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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Skyline High School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Skyline High School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Skyline High School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program Comprehensive Support & Improvement (CSI) Grant Additional Targeted Support & Improvement
- Title I Targeted Assistance Program Local Control Funding Formula Equity Multiplier Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/14/2026

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

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

Signatures:

Rebecca Huang <hr/> <i>Principal</i>	<i>Rebecca Huang</i> <hr/> Signature	<hr/> 4/15/2026 <hr/> Date
Myesha Mebane <hr/> <i>SSC Chairperson</i>	<i>Myesha Mebane</i> <hr/> Signature	<hr/> 4/27/26 <hr/> Date
Guadalupe Gomez <hr/> <i>SELLS Representative (optional)</i>	<i>Guadalupe Gomez</i> <hr/> Signature	<hr/> 4/27/26 <hr/> Date
Vanessa Sifuentes <hr/> <i>Network Superintendent</i>	<i>Vanessa Sifuentes</i> <hr/> Signature	<hr/> 04/24/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/17/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2026	SSC	Reflected on progress and challenges
2/9/2026	ILT	Reflected on progress and challenges
2/20/2026	Other	Discussed proposed expenditures and priorities, Reviewed data and identified school needs, Reflected on progress and challenges
2/27/2026	SELLS	Reviewed data and identified school needs, Facilitated group feedback on SPSA sections, Reflected on progress and challenges
2/26/2026	Faculty	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals and objectives
3/3/2026	SSC	Discussed proposed expenditures and priorities, Conducted mid-year or final SPSA review
4/7/2026	SSC	Discussed proposed expenditures and priorities
4/23/2026	Faculty	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$509,040.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,353,559.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$499,950
Title I Parent & Family Engagement Resource 3010	\$9,090
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$509,040

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,353,559.00

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$81,800
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$430,000
Proposition 28 (Arts & Music in Schools) Resource 6770	\$232,719
SUBTOTAL OF STATE & LOCAL FUNDING:	\$844,519

2026-27 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:	Board Approval Date:

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.

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.0%	20.6%	40.0%	1.4%	13.4%	18.2%	76.4%	15.0%	8.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.5%	9.3%	11.1%	1.3%	0.2%	0.9%	76.1%	5.1%	84.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) By June 2027, at least 55% of students who take two or more i-Ready Reading Diagnostics will meet their typical growth goals, demonstrating increased literacy proficiency. Metric 2) By June 2027, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim
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Identified School Need: 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 <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-50.0	-16.8	-5.7	-30.0	6.30%
SBAC ELA Participation	All Students	68.8%	75.2%	82.2%	95.0%	92.2%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	9.1%	11.7%	41.0%	52.8%	55%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-125.0	-87.6	-74.9	-100.0	-54.5
SBAC Math Participation	All Students	75.2%	75.2%	82.2%	95.0%	96.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	25.9%	21.6%	32.4%	11.7%	47.4%
California Science Test (CAST) Participation	All Students	68.1%	71.6%	70.2%	95.0%	80.20%

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	85.1%	91.0%	86.6%	94.0%	90.0%
On Track to Graduate: 9th Grade	All Students	54.6%	68.7%	64.4%	70.0%	74.50%
On Track to Graduate: 11th Grade	All Students	56.8%	55.5%	56.1%	75.0%	57.5%
A-G Completion	All Students	63.8%	64.1%	61.5%	75.0%	75.0%
College/Career Readiness	All Students	43.9%	61.4%	59.2%	70.0%	75.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 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).
Identified School Need:	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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-134.2	-113.5	-111.1	-30.0	-88.1
SBAC ELA Distance from Standard Met	African American Students	-110.5	-75.0	-43.1	-80.0	15.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	18.8%		35.2%	70.4%	51.6%
SBAC Math Distance from Standard Met	Special Education Students	-212.3	-152.5	-172.6	-100.0	-122.5
SBAC Math Distance from Standard Met	African American Students	-202.6	-152.9	-104.2	-100.0	-59.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	14.7%	10.1%	13.6%	25.0%	20.6
LTEL Reclassification	Long-Term English Learners	18.0%	13.9%	16.0%	30.0%	20.2

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

School Goal:	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Moderate Chronic Absenteeism Rate from 18.5% to 10.5% and At-Risk Attendance from 26.8% to 16.8%.
Identified School Need:	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	2026-27 New Target
Student Connectedness to School	All Students		45.0%	53.9%	95.0%	71.7%
Out-of-School Suspensions	All Students	6.1%	5.7%	3.5%	3.0%	2.5%
Out-of-School Suspensions	African American Students	13.7%	11.1%	8.2%	6.0%	3.5%
Out-of-School Suspensions	Special Education Students	11.2%	9.4%	9.6%	6.0%	7.5%
Chronic Absenteeism	All Students	67.3%	35.4%	39.2%	40.0%	28.0%
Chronic Absenteeism	African American Students	73.6%	44.5%	50.4%	45.0%	40

