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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Skyline High School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Skyline High School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Skyline High School



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Skyline High School  
**CDS Code:** 1612590137943  
**Principal:** Rebecca Huang  
**Date of this revision:** 4/16/2024

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

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

<b>Contact:</b> Rebecca Huang	<b>Position:</b> Director
<b>Address:</b> 12250 Skyline Blvd. Oakland, CA 94619	<b>Telephone:</b> 510-482-7109 <b>Email:</b> rebecca.huang@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/16/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** skyline high school

**Site Number:** 306

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                      | <input type="checkbox"/> Additional Targeted Support & Improvement            | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input type="checkbox"/> After School Education & Safety Program (ASES)       | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier            | <input checked="" type="checkbox"/> LCFF Supplemental                         | <input type="checkbox"/>   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** \_\_\_\_\_

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|--|

**Signatures:**

Rebecca Huang \_\_\_\_\_

*Principal*

*Rebecca Huang* \_\_\_\_\_

Signature

4/16/2024

\_\_\_\_\_

Date

Myesha Mebane \_\_\_\_\_

*SSC Chairperson*

*Myesha Mebane* \_\_\_\_\_

Signature

4/18/24

\_\_\_\_\_

Date

Vanessa Sifuentes \_\_\_\_\_

*Network Superintendent*

*VSifuentes* \_\_\_\_\_

Signature

5/10/24

\_\_\_\_\_

Date

Lisa Spielman \_\_\_\_\_

*Director, Strategic Resource Planning*

*Lisa Spielman* \_\_\_\_\_

Signature

5/10/24

\_\_\_\_\_

Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/12/2023	SSC	Shared rationale and overview of site plan and SSC's role therein.
11/13/2023	SELLs	Shared rationale and overview of site plan and SELLs role therein.
12/14/2023	Professional Development Team	Conducted work session to flesh out teacher, leadership, and organization practices aligned school goals. Gathered feedback on goals and strategies.
2/6/2024	SSC	Convened feedback session with SSC on Title I Expenditure Assessment. Reviewed overall SPSA budget: Determined and approved SPSA Title I expenditures for 2024-25. Determine and approve SPSA Title I (parent) and Title IV expenditures for 2023-2024
2/6/2024	SELLs	Convened feedback session with SSC on Title I Expenditure Assessment. Reviewed overall SPSA budget: Determined and approved SPSA Title I expenditures for 2024-25. Determine and approve SPSA Title I (parent) and Title IV expenditures for 2023-2024
2/13/2024	CCC/CSM	Conducted focus group on SPSA sections related to college and career readiness and MTSS planning with College and Career Coordinator and Community School Manager.
2/27/2024	Instructional Leadership Team	Shared rationale and overview of site plan. Conducted committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment Section. Then a working session for committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment section and theory of action/strategic actions in Part II: Annual Review and Update and Part III: Strategies and Actions sections.
3/19/2024	SSC	Approve and finalize SPSA.
3/20/2024	SELLs	Approve and finalize SPSA.

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

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$418,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$203,641.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,511,456.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$381,600	LCFF Discretionary (General Purpose Discretionary #0000)	\$113,440
Title I, Part A Parent & Family Engagement (Title I #3010)	\$10,600	LCFF Supplemental (LCFF Supplemental #0002)	\$717,525
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$26,500	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$203,641	California Community Schools Partnership Program (CCSPP #6332)	\$577,185
		Proposition 28 (Arts & Music in Schools) (#6770)	\$263,765
		Measure H (Measure H #9339 )	\$1,217,200
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$622,341</b>		<b>\$2,889,115</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$3,511,456.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School Name: Skyline High School**

**School ID: 306**

**CDS Code: 1612590137943**

**SSC Approval Date: 4/16/2024**

**Board Approval Date: 8/14/2024**

**School Mission and Vision**

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

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: low performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.0%	25.5%	38.9%	1.3%	12.3%	17.9%	75.2%	14.9%	9.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.0%	7.4%	10.1%	1.5%	0.4%	1.0%	72.8%	2.7%	81.7%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By June 2025, students will demonstrate increased literacy and math proficiency as measured by:  Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
<b>Identified School Need:</b>	increase on-track rates, increase college readiness, decrease D/F rates, increase ELA and Math distance from standard. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-50.0	not available until fall 2024	not available until fall 2025	-30.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	9.1%	not available until fall 2024	not available until fall 2025	20.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-125.0	not available until fall 2024	not available until fall 2025	-100.0
California Science Test (CAST) Standard Met or Exceeded	All Students	25.9%	not available until fall 2024	not available until fall 2025	50.0%



Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	85.1%	not available until fall 2024	not available until fall 2025	94.0%
On Track to Graduate: 9th Grade	All Students	54.6%	not available until fall 2024	not available until fall 2025	70.0%
On Track to Graduate: 11th Grade	All Students	56.8%	not available until fall 2024	not available until fall 2025	75.0%
A-G Completion	All Students	63.8%	not available until fall 2024	not available until fall 2025	75.0%
College/Career Readiness	All Students	43.9%	not available until fall 2024	not available until fall 2025	70.0%

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

<b>School Goal:</b>	By May of 2025 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).
<b>Identified School Need:</b>	Improve academic and SEL support for African American and Latinx students to decrease truancy and discipline; Increase on-track rate of students in 10th and 11th grades (African American; Latinx; Newcomer students; increase exposure of internship and career readiness opportunities; improve parent partnership

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-134.2	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	African American Students	-110.5	not available until fall 2024	not available until fall 2025	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	18.8%	not available until fall 2024	not available until fall 2025	10.0%
SBAC Math Distance from Standard Met	Special Education Students	-212.3	not available until fall 2024	not available until fall 2025	-100.0

