice standards based instruction and develop healthy relationships across disciplines. Teachers will be assigned to an interdisciplinary team and asked to:
 1. Determine a common instructional practice to explore as a team and professional.
2. Examine and discuss the high impact practices
3. Identify a professional learning focus area.
4. Vote and agree upon a focus area for a 4 week cycle of inquiry.
5. Identify key student performance goals. |

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase the A-G completion rate with a C or better by 10 or more percentage points at each grade level that will lead to an increase of teh cohort graduation rate of 10% over base line. In order to better serve our English Language Learners will increase the reclassification rates by 10%.	Graduation Rate	Low-Income Students	74.4%	80.0%	83.0%	3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.

| Post-Secondary Readiness | -- 50% of all Skyline students in grades 10-12 will take at least one advance class prior to graduation
--Increase the grade 9-12 advance course (i.e. AP, Dual Enrollment & IB) participation rate by 25 or more percentage points
--100% of all students in grades 9 through 12 will complete a web-based College and Career plan.
--100% of all students in grades 9 through 12 will login to their web-based account and update relevant information at least 4 times each school year. | A-G Completion | Low-Income Students | 35.8% | 41.0% | 45.0% | 2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation. |

Climate and Culture	Increase student engagement through a school wide strategy to support teachers to deliver daily lessons that intergrate Social and Emotional Learning strategies that helps them build powerful relationships with students and increase student voice, interaction, student engagement, and collaboration. Create a caring, civic community built on relational trust: - Sense of community: among all students and adult within a school is a conscious act that requires time, attention and intention. - Caring community: emphasizes a relational view of community that puts caring relationships front and center. - Civic Community: treat the idea of balancing individual rights with the civic obligations as a serious school endeavor.	Suspensions	All Students	6.6%	3.0%	2.0%	2. Allocate enough time to effectively implement the programs already in place or being considered, e.g., PBIS, IB, wall to wall pathways. This would include creating a structured timeline for program planning, professional development and program implementation.
Rigorous Academics	To build a comprehensive professional learning model for teachers that is differentiated to support their diverse teaching needs (i.e. standards based lesson plannng, standards base grading, lesson-studies, academic discussions, common assessments, project-based learning, data-driven instruction and senior capstone).	Social Emotional Learning	Low-Income Students	36.0%	39.0%	42.0%	3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.

Pathway Development	Integrate Wall-to-Wall Pathways for grades 10-12 by 2019. Build a master schedule with a consistent and pure flow of cohorts for all Pathways.		Pathway Participation	All Students, Grades 10-12	47.0%	65.0%	85.0%	3. Develop a systematic structure in place for clear delineation of what data teachers are expected to examine, what instructional and curricular modifications need to be made in response to data analysis and a process for evaluating each teacher's progress in this area.

PART 4: STRATEGIES

Major Improvement Strategies		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Schoolwide Language & Literacy Improvement Strategy:	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enricement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Schoolwide Mathematics Improvement Strategy:	Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

Culture & Climate/SEL Improvement Strategy:	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	Equity/Access/ Achievement	Personalized Student Support
Pathway Development/ Implementation Strategy:	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	Equity/Access/ Achievement	Work-Based Learning

Measure N Design Features		**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**
Measure N Design Feature #1:	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #2:	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	Personalized Student Support	Equity/Access/ Achievement
Measure N Design Feature #3:	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	Program of Study & Master Scheduling	Personalized Student Support
Measure N Design Feature #4:	Computer Science Course blended with AVID strategies for all 9th grade students to empower Skyline studetns to compete in the global economy and pursue careers across all sectors because it teaches students computational thinking and problem solving skills applicable in any industry.	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support

Signature Elements (Established Practices)	**1st Linked Learning Implementation Criteria**	**2nd Linked Learning Implementation Criteria**

Signature Element #1 (Established):	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices to benefit all students, but especially students in transition, including foster and homeless youth.	Personalized Student Support	Equity/Access/ Achievement
Signature Element #2 (Established):	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy:	***Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.***