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

School Goal:	All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2026-27 school year,as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.
Identified School Need:	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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	77.7%	78.3%	77.8%	85.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) By June 2027, at least 55% of students who take two or more i-Ready Reading Diagnostics will meet their typical growth goals, demonstrating increased literacy proficiency.</p> <p>Metric 2) By June 2027, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</p>	<p>iReady outcomes show a 2% point proficiency-growth from Fall to mid-year. Improvement in iReady completion rates (decreased by 2.7% students who did not take iReady from mid-year 2024-25 to mid-year 2025-26). We show improved iReady scores (decreasing numbers of students that test 3 grades below grade level by 11.7% over the past year). 40.9% of our students met the 40% mid-year growth.</p> <p>Improvement for 3 years in a row for whole school SBAC ELA DFS results, from -16.8 DFS in 2023-24 to -5.7 DFS in 2024-25.</p> <p>Improvement for 3 years in a row for whole school SBAC Math DFS results from -125 DFS in 2022-23 to -87.6 DFS in 2023-24 to -74.9 DFS in 2024-25.</p> <p>Increased in participation rates for SBAC both ELA and Math.</p> <p>Math Interim assessment data show improvement in Algebra 1 from 2024-25 (9.6% Proficient and 6.1% Basic) to 2025-26 (17.4% Proficient and 10.0% Basic).</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 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).</p>	<p>Afr-Am female students' SBAC ELA scores steadily improving with -94.3 DFS in 2022-23 to -78.1 DFS in 2023-24 to +2.2 DFS in 2024-25.</p>
<p><i>LCAP Goal 3:</i></p>	<p>By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Moderate Chronic Absenteeism Rate from 18.5% to 10.5% and At-Risk Attendance from 26.8% to 16.8%.</p>	<p>Maintain designated trio of support to 9th grade houses and pathways: Case Manager, Administrator, and Counselor. Saw a decrease in severe chronic absenteeism from 16.1% in 2024-25 to 2025-26 (as of Feb 2026). Also saw a decrease in Moderate Chronic Absenteeism from 23.0% in 2024-25 to 20.6% in 2025-26 (as of Feb 2026).</p>
<p><i>LCAP Goal 4:</i></p>	<p>All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2026-27 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.</p>	<p>Increase leadership capacity of teacher leaders (dept chairs, pathway leads, and other teachers/staff) with dedicated ILT time for support with planning for instructional growth. Increasing culture of teachers observing other teachers and learning from each other.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) By June 2027, at least 55% of students who take two or more i-Ready Reading Diagnostics will meet their typical growth goals, demonstrating increased literacy proficiency.</p> <p>Metric 2) By June 2027, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</p>	<p>DFS scores for SBAC Math show modest gains of -87.6 DFS in 2023-24 to -74.9 DFS in 2024-25, still very far from the grade level standard in math.</p>
<i>LCAP Goal 2:</i>	<p>By May of 2027 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).</p>	<p>Latinx SBAC ELA scores are not improving on par with those of African-Americans and the student body as a whole. Similarly, students with IEPs still disproportionately struggling with too great distance from standard in SBAC ELA and Math. For male Afr-Am students, DFS even increased a little bit from 2023-24 to 2024-25 to -73.3 DFS. Similarly, neither female and male Latinx students are improving their SBAC DFS scores.</p> <p>Math Interim show very low proficiency (3.7%) among Afr-Am students. Roughly one-third Afr-Am did not take the math interim exam. Skyline High School will allocate Title I funding to support various instructional and student-facing roles aimed at supporting students in staying on track for graduation. This includes 1 Counselor at 0.8 FTE, 1 Case Manager at 0.5 FTE, and 1 Teacher on Special Assignment at 0.5 FTE. Additionally, 5 teachers totaling 1.1 FTE will provide supplemental learning support for Title I. Please note that while up to these FTE amounts have been approved, the actual amount of FTE may differ. Any remaining Title I Student funds will be voted on by the Site Council to be directed toward instructional supplies, materials, and/or books other than textbooks.</p>

<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Moderate Chronic Absenteeism Rate from 18.5% to 10.5% and At-Risk Attendance from 26.8% to 16.8%.	The decrease that we see in moderate severe chronic absenteeism and severe chronic absenteeism results in an increase in students at-risk. This makes sense - these students are still very much at risk for chronic absenteeism. Title I Parent Education funding will support LCAP Goal 3 at Skyline High School by enhancing school-community partnerships to decrease chronic absenteeism. These funds are allocated for meeting refreshments and extended contracts for both certificated and classified staff to engage with parents and families regarding attendance, parent education, and academic engagement events. Any remaining Title I Parent ED funds will be used toward further supporting these family engagement and attendance goals.
<i>LCAP Goal 4:</i>	All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2026-27 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.	<ul style="list-style-type: none"> - teacher-driven "observe me" campaign to promote teachers observing other teachers -continued investment in 1:1 teacher instructional coaching utilizing two TSAs

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Skyline High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 improving student college and career readiness and on-track rates by focusing our school-wide professional development on data from student tasks and assessments. We continue to develop our teacher leaders' growth and capacity with dedicated time in bi-weekly ILT meetings to focus on planning high quality inquiry work and analysis for their respective teams. This group of leaders participates in Learning Walks and focuses on key pieces (student-to-student collaboration and communication and use of academic language) of the OETF framework that the PD planning team then uses to inform next steps. We continue to build in teacher collaboration into our Master Schedule with the 9th grade teaching team and the three CTE 10-12th grade pathways teams meeting 3X weekly that have the following structures: 9th grade Atlas meet in content-specific areas (Ethnic Studies, Biology, English) once per week and meet as a whole 9th Atlas team twice per week (one of the days focuses on Atlas-wide professional development and the remaining day is a structured conversation around specific student concerns) and similarly CTE 10-12 Pathways also designates one day to specific student concerns, one day on whole pathway planning or logistics, and one day on teaching and curriculum. Teams are each implementing increased use of student data to drive their instructional work, such as student task analysis. On specific student intervention days, Case Managers, Assistant Principals, and School Counselors are present in order to increase communication and streamline next action steps for intervention.
- In 2025-26 our Teachers on Special Assignment are no longer allowed to teach class sections; therefore, we no longer have a stand alone Reading Intervention class. We have implemented incentives such as pizza parties and Titan Way award points for iReady completion and growth rates by ELA class.
- We continue our partnership with Blueprint Teaching Fellows with several class sections of Algebra 1 Success. Students with low middle school math grades are targeted for this elective math support class. Midway through the semester and at the start of 2nd semester, Algebra 1 teachers also weigh in on students that may benefit from this added support. We have about 2X the numbers of students enrolled as compared to last school year; we make use of 9th Grade Study Skills class for students on RSP caseload. We have increased supports to the Blueprint team (bi-weekly meetings with Principal) for attendance, engagement, streamlining documentation, grading, and student recruitment.
- We continue our partnership with Core Districts and the Breakthrough Success collaboration that focuses on 9th grade in areas such as 9th grade student academic and SEL supports. The work led by 9th grade representatives focuses on relationship building, equitable grading practices, and building in structures and routines for assignment rework systems to improve grades.
- Case Managers target students with high numbers of period absences that are attending some classes and not others. They also target students whose attendance has decreased since school began. Case Managers identify students in their designated pathway and house for 1:1 check in regarding attendance, and implement strategies to improve their attendance such as incentives, attendance contract, SART, and referral to SARB.
- At the beginning of Fall, we held a shared collaborative meeting where we analyzed our status as a community school. Out of this session we developed several action plans that address gaps and needs such as: clarify parent opportunities for engagement and uplift student voice in all areas of school.
- A violent shooting incident occurred on campus in mid-November and this prompted a call for greater communication and discussion amongst all stakeholders to help improve safety and culture on campus. Since the incident, we have held monthly student-led community circles to engage parents, students, and staff in this work.