SBAC Math Distance from Standard Met	African American Students	-202.6	not available until fall 2024	not available until fall 2025	-100.0
<b>Reclassification Measures &amp; Targets</b> <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	14.7%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	18.0%	not available until fall 2024	not available until fall 2025	30.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	We will increase satisfactory attendance from 47% 2023-24 to 67% by May of 2025 as measured through period attendance (on-time vs tardy) and daily attendance data.				
<b>Identified School Need:</b>	reduce chronic, moderate and at-risk absenteeism, monitor and communicate progress of safety campus security improvements and procedures, increase input and communication among all stakeholders, increase number of positive activities and incentives program				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <i>*2021-22 baseline data</i>	All Students		not available until fall 2024	not available until fall 2025	95.0%
Out-of-School Suspensions	All Students	6.1%	not available until fall 2024	not available until fall 2025	3.0%
Out-of-School Suspensions	African American Students	13.7%	not available until fall 2024	not available until fall 2025	6.0%
Out-of-School Suspensions	Special Education Students	11.2%	not available until fall 2024	not available until fall 2025	6.0%
Chronic Absenteeism	All Students	67.3%	not available until fall 2024	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	73.6%	not available until fall 2024	not available until fall 2025	45.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	All staff will demonstrate growth of one column within the OETF framework for their professional goal by May of 2025 as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.				
<b>Identified School Need:</b>	Build teacher, teacher leader, school leader capacity with mentorship, teambuilding, accountability, promoting a healthy and positive community of practice that honors diversity, openmindedness, integrity, and equity.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	77.7%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</i></p>	<ul style="list-style-type: none"> <li>- <i>While slight, there has been a continued reduction in distance from standards in state testing data.</i></li> <li>- <i>College and Career Center routinely and stratigically educating students around A-G requirements; increasing number of students participaitng in TRio program cohorts</i></li> <li>- <i>Counselors routinely auditing transcripts; counseling students and creating academic action plans with individual students (alternative educaiton discussions); counselors are building student schedules with A-G needs as a priority; counseling team enrolls students into summer school based on priority needs.</i></li> <li>- <i>Grade Boost has been a successful credit recovery oppportunity for students; APEX is available as well</i></li> </ul>

<p>LCAP Goal 2:</p>	<p><i>By May of 2025 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).</i></p>	<ul style="list-style-type: none"> <li>- <i>PLC Student Intervention Protocol: our PLC daily collaboration structures consists of a weekly student intervention talk protocol that allows teachers, case managers, counselors and administrators to monitor student performance and intervene on behavioral and academic concerns as a team.</i></li> <li>- <i>Grade Boost has been a successful credit recovery opportunity for students compared to APEX</i></li> <li>- <i>Affinity programs, AAMA/AAFE, provides case management for a small percentage of our AA student population</i></li> <li>- <i>280 COST Referrals thus far in the 2023-24, roughly 40% of these referrals were for African American students; 35 referrals of which related to academics and attendance.</i></li> <li>- <i>College and Career Center routinely and stratigically educating students around A-G requirements; increasing number of students participaitng in TRio program cohorts</i></li> <li>- <i>Counselors routinely auditing transcripts; counseling students and creating academic action plans with individual students (alternative educaiton discussions); counselors are building student schedules with A-G needs as a priority.</i></li> <li>- <i>Internship and Work Based Learning Opportunities are available to students in all pathways.</i></li> </ul>
<p>LCAP Goal 3:</p>	<p><i>We will increase satisfactory attendance from 47% 2023-24 to 67% by May of 2025 as measured through period attendance (on-time vs tardy) and daily attendance data.</i></p>	<ul style="list-style-type: none"> <li>- <i>Established an attendance review team consisting of teachers, case managers, administrators and central office staff. Team is regularly running attendance reports to address unsatisfactory attendant students; implementing SART/SARB process and putting students on behavioral/academic contracts; engaging with families and holding family sessions pertaining to attendance and its correlation to academic success; implementing tardy sweeps as a conditioning tool.</i></li> <li>- <i>PBIS Team implementing incentive awards (Titan Way Award—puts points on student IDs that can be redeemed for snacks/swag/etc) for period attendance improvement (Attendance Ambassadors); case managers monitoring and nominating students from their caseloads as well as teachers nominating through PLC collaborations: each PLC nominates an exemplar student and a tier2/3 student; implemented weekly.</i></li> <li>- <i>Heavy promotion (school website/school communications, daily announcements, flyering on campus) of the STPP (Student Transit Pass Program) has alleviated an economic barrier for many of our low-income students in making it to school.</i></li> <li>- <i>Over the course of two years we have increased our daily teacher attendance submission from ~low-80% to maintaining a daily level of ~98-99% attendance submitted.</i></li> </ul>

LCAP Goal 4:	All staff will demonstrate growth of one column within the OETF framework for their professional goal by May of 2025 as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.	<ul style="list-style-type: none"> <li>- Utilized Professional Development time (Whole site and Department) to inform and educate staff around the OETF Framework, SMARTe goal creation, and evaluation cycle.</li> <li>- ILT supporting department chairs and pathway directors on continued focus and development on OETF 3.A as a school site; majority of teachers crafted a professional goal in line with OETF3A; Learning Walks being conducted with focus on OETF3A.</li> <li>- Administrative team works with New Teacher Center to ensure all probationary/temporary staff are connected with a 1:1 coach. As much as possible, we try to pair teachers with an on-site coach.</li> </ul>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<p>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</p>	<ul style="list-style-type: none"> <li>- Need to improve our ability to offer credit-recovery opportunities built within the school day; APEX pass rates are low</li> <li>- While grade boost has proven more successful than APEX, the number of students we can reach are low and 2023-24 is our final year of having funding for this program.</li> <li>- Counseling team intend to target supports and interventions for African American and Latinx students by visiting Affinity Group classrooms and Newcomer SEIS classrooms.</li> <li>- PLC teams need to improve efforts around academic interventions for students showing early signs of being off-track (D/Fs in first marking periods of semesters)</li> </ul>