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area *(for funded actions)*	Primary Target Student Group for This Action

Staffing for 5 sections of English intervention (1.0FTE) for 9th grade students that are reading multiple grade levels below.	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	A3.2: Reading Intervention	All Students
Achieve 3000 site license for $70 per year to support 160 struggling readers in their ELA & Reading Intervention courses.	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	A2.3: Standards-Aligned Learning Materials	All Students

Training by an AP that will support for teachers to get trained and teachers need 50 hours or training over time.and collaboration time for teachers.	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A3.4: Teacher Professional Development focused on Literacy	All Students
LLI through Instructional Teacher Leader : The role will be "Instructional Teacher Leader" (ITLs) primarily to focus on the implementation of Next Generation Science, English Language Development, and Social-Emotional Learning Standards, in addition to Common Core State Standards.	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A3.4: Teacher Professional Development focused on Literacy	Other
4 classroom libraries for the English Teacher in each of the 9th grade ATLAS house.	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichment and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	A3.2: Reading Intervention	Low-Income Students

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Literacy Software (Lightsail) to support 9th Grade Reading Intervention and literacy development and reclassification for ELL and students reading multiple grade levels below standard.	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	A3.2: Reading Intervention	Other

Schoolwide Mathematics Improvement Strategy:	*Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

Teacher Release periods to support Literacy Walkthroughs to accelerate the academic outcomes of struggling student readers.	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students
Substitutes to provide release time for teachers to collaborate with their content area and interdisciplinary peers to support unit and dailly planning opportunities.	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students

Instructional Math Coach -- The role will be to focus on the implementation of Common Core State Standards and Social-Emotional Learning Standards	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	A2.1: Implementation of CCSS & NGSS	Low-Income Students

Culture & Climate/SEL Improvement Strategy:	*We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to:* *1. Determine a common instructional practice and behavioral expectation to explore as a team and professional.* *2. Examine and discuss high impact practices* *3. Identify a professional learning focus area.* *4. Vote and agree upon a focus area for a 4 week cycle of inquiry.* *5. Identify key student performance goals.*

Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**
Restorative Justice Coordinator to support buidling and sustaining a positive Climate and Culture at Skyline	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A5.1: School Culture & Climate (Safe & Supportive Schools)	African-American Males
AAMA Faciliatator to work with African American Males to support postiive identity develop, social emotional supports, and academic supports to ensure that more AAM students are on track to graduate.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students

Latino Men and Boys	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	Latino Students
Care Manager's Consulting Strategy	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students
School wide climate & culture incentives	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Scholar Success Team Coordinator	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students
Additional SSO to support increased safety in PE and the locker room		A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students

Two additional Mental Health Interns to support a positive climate at Skyline and support all students, including transitional students, such as foster youth or youth experiencing homelessness.	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A5.2: Health and Wellness (Mental & Physical Health)	Foster Youth

Pathway Development/Implementation Strategy:	**Administrative:** **Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)**		
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**
Allocation to Education Pathway	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students

Allocation to Computer Science & Tech Pathway	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Allocation to Visual and Performing Arts Pathway	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Allocation to Renewable Energy and Environmental Technology Pathway	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Pathway Coach	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	All Students

Work Base Learning Coordinator	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	All Students
Dual Enrollment/Testing Coordinator		A1.1: Pathway Programs	Low-Income Students
Education Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Education Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Computer Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students

Computer Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Green Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Green Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
SVPA Academy Director release period for .2 FTE		A1.1: Pathway Programs	Low-Income Students
SVPA Academy Director release period for .2 FTE	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	Low-Income Students
Counselor: Dual Enrollment/Testing Coordinator		A2.8: Data & Assessment	All Students

Pathway Admin Strategy (0.25 FTE X's 4) to align Administrative structure to pathway structure.	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	All Students
Continue to include 100% of SDC students in pathways.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A1.1: Pathway Programs	Students with Disabilities