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

Efforts led by Literacy TSA show reading improvement as indicated by a 2% point proficiency-growth from Fall to mid-year in iReady growth and a steady increase in iReady completion rates (decreased by 2.7% students who did not take iReady from mid-year 2024-25 to mid-year 2025-26) and improved iReady scores (decreasing numbers of students that test 3 grades below grade level by 11.7% over the past year). 40.9% of our students met the 40% mid-year growth.

While we have not yet seen positive impacts of Algebra 1 Blueprint program in our math standardized testing results, we do see lower Algebra 1 D/F rates than that of ELA and Ethnic Studies, with an average of 13% Algebra D/F rate. One instructor's D/F rate well below the other two. There is work that can be done around analysis and understanding of root causes of this data point.

Overall 9th Grade D/F rates have improved since last year by 6.1%. It is clear that D/F rates correlate with low attendance. This year (at mid-Feb) we have completed 42 SARTs and have referred 10 students to SARB. We have seen some improvement in attendance with a decrease of 5.5% chronic absence as compared to last year.

After the violent shooting incident in mid-November, we held a TownHall meeting and have held 3 monthly student-led community circles/workshops around improving safety and campus culture. The community appreciates the sense of belonging and the opportunity for stakeholders to come together to discuss ways to improve safety and culture. At the 3rd such community circle, the Student Climate team presented survey data that they collected after the violent incident. Stakeholders discussed how to improve on the work that this group started, to reach ALL students by making use of House/Pathway structure to ensure representation, use of clubs and sports, and including students who do not view themselves as a traditional student leaders in this work.

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.

We are making progress towards our school goals and will continue to deepen our work with using student outcome data to improve our teaching practices. There is some work being done in the area of how teacher leaders are selected and supported in this work, with the use of empathy interviews to gain deeper understanding of our teacher inquiry work and how are leaders are facilitating this work across disciplines. Greater understanding of some of these metacognitive dynamics may result in shifts made in some of the leader roles. We have built momentum around stakeholder engagement this year, and we will continue this in 2026-27, creating a diverse group of student leaders (Culture and Climate Committee). We would like this burgeoning group to play a larger role in approval for joyous projects and other CCSP projects/expenditures in 2026-27- this change will be found in the CCSP tab in the SPSA.

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why?</p> <p align="center"><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>funding for certificated staff such as teachers to support family engagement at events such as: Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Literacy Education, Math Night or other that occur after school hours</p>	<p align="center">Student Connectedness to School</p>	<p>extra hours to plan and support evening community events such as Literacy Night and Community Engagement events to address improving safety and culture</p>	<p>-after shooting incident mid-Nov our community spoke out at TownHall with a desire for more community connection and discussion. We held monthly series of student-led community circles building towards action items that create a greater sense of belonging and ownership by all.</p>	<p align="center">continue</p>
<p>funding for certificated staff such as teachers to support family engagement at events such as: Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Literacy Education, Math Night or other that occur after school hours</p>	<p align="center">Chronic Absenteeism</p>	<p>extra hours for attendance calls, meetings including individual SART mtgs or large group parent meetings, support evening community meetings to address improving safety and culture</p>	<p>-after shooting incident mid-Nov our community spoke out at TownHall with a desire for more community connection and discussion. We held monthly series of student-led community circles building towards action items that create a greater sense of belonging and ownership by all.</p>	<p align="center">continue</p>

<p>funding for refreshments to support family engagement at events such as: Coffee with the Principal, Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Reclassification Celebration event, Literacy Education, Math Night</p>	<p>Student Connectedness to School</p>	<p>encourages parent participation and attendance at events such as Coffee with the Principal, Community Engagement sessions, evening attendance large group, and celebrations such as reclassification ceremony and Family Literacy night.</p>	<p>- parent/community members that attended a series of 3 monthly evening Student-Led Community Circles that began after the Town Hall meeting post violent incident mid November have expressed wanting these to continue. We plan to continue them through the remainder of 2025-26 and for 2026-27. Total of 6 evenings for 2025-26 and approximately 10 monthly for 2026-27. - monthly casual conversation Coffee with the Principal with 5-10 parents attending each time; total of 6 sessions held in 2025-26 and will aim for 10 sessions in 2026-27 -these are positive events for the community and important to open up communication; parents engaging in discussions focused around safety, school budget towards safety and campus climate</p>	<p>continue</p>

<p>.2 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Stabilizing of 9th grade houses by funding partial fte allows for protected house collaboration to improve on-track rates for 9th grade</p>	<p>-slight increase in 9th grade satisfactory attendance and on-track 9th grade (need data) - decrease in D/F rate from (need data) -seeing improvement in math support (need data) -for students attending math supports with 80% or higher attendance and at least 2 assessments, the average growth rate (need data)</p>	<p>continue; with a strong collaborative investment in the 9th grade teaching team and with collaboration with Core District Breakthrough Success team, we are seeing 9th grade teachers focus on strong community of practice, increased SEL focus, exploring mastery based grading practices, increasing reading and math targeted supports. We will continue the work and anticipate that we will continue to see decreased D/F rates and begin to see improvement in standardized test scores. We also anticipate to see a higher number of 9th graders continue as 10 graders than previous 1-2 years.</p>
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<p>0.9 FTE for - TSA: 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.</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>-provide 1:1 coaching for new and/or struggling teachers that opt into coaching services -co-lead 9th grade Atlas teaching team Collaborations, including overseeing 9th grade content area time, student intervention, 9th grade interdisciplinary projects, overseeing Atlas house community of practice among adults -co-lead ILT for whole site professional learning</p>	<p>"-slight increase in 9th grade satisfactory attendance (need data) - decrease in 9th grade D/F rate (need data) - increased teacher leader engagement and improve community of practice among teachers and teacher leaders with higher participation in Learning Walks and greater discussion around strategies towards our school goals (need data)</p>	<p>continue at .5 FTE</p>