<p>LCAP Goal 2:</p>	<p><i>By May of 2025 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).</i></p>	<ul style="list-style-type: none"> <li>- <i>PLC Student Intervention Protocol: while we are providing numerous behavioral interventions, we need to improve as a site at implementing Tier 2/Tier 3 academic interventions for students.</i></li> <li>- <i>Counseling team intends to provide more targeted supports for African American students within pathways at the 10th grade level.</i></li> <li>- <i>Need more successful credit-recovery opportunities available to students within the school day.</i></li> <li>- <i>Targeted after-school tutoring needs to be meaningful to students, however transportation home from our campus afterhours is challenging for majority of families.</i></li> <li>- <i>College and Career Center needs to target cohort recruitment of African American students in the 9th grade. (awaiting data from CCC to put a target increase goal)</i></li> <li>- <i>Targeted recruitment of African American students to participate in Internships and Work Based Learning Opportunities within their first year of their pathway experience.</i></li> <li>- <i>Continue to work towards improving our reclassification rates of ELLs by investing in ELLs teacher and teacher training and collaboration with ELMA office and other teachers of ELLs, including Senior Capstone collaboration</i></li> <li>- <i>Continue to work towards improving experiences for Newcomers by investing in Newcomer teachers, newcomer teacher training and collaboration with ELMA office and other teachers of newcomers, including Senior Capstone collaboration and other projects that promote language fluency and content knowledge for one of our fastest growing populations</i></li> <li>- <i>Provide targeted support to 9th grade students with lower reading skills</i></li> <li>- <i>Provide literacy teaching support and 1:1 coaching for teachers across disciplines as well as school-wide PD</i></li> <li>- <i>Provide Spanish speaking families attendance and front office support</i></li> <li>- <i>Provide 1:1 Case Manager to each of our four 10-12 Pathway/9th grade Houses; for well-rounded supports in conflict mediation, social-emotional learning, organization, motivation, addressing low attendance</i></li> <li>- <i>Provide direct student and family social work support to Newcomers</i></li> <li>- <i>increase parent engagement events (student recruitment, community building, PTSA and PTSA diversification efforts, college planning and application workshops, graduation requirement workshops, attendance/truancy meetings) with childcare, translation, refreshments, participation among Case Managers and teachers for these evening events (using Title I - Parent Funds). Title I funding will be utilized to support various FTE positions aimed at enhancing student impact within this goal. These positions include 1 ELD Teacher with a total FTE of .40, 3 Newcomer Teachers with a total FTE of .85, 1 TSA with a total FTE of .40, 1 Attendance Specialist with a total FTE of 1.0, 1 Case Manager with a total FTE of .35, and 1 Social Worker with a total FTE of .50. Additionally, during Fall 2024, the SSC will vote on the allocation of Unallocated Title I funding.</i></li> </ul>
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<p><b>LCAP Goal 3:</b></p>	<p><i>We will increase satisfactory attendance from 47% 2023-24 to 67% by May of 2025 as measured through period attendance (on-time vs tardy) and daily attendance data.</i></p>	<ul style="list-style-type: none"> <li>- <i>Tardies are an issue on our campus, however attendance period data does not reflect this reality; as a site we need to improve accuracy of attendance taking in order to meaningfully monitor progress and evaluate efforts.</i></li> <li>- <i>More systems can be implemented within individual classrooms to reduce tardies; instructional practices, PBIS systems, etc.</i></li> <li>- <i>Provide more attendance data trainings so that the efforts of attendance review team can have systems and structures implemented within PLC communities.</i></li> <li>- <i>We need to make efforts to meet families within their communities to provide trainings around systems that track student data: i.e. Aeries; create partnerships with families to improve connection to school site and student attendance.</i></li> <li>- <i>Some students rely on personal transit to campus but lack required documentation to legally park on campus.</i></li> <li>- <i>Some low-income students are required to work in order to support their families; this negatively impacts their attendance to school</i></li> </ul>
<p><b>LCAP Goal 4:</b></p>	<p><i>All staff will demonstrate growth of one column within the OETF framework for their professional goal by May of 2025 as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.</i></p>	<ul style="list-style-type: none"> <li>- <i>Administrative team needs to improve follow through with completion of evaluation cycles.</i></li> <li>- <i>PLC Daily Collaboration space does provide time and space for instructional focus, however it is not intentionally connected to or grounded in teacher's professional OETF goals.</i></li> <li>- <i>Need to consistently engage with personal OETF professional goals in each space: whole site, department, PLC, etc. We have received positive feedback from spotlighting teacher practice within our whole site PD, if we can ground this spotlight within a teacher's personal growth journey it would assist in putting OETF and personal goals at the forefront of our work.</i></li> <li>- <i>ILT/PD Planning Team ensure that there is space and time devoted to contextualizing Professional Growth goals within PLC efforts/actions as well as protecting time for monitoring of progress and reflection of the process.</i></li> </ul>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Skyline High School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

School goals remain focused on building capacity of teacher leaders, increasing 1:1 teacher coaching for beginning teachers or teachers who express desire for structured collegial support, promoted open classroom doors and a culture of professional learning amongst colleagues, promoted open communication amongst all stakeholders with listening sessions for input on school-wide issues and concerns and formation of positive incentives committee to review and approve positive culture building projects. We held two successful large-scale Learning Walks where teacher leaders and district curriculum support staff gathered data and reflected on key pieces of the OETF framework that the PD planning team could then use to inform next steps in whole site PD. Census Day enrollment was 38 students under projected enrollment and we were forced to cut 2 FTE. We managed to avoid cut any existing teaching staff; however, around 75 student schedules were impacted and two teaching schedules. In order to increase campus supervision the district assigned 7 Climate Keeper positions to Syline.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Period absences and tardies, as well as chronic absences are being addressed using Tier 1, 2, and 3 strategies by our Attendance Team. There is a generally more attention being paid to attendance by the school, students, and parents with SART and SARB meetings, evening large group parent meetings, Tardy Sweeps, and attendance improvement incentives based upon weekly attendance improvement data. We are starting to see gains in chronic absenteeism, period attendance, and tardies. Supervision team is larger, esp with the addition of Credible Messengers team. Positive impact on Case Managers and Admin able to support supervision rather than having to put aside regular duties in lieu of supervision issues as we were previously. Whole Supervision Team convenes periodically to improve effectiveness of campus supervision and safety. Feedback from site and district staff, and students and families indicate a calmer and more positive school atmosphere. Our AAMA instructor never onboarded fully and was released from coaching / Athletic Director duties in November. After going through the hiring process for new AAMA instructor, our new AAMA teacher began in Mar 2024. The strategy to better align our AAMA program with school-wide case management was therefore halted and we plan to prioritize this strategy moving forward into next year.