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):			
Strategic Action	**Strategy This Action Supports**	**Associated LCAP Action Area** *(for funded actions)*	**Primary Target Student Group for This Action**
Textbook support in distribution to students and providing access to reading materials.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.3: Standards-Aligned Learning Materials	All Students
Communications Manager	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A6.1: Parent / Guardian Leadership Development	English Learners

Semester Dual Enrollment-Staffing for Teacher of Record for 10 Courses	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A3.1: Blended Learning	Other
Dual Enrollment Guided Support-Teacher Hourly	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.3: Standards-Aligned Learning Materials	Other
Dual Enrollment Textbooks	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.3: Standards-Aligned Learning Materials	Other
Dual Enrollment Coordination and Stipend for WBLL and Counselor	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.10: Extended Time for Teachers	Other
Peralta Payment for Underenrollment		A1.1: Pathway Programs	

Dual Enrollment Supply Costs-Arts Course	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.3: Standards-Aligned Learning Materials	Other
Family Resource Liasion	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices to benefit all students, but especially students in transition, including foster and homeless youth.	A6.1: Parent / Guardian Leadership Development	English Learners
College and Career Access Provider (UC Regents)		A1.3: A-G Completion	All Students
Teacher Leader Professsional Tracks	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	All Students

Teacher Professsional Learning (SEL--Engaging Schools)	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	A2.2: Social Emotional Learning	All Students
Leadership Professional Development to support the development of effective teams (-Capacity Building)	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A2.2: Social Emotional Learning	All Students
Professional Conferences	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Instructional Leadership Retreats	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Consulting Tech Contract-IT	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.3: A-G Completion	All Students
Supplies	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.3: A-G Completion	All Students
Refreshment	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	Other
Textbooks	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.3: A-G Completion	All Students
Stipends	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.5: Teacher Professional Development for CCSS & NGSS	Other
Subsitutes	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	
Classified Overtime	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)	Other

	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement		
Equipment Maintence	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.8: Data & Assessment	All Students
Furniture	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A5.3: School Facilities	
Graduation	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.3: A-G Completion	All Students
Copy Machine	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.3: A-G Completion	All Students
Consultant: Communications Manager	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement		
Consultant: Student Store Coordinator	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement		

STIP Subs to support TDGS	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement		
Summer Intervention 2018	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A1.5: Summer Learning	All Students
After School Program to extend learning opportunities for all students to acquire the necessary skills to successfully complete the high school graduation requirements. The extended learning time will also support programs for Gifted and Talented (GATE) students.	Implementation of Capacity-Building Leadership development competencies that support the professional growth of administrators and teacher leaders.	A1.6: After School Programs	Other

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

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

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$5,000.00	General Purpose Discretionary	Substitutes	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assigned to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A2.5: Teacher Professional Development for CCSS & NGSS	1150				306-1
$30,000.00	General Purpose Discretionary	Classified Overtime	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2225				306-2
$20,000.00	General Purpose Discretionary	Textbooks	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.1: Implementation of CCSS & NGSS	4100				306-3
$20,000.00	General Purpose Discretionary	School wide climate & culture incentives	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				306-4
$75,000.00	General Purpose Discretionary	Supplies for overall school operation	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				306-5

$10,000.00	General Purpose Discretionary	Refreshments	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311				306-6
$10,000.00	General Purpose Discretionary	Refreshments	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311				306-7
$18,000.00	General Purpose Discretionary	Copy Machine	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4410				306-8
$10,000.00	General Purpose Discretionary	Computers	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A3.1: Blended Learning	4420				306-9
$4,629.40	General Purpose Discretionary	Furniture	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	4432				306-10
$1,000.00	General Purpose Discretionary	Dues	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5300				306-11