<p>0.3 FTE for - Social Worker, Newcomer: 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.</p>	<p>Student Connectedness to School</p>	<p>serves newcomer population with wrap around services such as transportation, medical needs, financial needs, academic needs. Works closely with newcomer team including teachers, counselor, admin, classroom aids, ELMA office</p>	<p>"-increased satisfactory attendance for current newcomers (need data) -decreased Moderate Chronic absence from (need data) -decreased Severe Chronic absences (need data)</p>	<p>discontinue; due to no newcomer programming in 2026-27 due to consolidation of district newcomer programs</p>
<p>0.5 FTE for - Attendance Specialist, Bilingual: 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.</p>	<p>Chronic Absenteeism</p>	<p>-phone calls to chronically absent students - answer phone calls, emails, voice mails, parent square messages, and attendance emails regarding student daily attendance, truancy, tardies - responsible for accurate daily teacher attendance, attendance corrections, clearing absences due to field trips and other specific student needs -support main office needs, including Spanish bilingual translation, new family enrollment -support mass parent attendance meetings with Spanish bilingual and direct family support</p>	<p>-increased attendance/truancy work, elevated topic of attendance with all stakeholders with weekly public recognition of students with improved attendance with positive incentives program, increased no. of 1:1 work related to truancy -We reduced chronic absenteeism (need data) - Our African-American student population improved chronic absenteeism (need data). attendance rates improving into the current school year (as of Dec. 14, 2024 the % of chronically absent African-American students is 37.5%; this a reduction of 7.1%. Still, African-American students, Latino students, and Pacific Islander students have much poorer attendance than their Caucasian and Asian peers"</p>	<p>continue at .4 FTE</p>

<p>0.3 FTE for - Case Manager: By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity.</p>	<p>Student Connectedness to School</p>	<p>SEL support, attendance improvement, 1:1 support, behavioral, mentorship</p>	<p>"-“Same time last year” suspension incidents (need data) -increased attendance/truancy work, elevated topic of attendance with all stakeholders with weekly public recognition of students with improved attendance with positive incentives program, increased no. of 1:1 work related to truancy -We reduced chronic absenteeism significantly (need data) and we continue to see attendance rates improving into the current school year (as of Dec. 14, 2024 the % of chronically absent African-American students is 37.5%; this a reduction of 7.1%. Still, African-American students, Latino students, and Pacific Islander students have much poorer attendance than their Caucasian and Asian peers"</p>	<p>continue at .5 FTE</p>
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<p>unallocated -</p> <p>Will support 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.</p>	<p>A-G Completion</p>			
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funding for non-OUSD Buildings and Grounds work for special equipment or supplies necessary for our programming	Student Connectedness to School	occasional need for work to be done beyond regular B&G	did not use this	discontinue; will transfer funds from unallocated if needed for this purpose
funding for admission fees for student groups to participate in college and career exploration and readiness activities	College/Career Readiness	field trip for all 9th grade to Cal Acad of Science	Cal Academy of Sciences admissions fees for all 9th grade field trip to promote community building and science exploration	discontinue; will transfer funds from unallocated if needed for this purpose
ExtraTime certificated staff	Chronic Absenteeism	support phone calls for truant students and to support evening attendance meetings	challenging to find certificated staff with the capacity for this night time work	continue to support attendance work
Field Trip Newcomer/ELLS (\$4500)	Student Connectedness to School	field trip to Cal Academy of Sciences	successful and valuable trips; sense of belonging and enrichment	continue to provide enrichment experiences for this focal group
9th Grade Field Trip (\$9000)	Student Connectedness to School	field trip to Cal Academy of Sciences	successful and valuable trips; sense of belonging and enrichment	continue to provide enrichment experiences for this focal group
Translation Devices (\$3000)	Chronic Absenteeism	set of 20 headset devices for simultaneous translation in large group settings	device on order	discontinue; one-time purchase
Extra time Counselors: 3 counselors, 30 hours each (\$5343.75)	On Track to Graduate: 11th Grade			
Chromebook cart (\$12,000)	College/Career Readiness	for parents and students during college and career center workshops and college planning and applications	increased access to college, financial aid, scholarships education and planning	discontinue; one-time purchase unless an identifiable need
Reading for Language, 14 copies (\$700)	Staff Participation in Foundational Professional Learning	to use during professional development about teaching literacy across disciplines	pilot	discontinue; one-time purchase unless it is decided that we would like to purchase more books for larger staff

Instructional Materials - Restorative Justice/Mindfulness/Calmng Tools (\$2000)	Student Connectedness to School	School-wide Mindfulness Program / Curriculum for teaching the benefits of mindfulness before test taking, after conflict, before and after transitions. Piloted with 15 teachers across disciplines will be school-wide expectation after data from the pilot	14 teachers are piloting InnerExplorer in classrooms and we are collecting weekly student and staff survey data; plan to roll out to all classrooms when the pilot is complete, in May.	discontinue; this purchase is for use of InnerExplorer through 2026-27.
Other teaching tools: scientific calculators, vertical white boards (\$2200)	SBAC Math Distance from Standard Met	for use in science labs and math classes	for use in science labs and math classes	discontinue unless additional items are identified as needed

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Skyline High School	SCHOOL ID:	219
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) By June 2027, at least 55% of students who take two or more i-Ready Reading Diagnostics will meet their typical growth goals, demonstrating increased literacy proficiency.</p> <p>Metric 2) By June 2027, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</p>
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Identified Need: 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.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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