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

Increasing efforts and opportunity with credit recovery during the school year (24-25 budget). Increase community engagement with more stakeholder listening and feedback sessions (Community Schools Plan). Increase diversity of PTSA and SSC. Make staffing consolidations where needed, maximizing class sizes for more effective use of school funds (24-25 budget). Increase efforts to communicate and share student learning experiences with wider community via social media, improved website, newsletters to promote school and increase enrollment (enrollment plan). Increase student leadership via House and Pathway structure, and ensure diverse representation of student leaders.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
ET/OT	Chronic Absenteeism	classified staff such as Case Managers and attendance specialists attend periodic attendance meetings for families of students with excessive absences outside of school hours and making evening phone calls related to attendance improvement, school engagement, enrollment	working; much more active Attendance Team than previous year. About 200 families invited to evening attendance meetings, case managers and attendance specialists were able to connect individually with families in attendance helping them to clear absences, understand absence procedures, begin student academic contract, complete SART.	Would like to continue, this is one aspect of larger attendance actions and beneficial to speak to many families at one time to review attendance procedure, connection between attendance and graduation requirements and college and community readiness
Teacher, Structured English Immersion	LTEL Reclassification	ELD Teacher: This teacher works on critical listening, speaking, reading, writing, comprehension, and English language fluency.	Students benefit by having an experienced teacher who creates a safe space where the focus is language development	continue because this is a critical teacher for our ELLs and their focused Eng language development
Teacher, Structured English Immersion	ELL Reclassification	Newcomer Teacher	newcomer cohort has expanded; dedicated newcomer teachers have been essential part of newcomer program and for creating a sense of belonging and identity for newcomer students	continue; essential service for our newcomer students, to promote their language development

Teacher, Structured English Immersion	ELL Reclassification	Newcomer Teacher	newcomer cohort has expanded; dedicated newcomer teachers have been essential part of newcomer program and for creating a sense of belonging and identity for newcomer students	continue; essential service for our newcomer students, to promote their language development
Teacher, Structured English Immersion	ELL Reclassification	Newcomer Teacher	newcomer cohort has expanded; dedicated newcomer teachers have been essential part of newcomer program and for creating a sense of belonging and identity for newcomer students	continue; essential service for our newcomer students, to promote their language development
Teacher, Structured English Immersion	A-G Completion	partially funded Biology teach	required class for all 9th graders	continue; essential service for our newcomer students, to promote their language development
Social Worker	Student Connectedness to School	designated for newcomer students	newcomer cohort has expanded; dedicated newcomer teachers have been essential part of newcomer program and for creating a sense of belonging and identity for newcomer students	continue; essential service for our newcomer students, to provide student and family support to navigate school, the district, all-around needs during difficult transition to new environment
Case Manager	Student Connectedness to School	serve designated cohort of 9th grade and 10-12 pathway students; implement SEL supports, behavioral, motivational, attendance supports	Case Managers get to know students well and our structured system of support allows us to increase effective management of conflict using restorative justice and trauma informed practices	continue; we have seen improvements in areas such as engagement in school, positive culture building, sense of community and belonging, improvement in chronic absenteeism, beginning to see improvements in period absences and tardies
Supplies	College/Career Readiness	school supplies particularly for focal groups that express need for lacking school supplies such as paper, pens, notebooks, rulers, glue, binders	necessary component of trauma-informed practices and enabling conditions for engagement	continue; necessary component of trauma-informed practices and enabling conditions for engagement

Positive School Culture Enhancement/ School climate interventions focus on SEL	Student Connectedness to School	positive culture building program informed by stakeholder input, a committee comprised of stakeholders reviews and approves proposals that aim to enhance positive culture	began this program 2nd semester; seeing energy around incentives for attendance improvements, Titan awards incentives, and positive culture building proposals	continue; we have seen improvements in areas such as engagement in school, positive culture building, sense of community and belonging, improvement in chronic absenteeism, beginning to see improvements in period absences and tardies
12-Month Classroom Teacher on Special Assignment (TSA)	Staff Participation in Foundational Professional Learning	teaches 1 section of APHUG, co plan and lead ILT as well as whole staff PD, 1:1 coach for 4-5 individual beginning teachers with a focus on Humanities subjects	working well, PD planning committee that oversaw whole site, ILT, 9th Grade Atlas Houses and supports department PD, provides 1:1 coaching for 4-6 teachers	reduce to 11-month TSA to align with other TSAs in district and administration
Transportation for Field trips	College/Career Readiness	This pays for college and industry trips for focal student groups such as newcomer, that have no other funding source	working well; necessary to promote college going culture and generates excitement for career & college planning, introduces students to college options and career professionals in variety of industry sectors	continue; necessary to serve cohorts of students that do not have a designated source of funding as pathways do, such as newcomer and 9th grade
Chrome Books & Cart	College/Career Readiness	Investing in technology will facilitate equitable access, particularly during periods when students and families require flexible engagement options. Additionally, the integration of new technology will support college and career exploration for students, broadening their horizons and opportunities for future success	necessary component of enabling conditions for student engagement, connectedness	continue; allow for technology to serve parent college and financial aid workshops, state testing, Advanced Placement testing, Dual Enrollment

Hardware for Classroom - Promethean Boards for Newcomer & 9th grade classes	College/Career Readiness	Investing in technology will facilitate equitable access and will support college and career exploration for students; interactivity will increase engagement for students	necessary component of enabling conditions for student engagement, connectedness	continue; upgrade classroom technology across campus as funding allows, beginning with focal groups that do not have other direct source of funding, for effective teaching
Instructional Supplies (for use in classroom & foster/homeless youth school supplies)	College/Career Readiness	we set up bundles of basic school supplies for newcomer, foster, and homeless-designated students. Includes backpacks, notebooks, pens, paper, glue, dividers, and other basic necessary supplies	We have given all of our supplies away early on this year. We still get students coming to the main office for supplies. Lack of supplies is a barrier to success as they are unable to get organized and are unable to focus on the work until they have full supplies.	We will continue to purchase school supplies for these groups.

