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

# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Skyline High School

**Ask of the Board** Approve the 2025-2026 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)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Skyline High School



## 2025-26 School Plan for Student Achievement (SPSA)

**School:** Skyline High School  
**CDS Code:** 1612590137943  
**Principal:** Rebecca Huang  
**Date of this revision:** 4/22/2025

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/22/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 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:** 4/22/2025

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

*Principal*

*Rebecca Huang*

Signature

4/22/2025

Date

Danielle Victorian

*SSC Chairperson*

*Danielle Victorian*

Signature

5/5/2025

Date

Guadalupe Gomez

*SELLS Representative (optional)*

*Guadalupe Gomez*

Signature

5/7/25

Date

Vanessa Sifuentes

*Network Superintendent*

*VSifuentes*

Signature

5/16/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/7/25

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/7/2024	Faculty / Instructional Leadership Team	Shared rationale and overview of site plan and how it relates to Professional Development Focus and Scope and Sequence for the school year.
10/1/2024	SSC & SELLS	With SSC establishment complete, discussed SSC's role in approving federal expenditures in accordance with school plan (SPSA) based on needs and assessments. With SELLS establishment complete, discussed SELLS role in engaging in discussion around federal expenditures in accordance with school plan (SPSA) based on needs and assessments, in particular with regards to ELL population. Shared rationale and overview of site plan and SELLS role therein.
12/12/2024	Professional Development Team	Conducted work session to flesh out teacher, leadership, and organization practices aligned school goals. Gathered feedback on goals and strategies.
1/7/2025	SSC	Reviewed SPSA mid-year review process and school-wide goals. For each school-wide goal, discussed what's working well and what needs improvement, particularly as each goal relates to Title I spending. Shared one-pager budget information and discussed relevant budget changes for 2025-26.
1/6/2025	CCC/CSM	Conducted focus group on SPSA sections related to college and career readiness and MTSS planning with College and Career Coordinator and Community School Manager.
1/14/2025	Instructional Leadership Team	Shared rationale and overview of site plan. Conducted committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment Section. Then a working session for committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment section and theory of action/strategic actions in Part II: Annual Review and Update and Part III: Strategies and Actions sections.
1/28/2025	Instructional Leadership Team	Shared rationale and overview of site plan. Conducted committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment Section. Then a working session for committees within ILT to flush out key data points/root cause analysis of Part I: Needs Assessment section and theory of action/strategic actions in Part II: Annual Review and Update and Part III: Strategies and Actions sections.
1/30/2025	SELLs	Convened feedback session with SSC on Title I Expenditure Assessment. Reviewed overall SPSA budget: Determined and approved SPSA Title I expenditures for 2025-26. Determine and approve SPSA Title I (parent) and Title IV expenditures for 2025-2026
2/11/2025	SSC	Convened feedback session with SSC on Title I Expenditure Assessment. Reviewed overall SPSA budget: Determined and approved SPSA Title I expenditures for 2025-26. Determine and approve SPSA Title I (parent) and Title IV expenditures for 2025-2026
3/11/2025 & 4/17/2025	SSC and SELLS	Review and discuss SPSA - (for upcoming approval); SPSA discussion and input



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

### Transitional Students and Families Unit

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

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

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$574,089.72
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,484,199.25

### 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 (#3010)	\$342,720
Title I, Part A Parent & Family Engagement (#3010)	\$9,520
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$574,090</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING</b>
<b>\$1,484,199.25</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$90,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CSPP #6332)	\$562,957
Proposition 28 (Arts & Music in Schools #6770)	\$231,853
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$910,110</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Skyline High School</b>		<b>School ID: 306</b>
<b>CDS Code: 1612590137943</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
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.		
<b>Resource Inequities</b> (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>		

### School Demographics, 2023-24

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

**1B: GOALS & IDENTIFIED NEEDS****LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	By June 2026, students will demonstrate increased literacy and math proficiency as measured by:  Metric 1) By June 2026, 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 2026, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
<b>Identified School Need:</b>	increase on-track rates, increase college readiness, decrease D/F rates, increase ELA and Math distance from standard. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

**English Language Arts Measures & Targets**

<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	All Students	-50.0	-16.8	not available until fall 2025	-30.0
SBAC ELA Participation	All Students	68.8%	75.2%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	9.1%	11.7%	not available until fall 2025	20.0%