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
1-5	Increase iReady completion in all grade levels by using positive incentives and friendly competitions among classes and/or grade level, encourage a positive culture around reading and understanding of iReady and how the assessment data informs practice. Information sharing and engagement around iReady and its utilization among students, staff, and families.	All students	Academic	Tier 1 - Universal
1-6	enroll targeted students who struggle in Algebra in Algebra Support class that provides close support in a secondary math class	students struggling in Alg	Academic	Tier 2 - Supplemental

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 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).
Identified Need:	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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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. Mazimize 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.	All Students	Behavioral	Tier 2 - Supplemental

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. 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, 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
2-3	<p>Continue the momentum that we built this year with family engagement and coordination towards School Climate & Culture improvement plan with stronger stakeholder presence and leadership. Monthly student-led Community Circles that came out of the shooting incident in November. 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. Work with Black Organizing Project to increase numbers of Black families participating in stakeholder events. 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, 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.</p>	All Students	Behavioral	Tier 1 - Universal
2-4	<p>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.</p>	All Students	Academic	Tier 2 - Supplemental

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

School Goal: By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Moderate Chronic Absenteeism Rate from 18.5% to 10.5% and At-Risk Attendance from 26.8% to 16.8%.

Identified Need: 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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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. Promote attendance/truancy as the responsibility for all staff members by engaging in attendance and truancy data analysis, action plan, and follow up, regularly with whole site and Small Learning Community Collaboration.	All Students	Behavioral	Tier 1 - Universal
3-2	Bi-weekly attendance team meetings with focus on earlier 1:1 Case Management, Mass Parent SART/Attendance meetings, SART and SARB completion. Attendance 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, Family Literacy Night, 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.

School Goal: All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2026-27 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.

Identified Need: 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				
#	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		<i>ELL Progress Data</i>		
#	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 2026-27 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	
1.0 FTE teacher in Arts. Elective course Music Production, grades 9-12, that focuses on digital music production. Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$99,765	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	9609	Teacher Structured Eng Immersn	1.00			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.)		306-1

PROPOSED 2026-27 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 in Arts. Elective course entitled Stagecraft. Taught both in classroom and on stage and backstage area. This course focuses on stage direction and design, lighting, sound, stage technology. Supports with whole school stage productions. This person also manages our theater calendar, equipment upkeep and management, supports school wide assemblies and stage productions that occur during the day and evenings. Manages small group of students that are trained and able to support school stage/assembly productions and events.	\$115,400	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10385	Teacher Structured Eng Immersn	1.00			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.)		306-2

PROPOSED 2026-27 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 - materials and supplies for Arts & Music	\$17,555	Arts & Music in Schools (Proposition 28)	4399	Unallocated			0.00			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.)	306-3

PROPOSED 2026-27 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
RJ Facilitator: 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.	\$128,997	California Community Schools Partnership Program	2205	Classified Support Salaries	10386	Restorative Justice Facilitator	1.00			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, 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.	306-4

PROPOSED 2026-27 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
partial salary for Community Schools Manager - CSM JOB DUTY STATEMENT. oversees COST system and referrals, keeps a pulse on student happiness and connectivity around the school, welcomes and works with fragile and disengaged students. Key member that oversees supervision and safety of the whole campus, providing guidance, modeling, and training on de-escalation and restorative strategies to create a calm, friendly, and positive climate. Responsible for 1:1 work with a caseload of 10-20 students, often working with students that have a special education designation. Leads Attendance Team in weekly reviewing of attendance data, overseeing all attendance work including SART/SARB, mass attendance parent meetings and parent education around attendance/truancy. Facilitates positive incentives program that utilizes student ID cards and Titan Points that are awarded for attendance and demonstrating positive behavior. Manages all behavioral health partnerships that include mental health clinicians from different organizations, Native American Health Center, Foster Youth, and other district and non-district organizations.	\$45,524	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4862	Program Mgr Community School	0.25			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 continued use of sagfe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-5

PROPOSED 2026-27 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
Provide 1:1 social emotional support, attendance, behavioral, motivational, conflict mediation, restorative work to students designated by pathway/house to enhance and support their academic success and ability to thrive in school. Support and guide students to opportunities such as internship, career exploration, college advising, affinity spaces, leadership opportunities with a special focus on underrepresented youth.	\$48,696	California Community Schools Partnership Program	2405	Clerical Salaries	10561	Case Manager 20	0.40			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, 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.	306-6

PROPOSED 2026-27 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
Provide 1:1 social emotional support, attendance, behavioral, motivational, conflict mediation, restorative work to students designated by pathway/house to enhance and support their academic success and ability to thrive in school. Support and guide students to opportunities such as internship, career exploration, college advising, affinity spaces, leadership opportunities with a special focus on underrepresented youth.	\$131,953	California Community Schools Partnership Program	2405	Clerical Salaries	10566	Case Manager 20	1.00			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, 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.	306-7
unallocated - 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) in any/all areas of student and family engagement, academic innovation and acceleration, shared collaborative leadership, and joyous schools	\$4,830	California Community Schools Partnership Program	4399	Unallocated			0.00			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	306-8

PROPOSED 2026-27 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
Provide 1:1 social emotional support, attendance, behavioral, motivational, conflict mediation, restorative work to students designated by pathway/house to enhance and support their academic success and ability to thrive in school. Support and guide students to opportunities such as internship, career exploration, college advising, affinity spaces, leadership opportunities with a special focus on underrepresented youth.	\$56,196	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	10565	Case Manager 20	0.50			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, 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 2026-27 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
<p>unallocated -</p> <p>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) in any/all areas of student and family engagement, academic innovation and acceleration, shared collaborative leadership, and joyous schools</p>	\$13,804	California Community Schools Partnership Program Carryover	4399	Unallocated			0.00			<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 continued use of sagfe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.</p>	306-10

PROPOSED 2026-27 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	
0.2FTE teacher, pathway director - 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.	\$34,115	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2437	Teacher Structured Eng Immersn	0.20			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 2026-27 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	
0.2FTE teacher, pathway director - 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.	\$26,366	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	3306	Teacher Structured Eng Immersn	0.20			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 2026-27 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	
0.2FTE teacher, pathway director - 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.	\$16,271	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4181	Teacher Structured Eng Immersn	0.10			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.)		306-13