$30,000.00	General Purpose Discretionary	Copy Machine and Equipment Maintence	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				306-12
$89,455.00	General Purpose Discretionary	Consulting Tech Contract-IT	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A3.1: Blended Learning	5737				306-13
$18,000.00	General Purpose Discretionary	College and Career Access Provider (UC Regents)		A1.3: A-G Completion	5825				306-14
$40,000.00	General Purpose Discretionary	Communications Manager	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5825				306-15
$12,000.00	General Purpose Discretionary	Family Resource Liasion	We will create and sustain a differentiated collaborative professional learning culture where teachers can learn and practice standards-based instruction and develop research-based skills that incoporate purposeful social interaction which help cultivate health relationships. Teachers will be assinged to an interdisciplinary team and asked to: 1. Determine a common instructional practice and behavioral expectation to explore as a team and professional. 2. Examine and discuss high impact practices 3. Identify a professional learning focus area. 4. Vote and agree upon a focus area for a 4 week cycle of inquiry. 5. Identify key student performance goals.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5825				306-16

$25,290.45	General Purpose Discretionary	2 additional Mental Health Interns to support a positive climate at Skyline.	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.	A5.2: Health and Wellness (Mental & Physical Health)	5826				306-17
$58,068.40	General Purpose Discretionary	Senior clerk typist	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)		CLKTSR	CLKTSR0007	1.00	306-18
$56,873.80	General Purpose Discretionary	Textbook clerk	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A5.1: School Culture & Climate (Safe & Supportive Schools)		TXTCLK	TXTCLK0001	1.00	306-19
$7,816.24	LCFF Supplemental	AAMA Coordinator	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733				306-20
$25,000.00	LCFF Supplemental	Restorative Justice Coordinator to support buidling and sustaining a positive Climate and Culture at Skyline	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				306-21
$16,608.87	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0232	0.20	306-22

$20,282.46	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1812	0.20	306-23
$16,817.76	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2111	0.20	306-24
$16,031.06	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2093	0.20	306-25
$17,681.26	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0609	0.20	306-26

$15,807.59	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1388	0.20	306-27
$19,331.45	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2181	0.20	306-28
$11,921.70	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1748	0.20	306-29
$14,667.42	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2115	0.20	306-30

$15,315.42	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1864	0.20	306-31
$17,778.87	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2514	0.20	306-32
$15,669.94	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0195	0.20	306-33
$13,036.81	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0015	0.20	306-34

$12,969.16	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support	K12TCH	K12TCH2512	0.20	306-35
$19,920.13	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support	K12TCH	K12TCH0131	0.20	306-36
$13,586.92	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support	K12TCH	K12TCH1387	0.20	306-37
$16,545.63	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support	K12TCH	K12TCH0246	0.20	306-38

$13,831.73	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0641	0.20	306-39
$13,586.92	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1152	0.20	306-40
$16,399.55	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2182	0.20	306-41
$14,893.48	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2263	0.20	306-42

$13,182.04	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2270	0.20	306-43
$13,391.14	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0402	0.20	306-44
$57,541.32	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0444	1.00	306-45
$12,857.31	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0350	0.20	306-46

$12,695.25	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2515	0.20	306-47
$63,532.86	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2513	1.00	306-48
$12,856.98	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2371	0.20	306-49
$13,101.53	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2113	0.20	306-50

$69,357.80	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2112	1.00	306-51
$16,518.68	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2114	0.20	306-52
$12,953.67	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2110	0.20	306-53
$12,953.67	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2109	0.20	306-54

$17,284.95	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0025	0.20	306-55
$13,826.20	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1031	0.20	306-56
$12,709.45	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1386	0.20	306-57
$11,526.70	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2265	0.20	306-58

$16,300.92	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCHDPT	TCHDPT0032	0.20	306-59
$17,421.78	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCHDPT	TCHDPT0068	0.20	306-60
$14,791.46	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCHDPT	TCHDPT0062	0.20	306-61
$14,146.01	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCHDPT	TCHDPT0014	0.20	306-62