**Mathematics/Science Measures & Targets**

<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-125.0	-87.6	not available until fall 2025	-100.0
SBAC Math Participation	All Students	75.2%	75.2%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	25.9%	21.6%	not available until fall 2025	50.0%
California Science Test (CAST) Participation	All Students	68.1%	71.6%	not available until fall 2025	95.0%

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	85.1%	91.0%	not available until fall 2025	94.0%
On Track to Graduate: 9th Grade	All Students	54.6%	68.7%	not available until fall 2025	70.0%
On Track to Graduate: 11th Grade	All Students	56.8%	55.5%	not available until fall 2025	75.0%
A-G Completion	All Students	63.8%	64.1%	not available until fall 2025	75.0%
College/Career Readiness	All Students	43.9%	61.4%	not available until fall 2025	70.0%

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

<b>School Goal:</b>	By May of 2026 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).
<b>Identified School Need:</b>	Improve academic and SEL support for African American and Latinx students to decrease truancy and discipline; Increase on-track rate of students in 10th and 11th grades (African American; Latinx; Newcomer students; increase exposure of internship and career readiness opportunities; improve parent partnership

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-134.2	-113.5	not available until fall 2025	-30.0
SBAC ELA Distance from Standard Met	African American Students	-110.5	-75.0	not available until fall 2025	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	18.8%		not available until fall 2025	10.0%

SBAC Math Distance from Standard Met	Special Education Students	-212.3	-152.5	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	African American Students	-202.6	-152.9	not available until fall 2025	-100.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	14.7%	10.1%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	18.0%	13.9%	not available until fall 2025	30.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	By the end of the 2025-26 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%.				
<b>Identified School Need:</b>	reduce chronic, moderate and at-risk absenteeism, monitor and communicate progress of safety campus security improvements and procedures, increase input and communication among all stakeholders, increase number of positive activities and incentives program				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students		45.0%	not available until fall 2025	95.0%
Out-of-School Suspensions	All Students	6.1%	5.7%	not available until fall 2025	3.0%
Out-of-School Suspensions	African American Students	13.7%	11.1%	not available until fall 2025	6.0%
Out-of-School Suspensions	Special Education Students	11.2%	9.4%	not available until fall 2025	6.0%
Chronic Absenteeism	All Students	67.3%	35.4%	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	73.6%	44.5%	not available until fall 2025	45.0%

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

<b>School Goal:</b>	All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2025-26 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.				
<b>Identified School Need:</b>	Build teacher, teacher leader, school leader capacity with mentorship, teambuilding, accountability, promoting a healthy and positive community of practice that honors diversity, openmindedness, integrity, and equity.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	77.7%	78.3%	not available until fall 2025	85%

### 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) By June 2026, at least 55% of students who take two or more i-Ready Reading Diagnostics will meet their typical growth goals, demonstrating increased literacy proficiency.</i></p> <p><i>Metric 2) By June 2026, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</i></p>	<ul style="list-style-type: none"> <li>- significant gains in SBAC ELA (DFS -50.0 to -16.8 from 2022-23 to 2023-24</li> <li>- 8.6% increase in ELA Std Nearly Met, 6.5% increase in ELA Std Met</li> <li>- 7.9% decrease in ELA Std Not Met</li> <li>- As of midyear iReady data review (January 2025), 54.1% of our students have reached their growth goals on iReady. We are hopeful to meet or surpass 65% of students reaching their growth goals by the end of the school year.</li> <li>- Our site exploring ways to incorporate iReady Individualized Lessons into classroom routines to better support student engagement with reading.</li> <li>- Students are aware of their current reading status; are actively monitoring their progress with clear indicators of areas needed for improvement.</li> <li>- Spring Semester implementation of ELPAC prep support (push in/push out) provided by Literacy Specialist.</li> <li>- While we are not meeting our goal of 25% of students demonstrating grade-level proficiency on interim-assessments, we have continued to decrease the D/F rate (Algebra 1 2022-23 26.2% to 2024-25 12.7%; Algebra 2 2022-23 34.6% to 2024-25 30.1; Geometry 2022-23 27.3% to 2024-25 11.0%) in math which with the implementation of "Blue Print" we hope to see a continued decrease in D/Fs this Spring semester.</li> <li>- School PD Cycle holds these two goals at the center of the work: Department and Pathway Cycles of Inquiry are aligned with supporting these goals.</li> </ul>