PROPOSED 2026-27 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
<p>unallocated -</p> <p>will 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>	\$46,885	California Partnership Academies (CPA)	4399	Unallocated			0.00		<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>		306-14

PROPOSED 2026-27 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
<p>unallocated -</p> <p>will 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>	\$64,729	California Partnership Academies (CPA)	4399	Unallocated			0.00		<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>		306-15

PROPOSED 2026-27 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
<p>unallocated -</p> <p>will 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.)</p>	\$54,634	California Partnership Academies (CPA)	4399	Unallocated			0.00		<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 leves, D/F rates, etc.)</p>		306-16

PROPOSED 2026-27 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
information and education for students and families around Dual Enrollment, student recruitment, registration, and enrollment in Dual Enrollment. This includes interfacing with Peralta instructors and district personnel that support DE program before, during, and after the courses are completed. Also includes ensuring accurate and up-to-date Peralta and Skyline student rosters for DE program.	\$14,622	College & Career Access Pathways Grant	2405	Clerical Salaries	7838	Administrative Assist II Bil	0.10			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.	306-17

PROPOSED 2026-27 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 costs related to this grant	\$1,814	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			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.)		306-18

PROPOSED 2026-27 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
costs related to providing and encouraging students to engage in dual enrollment and/or advanced placement opportunities	\$13,032	College & Career Access Pathways Grant	4399	Unallocated			0.00			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.	306-19

PROPOSED 2026-27 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
Funds for after school programming facilitated by OneLandOnePeople Youth Together. Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate	\$100,000	Expanded Learning Opportunities Program (ELO-P)	4399	Unallocated			0.00		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 suport additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, 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.		306-20

PROPOSED 2026-27 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	
.2FTE Teacher, Construction Technology - 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.	\$33,849	Golden State Pathways Program	1105	Certificated Teachers' Salaries	5273	Teacher Structured Eng Immersn	0.20			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

PROPOSED 2026-27 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
.25 FTE of College and Career Center Director - 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.	\$33,589	Golden State Pathways Program	2205	Classified Support Salaries	10563	Spec College/Career Readiness	0.25			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.	306-22
.25 FTE of College and Career Center Director - 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.	\$33,589	Golden State Pathways Program	2205	Classified Support Salaries	10563	Spec College/Career Readiness	0.25			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.	306-23

PROPOSED 2026-27 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
.25 FTE of College and Career Center Director - 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.	\$34,932	Golden State Pathways Program	2205	Classified Support Salaries	10563	Spec College/Career Readiness	0.26			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.	306-24
unallocated - will Encourage 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.	\$36,929	Golden State Pathways Program	4399	Unallocated			0.00			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.	306-25

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Site Number: 306

School: Skyline High School

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<p>unallocated - will 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.</p>	\$51,968	Golden State Pathways Program	4399	Unallocated			0.00			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.	306-26

PROPOSED 2026-27 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
<p>unallocated - will 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.</p>	\$80,886	Golden State Pathways Program	4399	Unallocated			0.00			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.	306-27

PROPOSED 2026-27 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	
poster board, paper, markers, pens, pencils, lab notebooks, general supplies needed for full and complete access to common core curriculum and grade level instruction	\$15,000	LCFF Supplemental	4310	School Office Supplies			0.00			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.)		306-28
funding for classified staff such as Case Managers to support evening meetings such as Attendance, SART, parent education mtgs, stakeholder engagement session, or other that occur after school hours	\$10,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			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.)		306-29

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fund classroom substitutes for when teachers are needed for IEP, 504, parent meeting or another need unrelated to personal illness	\$16,250	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	306-30

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<p>unallocated -</p> <p>will 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.)</p>	\$40,550	LCFF Supplemental	4399	Unallocated			0.00		<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 leves, D/F rates, etc.)</p>		306-31

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Instructional Coach, Literacy Coach, oversees Instructional Leadership team and 9th Grade Teaching team	\$142,261	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10511	TSA 11Mon 12Pay	1.00			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.	306-32

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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	
Community Schools Manager oversees coordination of services for students that have been self referred, referred by a parent, or referred by a staff member. CSM plans with school leaders an incentives program for attendance and integrity by using an awards that utilizes School IDs to track points. CSM oversees partnerships on campus, including organizations such as Youth Alive, Unity Council, and Native American Health Center, to name a few.	\$136,572	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	4862	Program Mgr Community School	0.75			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 continued use of sagfe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.		306-33

PROPOSED 2026-27 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	
Facilitates textbook and non-textbook student check out and return processes, provides library and research education for whole class visits, facilitates library calendar, updates resources in library as needed	\$116,040	Measure G, Library Support	1205	Certificated Pupil Support Salaries	10179	Teacher Librarian	1.00			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 2026-27 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 salary, .4 FTE	\$68,230	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2437	Teacher Structured Eng Immersn	0.40			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.)		306-35

PROPOSED 2026-27 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 salary, 1.0 FTE	\$139,805	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2683	Teacher Department Head	1.00			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.)		306-36

PROPOSED 2026-27 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, 1.0 FTE	\$102,801	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2976	Teacher Structured Eng Immersn	1.00			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.)		306-37

PROPOSED 2026-27 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, 0.4 FTE	\$65,082	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	4181	Teacher Structured Eng Immersn	0.40			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.)		306-38

PROPOSED 2026-27 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, 0.5FTE	\$70,705	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	8568	Teacher Structured Eng Immersn	0.50			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.)		306-39

PROPOSED 2026-27 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
Co-create unit lesson with 10th grade CTE teacher in each of the three pathways that introduces 9th grade houses to pathway industry and the pathway experience (second semester unit ahead of pathway selection) Work with 9th grade teaching team to ensure that 9th graders participate in at least one college and career exploration visit related to our pathway themes Lead Instructional Leadership Team Instructional coach to newer teachers and/or experienced teachers, including pathway teachers that wish to better integrate core content with industry theme. Co-facilitate 9th Grade Atlas teaching team.	\$84,191	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	11008	TSA 11Mon 12Pay	0.50			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.	306-40