Amount	Funding Source	Description	Details	Strategy		Code	Code2	FTE	Num
$15,223.46	LCFF Supplemental	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCHDPT	TCHDPT0063	0.20	306-63
$19,000.00	Measure G: TGDS	Extended contracts to support TGDS	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support	1120				306-64
$194.26	Measure G: TGDS	Surplus to be allocated in Fall 2017.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support	4399				306-65
$51,414.96	Measure G: TGDS	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP9999	1.00	306-66

$44,570.75	Measure G: TGDS	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0692	1.00	306-67
$56,000.00	Measure N	Teacher Leader Professsional Tracks	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.5: Teacher Professional Development for CCSS & NGSS	1120				306-68
$70,000.00	Measure N	Teacher Leader Professsional Tracks	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.5: Teacher Professional Development for CCSS & NGSS	1122				306-69
$3,000.00	Measure N	Substitutes for Teacher Leader Professsional Tracks	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A2.5: Teacher Professional Development for CCSS & NGSS	1150				306-70
$3,000.00	Measure N	Dual Enrollment Textbooks	Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.	A1.1: Pathway Programs	4200				306-71
$2,000.00	Measure N	Dual Enrollment Supply Costs- Arts Course	Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.	A1.1: Pathway Programs	4310				306-72
$361,428.31	Measure N	Allocations to Education, Renewable Energy and Environmental Technology, Computer Science & Tech, and Visual and Performing Arts Pathways	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	4399				306-73

$100,000.00	Measure N	Computer Equipment	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	4420				306-74
$2,000.00	Measure N	Peralta Payment for Underenrollment	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs	5300				306-75
$65,000.00	Measure N	Pathway Coach	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A1.1: Pathway Programs	5708				306-76
$99,164.00	Measure N	Counselor: Dual Enrollment/Testing Coordinator	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.1: Pathway Programs	5732				306-77
$36,000.00	Measure N	2 additional Mental Health Interns to support a positive climate at Skyline.	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices to benefit all students, but especially students in transition, including foster and homeless youth.	A5.2: Health and Wellness (Mental & Physical Health)	5739				306-78
$225,000.00	Measure N	Contracts to be used for: Latino Men and Boys Scholar Success Team Coordinator Work Base Learning Coordinator Teacher Professsional Learning (SEL--Engaging Schools) Dual Enrollment/Testing Coordinator Care Manager's Consulting Strategy	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices to benefit all students, but especially students in transition, including foster and homeless youth.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				306-79

$136,215.60	Measure N	Assistant Principal to support building wall-to-wall Pathways	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A1.1: Pathway Programs		10APRH	10APRH9999	1.00	306-80
$85,681.18	Measure N	Behavior Intervention Coordinator	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices to benefit all students, but especially students in transition, including foster and homeless youth.	A1.1: Pathway Programs		C10TSA	C10TSA0217	1.00	306-81
$69,708.91	Measure N	Academic Intervention Coordinator	Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.	A1.1: Pathway Programs		C10TSA	C10TSA0217	1.00	306-82
$17,569.99	Measure N	Academy Director release period for .2 FTE	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		C11TSA	C11TSA0152	0.20	306-83
$24,671.97	Measure N	Academy Director release period for .2 FTE	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		K12TCH	K12TCH2369	0.20	306-84
$22,442.46	Measure N	Academy Director release period for .2 FTE	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		K12TCH	K12TCH0694	0.20	306-85
$17,778.87	Measure N	Academy Director release period for .2 FTE	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		K12TCH	K12TCH2514	0.20	306-86
$15,065.71	Measure N	Academy Director release period for .2 FTE	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		K12TCH	K12TCH1944	0.20	306-87