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<b>School:</b> Skyline High School		<b>SCHOOL ID:</b> 306		
<b>3: SCHOOL STRATEGIES &amp; ACTIONS</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By June 2025, students will demonstrate increased literacy and math proficiency as measured by:  Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.		
<b>Identified Need:</b>		increase on-track rates, increase college readiness, decrease D/F rates, increase ELA and Math distance from standard. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>

1-1	<p>Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)</p>	All Students	Academic	Tier 1 - Universal
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1-2	Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports. Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, Case Manager, Pathway Coach and Instructional Coach) to ensure that every student receives designated and personalized supports. Fund and support school collaboration structure that allocates time for both Atlas House and All-Atlas collaboration, create a master schedule that cohorts atlas houses into "small learning communities," allowing for more personalized student support during this critical transition year. School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas that reflect student personalized supports (interventions and/or enrichment opportunities); growth in student achievement and engagement data (especially for subgroup target student populations). Cohorted atlas houses; scheduled weekly collaboration for both house and department teams PLC and PD agendas that reflect school priorities; continued partnership with BTSC Core District to support implementation of strategies to target growth in student achievement and engagement data (with emphasis on 9th grade on-track to graduate data), etc. Continue to refine our Summer Bridge program which targets at-risk of graduating students in the summer transition to high school.	All Students	Academic	Tier 2 - Supplemental
1-3	Partner with dedicated counseling staff and College and Career Center staff to provide strategic and timely support to students regarding their future college and career goals. Continue to fund and support an on-site College and Career Center, staffed with a College and Career coordinator, TRiO, DCAC UC Berkeley and EAOP partners, etc. CBO partners will be asked to either recruit by pathway, or using intervention data. Supporting evidence will include student support logs, increased college application and FAFSA completion, increased participation in pathway internships and work-based learning opportunities, college and career lesson plans that start as early as 9th grade, growth in student achievement and engagement data (especially for subgroup target student populations), etc.	All Students	Academic	Tier 1 - Universal

1-4	Encouraging students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations. Teachers of these courses implement culturally relevant conditions and instructional practices in order to engage students from diverse backgrounds and experiences. Create a master schedule with ample opportunities for students to enroll in dual enrollment during the school day and AP courses that both interest and challenge them, work with counselors and teachers to recruit and encourage equitable participation. Course request presentations are presented multiple times to students within their classes by their counselor and within those presentations students are encouraged to enroll in AP courses, dual enrollment course in addition to programs that specifically support minority students. School counselors also schedule individual conferences and transcript audits with students to graduation status course opportunities and academic pathway.	All Students	Academic	Tier 1 - Universal
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2025 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).			
<b>Identified Need:</b>	Improve academic and SEL support for African American and Latinx students to decrease truancy and discipline; Increase on-track rate of students in 10th and 11th grades (African American; Latinx; Newcomer students; increase exposure of internship and career readiness opportunities; improve parent partnership			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>



2-1	<p>By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity. All students are being supported through inclusive academic instruction features: professional planning (ILT/PD Planning Team) and professional learning (whole site/PLCs) integrates culturally relevant and responsive teaching practices, as well as asset based pedagogies at the forefront of staff development and instructional collaboration; supporting literacy development across content; content standard alignment; assessing student performance and responding with appropriate evidence-based instructional practices. PLC Collaboration utilizes Student Intervention talk protocol to implement referrals and supports for students in need of social, emotional, academic supports. Facilitation of COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Mazximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an contunued use of sagfe space in various office spaces and rooms in main office for students ecpერიencing trauma, high stress, or anxiety.</p>	All Students	Behavioral	Tier 2 - Supplemental
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2-2	<p>Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed.</p> <p>Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.</p>	All Students	Behavioral	Tier 2 - Supplemental
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2-3	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	All Students	Behavioral	Tier 1 - Universal
2-4	Counseling Team conducts transcripts audits of these student subgroups and intervene with Academic Action plans; Master Scheduling Team makes efforts to build more in school credit recovery opportunities for students off-track to graduate; aim to shift staff culture toward school aligned mastery based grading system that allows for Grade Boost Recovery; earlier intervention of alternative education conversations with students off-track to graduation.	All Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>	We will increase satisfactory attendance from 47% 2023-24 to 67% by May of 2025 as measured through period attendance (on-time vs tardy) and daily attendance data.			
<b>Identified Need:</b>	reduce chronic, moderate and at-risk absenteeism, monitor and communicate progress of safety campus security improvements and procedures, increase input and communication among all stakeholders, increase number of positive activities and incentives program			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>