PROPOSED 2026-27 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
<p>Work closely with pathway leads and teaching teams on each pathway's continuous pathway improvement with regards to curriculum and pedagogy in conjunction with each pathway theme</p> <p>Work closely with ILT to ensure a strong connection between pathway work and whole site professional development that focuses on school goal #1, improving literacy and math with an emphasis in academic discussion and student-to-student talk in all classrooms</p> <p>Ensure a robust work based learning plan for each pathway, that aligns with whole school vision and mission, with targeted attention to include leaders and facilitators of focal groups such as students with IEPs and Newcomer students, African American and Latinx students</p> <p>Work closely with WBL Liason and College & Career Center to ensure that all pathways have strong supports regarding college access, internship and mentorship opportunities, access to college fairs for all grade levels</p> <p>Work closely with pathway leads to ensure pathway compliance and reporting</p>	\$99,633	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1672	Coach College/Career Pathways	0.50			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.	306-41
<p>Tracking, supporting teachers in follow-through, and imputing necessary documents and information for Measure N specific expenditures related to MN Field Trips (Buses/Admissions/etc.), Extended Contracts (timesheets/etc.), other MN expenditures (purchases/etc.)</p>	\$69,505	Measure H: College & Career Readiness for All	2405	Clerical Salaries	6341	Administrative Assist III Bil	0.40			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.	306-42

PROPOSED 2026-27 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, .6 FTE 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.	\$73,045	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10561	Case Manager 20	0.60			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, 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.	306-43

PROPOSED 2026-27 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
<p>unallocated -</p> <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>	\$67,187	Measure H: College & Career Readiness for All	4399	Unallocated			0.00		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.)		

PROPOSED 2026-27 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
funding for certificated staff such as teachers to support family engagement at events such as: Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Literacy Education, Math Night or other that occur after school hours	\$3,000	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends			0.00		Student Connectedness to School	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.)	306-45
funding for classified staff such as Case Managers to support family engagement at events such as: Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Literacy Education, Math Night or other that occur after school hours	\$3,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	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.)	306-46
funding for refreshments to support family engagement at events such as: Coffee with the Principal, Parent listening/engagement sessions, SART/Truancy/Attendance meetings, Reclassification Celebration event, Literacy Education, Math Night	\$2,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	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.)	306-47

PROPOSED 2026-27 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	\$30	Title I, Part A Parent & Family Engagement	4399	Unallocated			0.00		Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. 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
unallocated	\$1,060	Title I, Part A Parent & Family Engagement	4399	Unallocated			0.00		Student Connectedness to School	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.)	306-49

PROPOSED 2026-27 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, .2 FTE	\$22,170	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1702	Teacher Structured Eng Immersn	0.20		On Track to Graduate: 9th Grade	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.)	306-50

PROPOSED 2026-27 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, .2 FTE	\$17,851	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3023	Teacher Structured Eng Immersn	0.20		On Track to Graduate: 9th Grade	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 2026-27 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, .3 FTE	\$33,188	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3538	Teacher Structured Eng Immersn	0.30		On Track to Graduate: 9th Grade	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.)	306-52

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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, .2 FTE	\$19,135	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4596	Teacher Structured Eng Immersn	0.20		On Track to Graduate: 9th Grade	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 2026-27 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, .2 FTE	\$19,332	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8347	Teacher Structured Eng Immersn	0.20		On Track to Graduate: 9th Grade	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

PROPOSED 2026-27 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
<p>Instructional Coach and Lead Facilitator for 9th Grade team. Oversees 9th grade collaboration and targeted services for 9th grade off-track students. Targeting support for English language learners, and based on research that shows students who leave 9th grade on-track to graduate are more likely to remain on-track to graduate through the remainder of their secondary careers. Intentional time will be directed towards 9th grade literacy. Teachers will work one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and other relevant classroom data. Teachers will also make connections with families in order to gain the family support needed to accelerate their students' progress.</p>	\$84,191	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11008	TSA 11Mon 12Pay	0.50		On Track to Graduate: 9th Grade	<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>	306-55

PROPOSED 2026-27 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
<p>Stabilizing the counseling team by partially funding this school counselor's FTE allows us to continue to designate school counselors according to 9th Grade House and 10-12 Career Tech Ed Pathway. Pupil Personnel Services Credential allows counselors to be active members of our COST team and to provide the first line of behavioral and mental health to all students on their caseload. The school counselor, along with the dedicated Assistant Principal and dedicated Case Manager collaborate weekly and attend teacher collaboration. Communication with students and families is a key part of their every day work. Problem solving and open communication with teachers is also important. Aside from social emotional care to all students on their caseload, school counselors push into classrooms to provide information related to a wide range of topics including workshops on stress reduction, dealing with anxiety, transitioning from middle school to high school, how to stay on track to graduate, A-G requirements, college exploration and planning, parent education workshops on graduation planning and college. All throughout the school year, both planned and in response to the needs of students and families. Counselors have drop in available at lunch time. This group works closely with administrative team and case management team towards improving our strategies to increase graduation rates, A-G completion rates, completion of CHKS surveys, improved attendance and tardies, and increase student engagement in WBL and other opportunities such as dual enrollment and concurrent enrollment, and access to college programs specifically for first-generation college students.</p>	\$107,463	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	3326	Counselor	0.80		On Track to Graduate: 9th Grade	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.	306-56

PROPOSED 2026-27 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
The bilingual attendance specialist is responsible for meticulously tracking and recording attendance data for a diverse student population. Proficient in English and Spanish, this role serves as a vital communication link, addressing inquiries and disseminating information on attendance policies to students, parents, and staff. Alongside routine tasks like data entry, the specialist plays a crucial part in generating attendance reports and collaborates with educators to address challenges. Their commitment to cultural sensitivity, proactive intervention in chronic absenteeism, and contributions to a positive attendance culture through training initiatives make them an indispensable asset to the school community.	\$26,556	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	10419	Attendance Specialist Bil	0.40		Student Connectedness to School	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.)	306-57