$35,284.96	Measure N	School Site Business Manager	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A5.1: School Culture & Climate (Safe & Supportive Schools)		SSBMGR	SSBMGR0003	0.30	306-88
$85,752.31	Measure N	Dual Enrollment Coordinator	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		STLWBL	STLWBL0002	1.00	306-89
$16,817.76	Partnership Academy	Academy Director release period for .2 FTE	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.1: Pathway Programs		K12TCH	K12TCH2111	0.20	306-90
$10,000.00	Supplemental Program Investment	Textbooks	Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement	A1.3: A-G Completion	4100				306-91
$6,456.50	Supplemental Program Investment	AAMA Coordinator	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733				306-92
$46,138.60	Supplemental Program Investment	Chemistry and Community Health Teacher	Pathway specific accelerated academic intervention program that will provide students with opportunities to remediate unsuccessful attempts to master grade-level standards for core classes each marking period. Students must earn a D or less in order to be enrolled in an extended hour program.	A1.3: A-G Completion		K12TCH	K12TCH2116	0.62	306-93
$13,586.92	Supplemental Program Investment	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1152	0.20	306-94

$59,573.90	Supplemental Program Investment	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2263	0.80	306-95
$12,857.31	Supplemental Program Investment	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0350	0.20	306-96
$13,192.31	Supplemental Program Investment	Algebra teacher	The master schedule supports increased heterogenous core classes, number of classes students take, students traveling in cohorts and student intervention courses.	A1.3: A-G Completion		K12TCH	K12TCH1061	0.20	306-97
$12,709.45	Supplemental Program Investment	Teacher collaboration that is focused around assessing student work, interim assessments, and constant and consistent grading practices. Additonally, the time is used to explore common and best practices around SEL to incorporate strategies and mindsets into lesson plans that are aligned to standards (NGSS, Common Core, and College and Career Readiness Standards) and graduate profile.	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1386	0.20	306-98
$10,000.00	Title I Basic	Training by an AP that will support for teachers to get trained and teachers need 50 hours or training over time.and collaboration time for teachers.	Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.	A3.4: Teacher Professional Development focused on Literacy	1120				306-99

$38,488.35	Title I Basic	AAMA Coordinator	Skyline teachers will learn research-based strategies that incorporate think time and purposeful social interaction to foster emotional, cognitive, and behavioral engagement. There will also be an emphasis on culturally responsive, trauma informed teaching practices to benefit all students, but especially students in transition, including foster and homeless youth.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733				306-100
$120,478.44	Title I Basic	Instructional Math Coach -- The role will be to focus on the implementation of Common Core State Standards and Social-Emotional Learning Standards	Skyline will work with teacher to integrated CC standards into the instructional core. The Instructional Teacher Leader will support the coaching and curriculum development to support this transition. Math teachers will use guided work periods for 60 students that are 2 or more grade levels below that will be programmed into math intervention with the teacher that is teaching algebra.	A2.1: Implementation of CCSS & NGSS		C12TSA	C12TSA9999	1.00	306-101
$64,768.37	Title I Basic	Staffing for 5 sections of English intervention (1.0FTE) for 9th grade students that are reading multiple grade levels below.	Skyline will incorporate a targeted 9th grade Muti-Tiered Support System (MTSS) to streamline literacy support for students reading 1 or more levels below grade level. Students that are several grade levels behind Engilsh enrichement and support class [Teir 1 Supports and we need to talk about it], we will use LLI for students 3 to 4 levels behind to support those students to get to grade level so that we can get greatest movement. We will create some testing system to strategically test students and to monitor student growth throughout the year on 8 week cycles.	A3.2: Reading Intervention		K12TCH	K12TCH2556	1.00	306-102
$249,733.00	21st Century Learning	After School Programming	Administrative: Instructional: Increase the shared time that teachers have to build integrated curriculum, project based learning and build student support systems. Time to analyze data and reflect and revise practices. Create a shared vision for student achievement (See design feature 1)	A1.6: After School Programs					306-103

Skyline High School Secondary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

STUDENT PLEDGE:
I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and classroom rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

_____

Student Signature

PARENT/GUARDIAN OR FAMILY MEMBER PLEDGE:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school everyday, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House, and Back -to - school night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community - sponsored activities
- Participate in shared decision making with school staff and other families for the benefit of studetns.

- Respect the school, staff, students, and families.