3-1	Classroom teachers adopting incentive program practices and routines as a means to increase positive period attendance (i.e. Titan Way Awards; Positive Attendance Points), as well as utilizing evidence-based instructional practices and routines that increase student engagement in the opening of classes (i.e. Warm Up/Do Nows; SEL/Peer-to-Peer Check-Ins; etc.) Teachers present during transition time and greeting all students at the door as they enter the classroom.	All Students	Behavioral	Tier 1 - Universal
3-2	Routine attendance team meetings with focus on SART and SARB completion; Attendance Review Team collects and reviews attendance data and holds family engagement sessions related to attendance; Case Managers conduct SART outreach and meetings with students on their caseloads; Community Schools Manager handles SARB paperwork and hearings with families and SARB Board. Once per marking period evening attendance meetings for students with significant absences, increase parent understanding of absence procedure, importance of attendance, connection to graduation and A-G completion, opportunity to clear valid absences	All Students	Behavioral	Tier 2 - Supplemental
3-3	Utilizing MTSS framework to incentivize positive attendance: Implementation of incentives program where students utilized positive behavioral points on student ID card to "purchase" incentives such as food, non food items like phone chargers, school swag, school supplies	All Students	Behavioral	Tier 1 - Universal
3-4	Hold regular stakeholder listening sessions for input and idea sharing on how to most effectively use community schools grant (parent sessions, student sessions, and staff sessions)	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Continue to host variety of family engagement events: ie Grade Level, Pathway Themed, College Career Center, etc. that share relevant information about student programs and services available to students and families at Skyline in an effort to become college and career ready.	All Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>	All staff will demonstrate growth of one column within the OETF framework for their professional goal by May of 2025 as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.
<b>Identified Need:</b>	Build teacher, teacher leader, school leader capacity with mentorship, teambuilding, accountability, promoting a healthy and positive community of practice that honors diversity, openmindedness, integrity, and equity.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Aligning evidence-based effective practices and structures within all classrooms so that students can easily navigate their academic experience. The sharing of effective practices amongst staff (whether in whole site PD, or in daily collaboration PLCs) helps support the alignment of these practices across classrooms. Beyond instructional practices and routines, aligning grading practices further support students' ability to easily navigate one class to the next.	All Students	Behavioral	Tier 1 - Universal
4-2	Ensuring all staff is knowledgeable of the OETF Framework, have all resources available to them to support the creation of meaningful professional outcome and student outcome goals. Provide opportunities within PD and PLC Collaboration spaces to monitor and reflect on their progress. Provide time and support in adjusting their planning based on their reflection; provide opportunity for teachers to engage in peer observation process.	All Students	Academic	Tier 1 - Universal
4-3	ILT and our PD Framework (whole site, department, PLC) regularly monitors and assesses individual and site progress within the OETF Framework through data collection (assessments, peer observations, learning walks) and analysis. Planning teams utilize this data to inform and shape the ongoing learning focus and experience of staff. Grounding the schools literacy focus within the OETF framework so that PLC efforts support the development of effective teaching practices.	All Students	Academic	Tier 1 - Universal
4-4	Ensure that all teachers have access to instructional coaching, all probationary teachers engage in 1:1 coaching cycles, and administrative team conducts evaluation cycles. In addition to coaching, all staff engages in peer observations and schoolwide learning walks. Staff regularly collects, analyzes and discusses data collected from common assessments, peer observations, learning walks, student experience surveys, etc.	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [Instructions & resources](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Targeted outreach for internships and work based learning opportunities as well as increased enrollment in College Access Programs. PLC Student Intervention Talks focus on AA students and monitor academic progress in classes and provide academic intervention as needed (differentiated instruction; after school tutoring; etc.)	African American	Academic	Tier 1 - Universal
5-2	Plan and implement family engagement strategies to align student, school, and family goals and needs: A-G and Graduation Requirement Information; Support Services available to students and families; Attendance and Academic Support plans; Input on School Policies and Conditions; etc. Increase enrollment of AAMA and improve integration of case management outside of the classroom (i.e. in Pathway PLCs, Departments, COST, etc.)	African American	Behavioral	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [\*Stages of ELD Implementation Self-Assessment\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Continue to partner with ELLMA in order to provide targeted professional development within our daily collaboration, as well as whole site PD, and spotlight effective instructional practices of our existing ELD and Newcomer teachers around best practices for supporting language acquisition of Newcomer and LTEL students in all content areas. Improve Newcomer programming and connection to Pathways through guidance from ELLMA with MST design, teacher assignment, and student scheduling.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Conduct data gathering and analysis protocols (student shadowing, student needs, focus groups, surveys, parent groups) and determine actions to support greater student and family connection to school.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$480	LCFF Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	306-1
5300 - Dues & Memberships	\$2,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-2

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5720 - Interpgm - Maint Work Orders	\$3,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-3
1120 - Teachers Salaries Stipends	\$3,996	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Utilizing MTSS framework to incentivize positive attendance: Implementation of incentives program where students utilized positive behavioral points on student ID card to "purchase" incentives such as food, non food items like phone chargers, school swag, school supplies	306-4



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$10,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)		306-5

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$14,594	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)		306-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$60,000	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Routine attendance team meetings with focus on SART and SARB completion; Attendance Review Team collects and reviews attendance data and holds family engagement sessions related to attendance; Case Managers conduct SART outreach and meetings with students on their caseloads; Community Schools Manager handles SARB paperwork and hearings with families and SARB Board. Once per marking period evening attendance meetings for students with significant absences, increase parent understanding of absence procedure, importance of attendance, connection to graduation and A-G completion, opportunity to clear valid absences	306-7

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2225 - Classsuppt Salaries Overtime	\$2,500	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-8

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Administrative Assist II Bil	\$54,280	Measure H	2405	Clerical Salaries	7824	Administrative Assistant II, Bilingual	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-9

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$4,616	LCFF Supplemental	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.05	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-10

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5220 - Conference Expense	\$5,000	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$8,095	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)		306-12



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justive conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and suport additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-13

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
PE Attendant	\$51,442	LCFF Supplemental	2205	Classified Support Salaries	New	PE Attendant	1.00	Goal 1: All students graduate college, career, and community ready.		Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Administrative Assist II Bil	\$33,925	LCFF Discretionary	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-15

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Administrative Assist II Bil	\$47,495	LCFF Supplemental	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-16

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$89,931	LCFF Supplemental	1105	Certificated Teachers' Salaries	3779	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-17
Teacher Structured Eng Immersn	\$91,700	LCFF Supplemental	1105	Certificated Teachers' Salaries	2445	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		ILT and our PD Framework (whole site, department, PLC) regularly monitors and assesses individual and site progress within the OETF Framework through data collection (assessments, peer observations, learning walks) and analysis. Planning teams utilize this data to inform and shape the ongoing learning focus and experience of staff. Grounding the schools literacy focus within the OETF framework so that PLC efforts support the development of effective teaching practices.	306-18