PROPOSED 2026-27 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 Managers provide social emotional, motivational, organizational, and behavioral support before and after conflict. They are members of the COST team, oversee attendance improvement work including 1:1 attendance improvement programming, SART and SARB work, restorative justice and mediation work. They participate in PBIS programming and creating new structures for increasing joy and engagement throughout the campus.	\$56,196	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10565	Case Manager 20	0.50		Student Connectedness to School	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, 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.	306-58

PROPOSED 2026-27 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	\$1,650	Title I, Part A Schoolwide Program	4399	Unallocated			0.00		On Track to Graduate: 9th Grade	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

PROPOSED 2026-27 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	\$112,219	Title I, Part A Schoolwide Program	4399	Unallocated			0.00		Student Connectedness to School	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. 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.)	306-60

PROPOSED 2026-27 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	\$5,000	Perkins Career & Technical Education	4399	Unallocated			0.00			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 2026-27 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	\$5,000	Perkins Career & Technical Education	4399	Unallocated			0.00		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.		306-62

PROPOSED 2026-27 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	\$5,000	Perkins Career & Technical Education	4399	Unallocated			0.00			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.)	306-63

PROPOSED 2026-27 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	\$5,000	Perkins Career & Technical Education	4399	Unallocated			0.00			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 2026-27 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	\$5,000	Perkins Career & Technical Education	4399	Unallocated			0.00			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.)	306-65



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents 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 with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Publishing the single plan for student achievement on the school's website

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

- Open discussion at PTSA meetings, School Site Council, Coffee with Principal

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents 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 shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- Inviting parents to attend monthly School Site Council meetings

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

- Publishing the Single Plan for Student Achievement on the school's website

- Inviting parents to participate in monthly School Site Council meetings

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:

- Publishing the Single Plan for Student Achievement on the school's website

- Inviting parents to participate in monthly School Site Council meetings

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

- Weekly Bulletin sent via Parent Square, with translation ability

- Publishing the Single Plan for Student Achievement on the school's website

- Inviting parents to participate in monthly School Site Council meetings

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:

- Connect with the Oakland Education Foundation to become a Skyline volunteer: [click here to learn more](#)

- Connect with your child's teacher to see how you can chaperone a field trip or volunteer in your child's classroom

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 with materials and training to help them work with their children to improve their children's achievement by:

- Speaking with your child regularly about their attendance and academic progress in each class
- Checking with your child regularly about their general well being at school.
- Ensure that your child is regularly checking their OUSD emails, engaging with AERIES student portal, and Google Classroom or other teacher systems

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

- Encouraging strong and responsive communication between staff and parents

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

- Contacting the school to arrange for parent meeting; meetings can be held virtually if this more convenient

The school involves parents 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:

- Becoming involved in the School Site Council; SSC addresses school improvement, Title I plans and budget monthly

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

- Providing child care, dinner, translation where possible.
- Providing a Zoom option for easier participation

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

- Connecting parent with school leaders

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 in more fully participating in the education of their children by:

- Keeping community informed of our programs and activities with the weekly bulletin, and encouraging parent involvement in PTSA, School Site Council, classroom volunteer, field trip chaperon, parent education series on topics such as financial aid, college applications, stress management, and more

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Skyline High School on Sept. 10, 2025, the Title I Annual Meeting and will be in effect for the period Sept. 11, 2025 through May 29, 2026.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Rebecca Huang		9/11/25
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



School-Parent Compact

Skyline High School

2025-26

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

*This School-Parent Compact is in effect for the **2025-26** school year.*

SCHOOL RESPONSIBILITIES

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a) Provide high quality, relevant, meaningful instruction to all students that address state standards.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Attend parent-teachers conferences as necessary.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a) View your child's progress on AERIES and on parent-notifications on Google Classroom. Communicate with your teachers via email, parent square, and phone when necessary.
- 4) Provide parents reasonable access to staff.

- a) All staff have OUSD email that is their first name.last name@ousd.org. These emails are also available on our website and on AERIES. Teachers can also be reached via Parent Square as well as their child's Google Classroom.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) We welcome parents to become a Skyline volunteer as a guest speaker, classroom helper, field trip chaperone. Please see [link to Oakland Ed Fund](#) if interested.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) We welcome parents to regularly check the parent AERIES portal and receive the Google Classroom communications from each teacher, where relevant
 - b) We welcome parents to read the Weekly Titan, the weekly newsletter, to stay well informed throughout the year.
 - c) We welcome parents to participate in Parent workshops such as Financial Aid / College Planning
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
 - a) We welcome parents to join the PTSA for meetings and social hours events.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) Phone calls are answered in the main office from 8 - 4 PM daily, messages can be left during non-school hours and a staff member will address the caller's issue. We do everything possible to use translation when needed.
 - b) Email, Parent Square messages are a good way to maintain good communication.

TEACHER RESPONSIBILITIES

I agree to support my students' learning in the following ways:

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student

- 3) Provide a safe, positive and healthy learning environment

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Volunteer in my child's classroom if possible. *[required]*
- 2) Participate in decisions related to the education of my child. *[required]*
- 3) Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- 4) *[Add other responsibilities at school's discretion]*

STUDENT RESPONSIBILITIES

Each student is expected to:

- 1) Get to school and to class on time every day.
- 2) Be prepared for class with homework and class materials.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.

This Compact was jointly developed and adopted by Skyline High School on **Sept. 10, 2025**, and will be in effect for the period of **Sept 11, 2025 through May 29, 2025**.

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 **September 30th** of this current school year.

Rebecca Huang	<i>Rebecca Huang</i>	9/12/25
Name of Principal	Signature of Principal	Date

Please link the Parent and Family Engagement Policy to this document.



SKYLINE SECONDARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Myesha Mebane and Lina
Vice Chairperson:	Inara
Secretary:	Kathy Thach

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Laurel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Lina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Inara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Myesha Mebane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Kathy Thach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Laurel Sinclair	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Christina McGhee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Casey Dolan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Eric Shapiro	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Rebecca Huang	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)