_____

Parent/Guardian or Family Member signatur

TEACHER PLEDGE:
I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate high expectations for every student
- Endeavor the motivate my students to learn
- Teach and involve students in classes that are interesting and challenging
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent - teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support thier child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

_____

Teacher Signature

We make a commitment to work together to carry out this agreement.

Signed on this 7th day of February, 2017

Title I School Parental Involvement Policy   2016 - 2017

Involvement of Parents in the Title I Program
Skyline High School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement
Skyline High School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.

2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

    - The State of California's academic content standards
    - The State of California's student academic achievement standards
    - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    - Academic proficiency levels students are expected to achieve
    - The requirements of the Title 1 Program
    - How to monitor their child's progress
    - How to read and understand transcripts for transcript audits
    - AB 1802 meetings/conferences
    - Implement adopted WASC plan for this year

3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
    - AB 1802 and transcript audits
    - Create a graduation plan for students
    - Parent-student-family conferences for individual students
    - Tips and strategies to be provided for access to parents on the school's website
    - Implement adopted WASC plan for this year
    - Teachers collaborate on instruction and student learning and setting up conferences for students in danger of failing

4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Parent-student-family conferences for individual students
- Tips and strategies to be provided for access to parents on the school's website
- Present and explain to staff the use of Title I during faculty meetings, teacher conferences
- Work collaboratively with Faculty Council to explain the use of Title I money
- All staff members form committees to work on implementing our WASC plan for this year

5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- Monthly SSC meetings
- Monthly PTSA meetings
- Monthly CPAAS meetings
- Provide, discuss, share, explain and review WASC plan with parents so that they are aware of the work to be done and the expectations from staff

6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
- Monthly SSC meeting
- Monthly PTSA meetings
- Monthly CPAAS meetings
- Post meetings and announce meetings 72 hours beforehand via school website, flyers and leaflets
- Work with Parent Liaison Office to help translate into different languages

7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
- Monthly SSC meetings
- Monthly PTSA meetings
- Monthly CPAAS meetings

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
- Regular and predictable schedules of administrators for parent conferences
- Work with clerical staff to set appointments for conferences with parents
- Provide parents information on teachers' conferences and contact information for communication
- Provide parents with email addresses, phone numbers and other contact information on our school's website

Annual Title I Meeting

1) Skyline High School will convene an annual Title I meeting to inform parents of the following:
   - That the school participates in the Title 1 Program
   - How the school implements the Title I Program
   - The requirements of the Title 1 Program
   - The parents' right to be involved
   - The parents' right to participate in the development of the District's Title 1 Plan
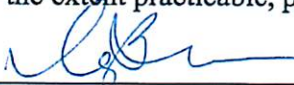
School-Parent Compact

Skyline High School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by our regularly scheduled SSC meetings, posting of meetings at least 72 hours in advance on flyers and school's website.

This policy was adopted by the Skyline High School Site Council on February 7, 2017and will be in effect for the period of June, 2017. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before February 7, 2017. It will be made available to the local community on or before February 7, 2017. The Skyline High School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   __February 7, 2017_____
(principal's signature)   (date)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – High School

School Name: Skyline High School   **School Year:** 2016-2017

Chairperson : Vinnie Blye	**Vice Chairperson:** Rocquel Johnson
Email: Phone:	Email: Phone:
Secretary:	LCAP Parent Advisory Nominee:
Email: Phone:	Email: Phone:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:
Email: Phone:	Email: Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Vinnie Blye		X				
Shane Durkan			X			
Brandon Johnson			X			
Christopher Scheer			X			
Rich Miller			X			
Christian Davis				X		
Rocquel Johnson					X	
Latanya Brown					X	
Lisa Downes					X	
Diamond Greer-Green						X
Lilly Devecchi						X
Lyrik Lazard						X

Meeting Schedule (day/month/time)	

SSC Legal Requirements: (Ed. Code 52852)

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. There must be an equal number of students and parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff

AND

3-Parent/Community
3-Students

Revised 8/22/2016