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Department Head	\$92,094	LCFF Supplemental	1105	Certificated Teachers' Salaries	3055	Teacher, Department Head	1.00	Goal 1: All students graduate college, career, and community ready.		n/a	306-19
4399 - Unallocated	\$280,727	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	ELL Reclassification	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-20

PROPOSED 2024-25 SCHOOL SITE BUDGET

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School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Social Worker	\$11,998	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	9501	Social Worker	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-21

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Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$21,187	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3538	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-22
Teacher Structured Eng Immersn	\$27,831	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3023	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	n/a		306-23



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$29,101	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies. Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-24

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 24	\$37,431	Title I, Part A Schoolwide Program	2405	Clerical Salaries	8335	Case Manager	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-25

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Social Worker	\$41,123	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	9501	Social Worker	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-26
Teacher Structured Eng Immersn	\$41,544	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3833	Teacher, Structured English Immersion	0.45	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Ensuring all staff is knowledgeable of the OETF Framework, have all resources available to them to support the creation of meaningful professional outcome and student outcome goals. Provide opportunities within PD and PLC Collaboration spaces to monitor and reflect on their progress. Provide time and support in adjusting their planning based on their reflection; provide opportunity for teachers to engage in peer observation process.	306-27

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 11Mos	\$53,662	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$58,752	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	101	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Routine attendance team meetings with focus on SART and SARB completion; Attendance Review Team collects and reviews attendance data and holds family engagement sessions related to attendance; Case Managers conduct SART outreach and meetings with students on their caseloads; Community Schools Manager handles SARB paperwork and hearings with families and SARB Board. Once per marking period evening attendance meetings for students with significant absences, increase parent understanding of absence procedure, importance of attendance, connection to graduation and A-G completion, opportunity to clear valid absences	306-29
Attendance Specialist	\$58,970	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	6443	Attendance Specialist	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-30

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Refreshments	\$1,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Routine attendance team meetings with focus on SART and SARB completion; Attendance Review Team collects and reviews attendance data and holds family engagement sessions related to attendance; Case Managers conduct SART outreach and meetings with students on their caseloads; Community Schools Manager handles SARB paperwork and hearings with families and SARB Board. Once per marking period evening attendance meetings for students with significant absences, increase parent understanding of absence procedure, importance of attendance, connection to graduation and A-G completion, opportunity to clear valid absences	306-31

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2225 - Classsuppt Salaries Overtime	\$3,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-32
Substitutes	\$5,600	Title I, Part A Parent & Family Engagement	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	n/a		306-33

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399-Unallocated	\$111,736	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-34



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$91,905	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	6907	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.		Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-35
Administrative Assistant II	\$109,764	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	1242	Administrative Assistant II	0.85	Goal 1: All students graduate college, career, and community ready.		n/a	306-36
4399 - Unallocated	\$26,500	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a		Ensuring all staff is knowledgeable of the OETF Framework, have all resources available to them to support the creation of meaningful professional outcome and student outcome goals. Provide opportunities within PD and PLC Collaboration spaces to monitor and reflect on their progress. Provide time and support in adjusting their planning based on their reflection; provide opportunity for teachers to engage in peer observation process.	306-37

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5200 - Travel And Conferences	\$15,000	Educator Effectiveness Grant	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity. All students are being supported through inclusive academic instruction features: professional planning (ILT/PD Planning Team) and professional learning (whole site/PLCs) integrates culturally relevant and responsive teaching practices, as well as asset based pedagogies at the forefront of staff development and instructional collaboration; supporting literacy development across content; content standard alignment; assessing student performance and responding with appropriate evidence-based instructional practices. PLC Collaboration utilizes Student Intervention talk protocol to implement referrals and supports for students in need of social, emotional, academic supports. Facilitation of COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-38

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 24	\$121,103	California Community Schools Partnership Program	2405	Clerical Salaries	9252	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Implement referrals and supports for students in need of social, emotional, academic supports; adhere to COST and URF processes; participate in school-wide initiatives regarding trauma-informed practices, attendance improvement strategies. Facilitate COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-39
Program Mgr Community School	\$173,987	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4862	12-Month Community School Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		n/a	306-40
Restorative Justice Facilitator	\$139,018	California Community Schools Partnership Program	2205	Classified Supervisors' and Administrators' Salaries	10386	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		n/a	306-41

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$282,095	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-42
Teacher Structured Eng Immersn	\$32,123	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	876	Teacher, Structured English Immersion	0.29	Goal 1: All students graduate college, career, and community ready.		n/a	306-43

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399-Unallocated	\$48,877	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Plan and implement family engagement strategies to align student, school, and family goals and needs: A-G and Graduation Requirement Information; Support Services available to students and families; Attendance and Academic Support plans; Input on School Policies and Conditions; etc. Increase enrollment of AAMA and improve integration of case management outside of the classroom (i. e. in Pathway PLCs, Departments, COST, etc.)	306-44
7310 - Interprogram Support/costs	\$3,033	California Partnership Academies (CPA)	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-45

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$29,336	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4181	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.		n/a	306-46
4399-Unallocated	\$48,091	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-47

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Unallocated	\$90,130	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	n/a		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-48

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$17,986	LCFF Supplemental	1105	Certificated Teachers' Salaries	8347	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-49
Teacher Structured Eng Immersn	\$30,966	LCFF Supplemental	1105	Certificated Teachers' Salaries	3947	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.		n/a	306-50



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$48,952	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	n/a		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-51

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$122,142	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	9609	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Engage in weekly collaboration to support the transition from creating to refining pathway academy integration in each of the four linked learning pillars: rigorous academics, CTE, work based learning, and personalized supports. Fund and support school structure organization around wall-to-wall pathway academies with dedicated staffing (e.g. Assistant Principal, Pathway Director, Counselor, Case Manager, Pathway Coach and Instructional Coach) to ensure that every student receives designated and personalized supports. Fund and support school collaboration structure that allocates time for both Atlas House and All-Atlas collaboration, create a master schedule that cohorts atlas houses into "small learning communities," allowing for more personalized student support during this critical transition year. School organizational chart aligned by pathway, scheduled weekly collaboration for both pathway academy and department teams; ILT, PLC, and PD agendas that reflect student personalized supports (interventions and/or enrichment opportunities); growth in student achievement and engagement data (especially for subgroup target student populations). Cohorted atlas houses; scheduled weekly collaboration for both house and department teams PLC and PD agendas that reflect school priorities; continued partnership with BTSC Core District to support implementation of strategies to target growth in student achievement and engagement data (with emphasis on 9th grade on-track to graduate data), etc. Continue to refine our Summer Bridge program which targets at-risk of graduating students in the summer transition to high school.	306-52

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$250	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-53

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$1,502	California Partnership Academies (CPA)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-54
Teacher Structured Eng Immersn	\$31,156	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	480	Teacher, Structured English Immersion	0.31	Goal 1: All students graduate college, career, and community ready.		n/a	306-55
4399-Unallocated	\$48,091	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	306-56

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$3,614	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-57

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Asst Principal, High School	\$168,093	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2815	Assistant Principal, High School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-58

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-59
Teacher Structured Eng Immersn	\$28,245	Measure H	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	0.29	Goal 1: All students graduate college, career, and community ready.		Ensuring all staff is knowledgeable of the OETF Framework, have all resources available to them to support the creation of meaningful professional outcome and student outcome goals. Provide opportunities within PD and PLC Collaboration spaces to monitor and reflect on their progress. Provide time and support in adjusting their planning based on their reflection; provide opportunity for teachers to engage in peer observation process.	306-60

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Department Head	\$36,993	Measure H	1105	Certificated Teachers' Salaries	2683	Teacher, Department Head	0.29	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-61



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$37,472	LCFF Supplemental	1105	Certificated Teachers' Salaries	4276	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.		Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-62

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Administrative Assist II Bil	\$54,280	Measure H	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-63

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 24	\$64,774	Measure H	2405	Clerical Salaries	8801	Case Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-64

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$69,151	Measure H	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	0.71	Goal 1: All students graduate college, career, and community ready.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-65
Case Manager 24	\$69,516	Measure H	2405	Clerical Salaries	8335	Case Manager	0.65	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted outreach for internships and work based learning opportunities as well as increased enrollment in College Access Programs. PLC Student Intervention Talks focus on AA students and monitor academic progress in classes and provide academic intervention as needed (differentiated instruction; after school tutoring; etc.)	306-66

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Site Liaison Work-Based Lrning	\$79,097	Measure H	2205	Classified Support Salaries	9928	Site Liaison, Work-Based Learning	0.50	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-67

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$80,402	Measure H	1105	Certificated Teachers' Salaries	6647	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-68

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Department Head	\$90,569	Measure H	1105	Certificated Teachers' Salaries	2683	Teacher, Department Head	0.71	Goal 1: All students graduate college, career, and community ready.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-69

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Counselor	\$96,865	Measure H	1205	Certificated Pupil Support Salaries	8304	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-70



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 24	\$110,647	Measure H	2405	Clerical Salaries	6329	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e. g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e. g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-71
Case Manager 24	\$126,052	Measure H	2405	Clerical Salaries	9302	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		n/a	306-72

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 306

School: Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399-Unallocated	\$133,028	Measure H	4399	Unallocated	n/a	n/a	n/a	n/a		Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-73



## Student-Parent-School Compact

### SKYLINE HIGH SCHOOL - 2023-2024

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

#### As a student, I will:

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

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Student Signature + Date

#### As a parent/guardian, I will:

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

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Parent Signature + Date

#### As a school, we will:

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

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Principal Signature + Date

Policy adopted by the principal on 10/14/23 \_\_\_\_\_ Rebecca Huang \_\_\_\_\_ Principal Signature + Date

This Compact was adopted by Skyline High School on August 22, 2023 and will be in effect for the period of August 22, 2023 through May 25, 2024. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 22, 2023.



## **Title I, Part A School Parent and Family Engagement Policy**

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

### **SKYLINE HIGH SCHOOL**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

#### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

#### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

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

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

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

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

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

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

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

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

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

- Utilizing key staff members as liaisons between committees and matching Title I, Part A resources with other programs and activities.
- Ensuring school-wide cohesion and integration through our annual site-based Single Plan for Student Achievement, which aligns budget resources to essential programming and activities.

**Adoption**

This policy was adopted by the Skyline High School on August 22,2023 and will be in effect for the period of August 22, 2023 through May 25, 2024.

**The school will distribute this policy to all parents/guardians via ParentSquare on or before December 15, 2023.**

**Name of Principal     Rebecca Huang**

**Signature of Principal     *Rebecca Huang***

**Date 10/14/23**

[Parent - School Compact](#)



**Skyline High School**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

<b>Chairperson:</b>	Myesha Mebane
<b>Vice Chairperson:</b>	Charlotte Seven
<b>Secretary:</b>	Eric Espinosa

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Coron Brinson - princpla designee	<b>x</b>					<b>1</b>
Myesha Mebane				<b>x</b>		<b>1</b>
Siris [REDACTED]					<b>x</b>	<b>1</b>
Yesenia Alamillo			<b>x</b>			<b>1</b>
Koresh Adams		<b>x</b>				<b>1</b>
Eric Espinosa		<b>x</b>				<b>1</b>
Christina McGee		<b>x</b>				<b>1</b>
Galen Kusic				<b>x</b>		<b>1</b>
Charlotte [REDACTED]					<b>x</b>	<b>1</b>
Kampala Rancifer				<b>x</b>		<b>1</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Tuesday of the Month at 6:00 PM
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)