<p>LCAP Goal 2:</p>	<p><i>By May of 2026 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).</i></p>	<ul style="list-style-type: none"> <li>- significant gains in SBAC ELA for Afr-Am and Latinx students</li> <li>- 64.4% of 10th graders are currently on track for graduation as of midyear (January 2025); 52.4% of African American, 56.3% of Latinx 10th graders are on track for graduation. With some additonal targeted interventions we hope to meet our goal of 64.6% for these student populations.</li> <li>- Pathway PLC provide time for student intereventions weekly in their collaborative spaces; this time is utilized to discuss student academic and behavioral supports; PLCs emphasizing attention on 10th graders and these specific demographic groups.</li> <li>- Pathway students are informed of and have an opportunity to engage in internship experiences. Currently, students that engage in internships are on-track for graduation.</li> <li>- Counseling team has continued to provide graduation requirement/A-G presentations in our 10th grade CTE classrooms during each semester.</li> <li>- Counseling Team Interns conducting full audits of 10th grade students to identify students within these subgroups that are in greatest need of academic intervention</li> <li>- College and Career Center currently has 36 Latinx and 22 African-American 10th grade students in their College Access Program. Grade Level presentations are provided to students in classrooms around post-secondary options, extra-curricular activies, and college knowledge content.</li> <li>- AAMA, LMB teachers are collaborating with 9th grade teacher community in order to intervene with students prior to 10th grade year to provide mentorship, supports, and academic planning.</li> <li>- Grade Boost credit recovery system is still being implemented to support early credit recovery for 10th grade students off track from graduation.</li> </ul>
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<p>LCAP Goal 3:</p>	<p><i>By the end of the 2025-26 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%.</i></p>	<ul style="list-style-type: none"> <li>- <i>reduced chronic absenteeism significantly from 2022-23 (67.3% in 2022-23 to 35.4% in 2023-24) in our overall student body</i></li> <li>- <i>Af-Am student population improved chronic absenteeism by 29.1% points from 2022-23 to 2023-24</i></li> <li>- <i>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%</i></li> <li>- <i>still, Afr-Am, Latinx, Pac Isl students have much poorer attendance than their Caucasian and Asian peers</i></li> <li>- <i>we have been successful in elevating the topic of attendance and attendance improvement among the school community of students, staff, and parents by instilling positive incentives for each student (1 Titan Way point for each on-time class attendance). Students use their ID cards with Titan points awarded to purchase food and non-food items (head phones, school sweatshirts, school supplies, bus passes, sporting events tickets, etc.) from our vending machines. This popular program began Spring 2024 and was increased during 2024-25.</i></li> <li>-<i>Attendance team increased efforts (increased number of mass parent attendance meetings, SARTs, SARBs) by approximately 2-fold (twice as many SARTs, SARBs, mass parent mtgs, etc.)</i></li> <li>-<i>increase structured Case Manager actions with At-Risk students by increasing 1:1 work and publicly rewarding students that improve attendance with lunch time pizza party</i></li> <li>-<i>empathy interviews conducted by Case Managers, Admin to better understand underlying reasons of poor attendance</i></li> </ul>
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LCAP Goal 4:	All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2025-26 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.	<ul style="list-style-type: none"> <li>- PD Cycle holds OETF at the center of work towards Student Performance Goals and Instructional Practice Focus</li> <li>- We are consistently holding Learning Walks with Administration, ILT, and general teachers to gather data and insight on instructional practice improvement (OETF 3C Fostering Communication and Collaboration Skills; Student-to-Student Talk). Department Goals and the majority of Individual Teacher Goals focus on OETF3C.</li> <li>- Daily Collaborative spaces provide time for engagement with work connected to OETF3C (i.e. watching videos of student-to-student talk strategies in a classroom; etc. )</li> <li>- Administration team is following through with our Evaluation Cycles this year.</li> <li>- All non-cleared credentialed teachers engaged in the New Teacher Center PD Series Fall Semester; all non-credentialed teachers paired with a coach.</li> <li>- We have two instructional coaches that have formalized coaching relationships through NTC, as well as providing support/coaching to veteran teachers in regards to their professional goals/instructional practice improvement.</li> <li>- Centralized PDs (2nd Wednesdays) are focused to support teacher development through the OETF Framework.</li> </ul>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) By June 2026, 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 2026, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</p>	<ul style="list-style-type: none"> <li>- iReady is in its first year of implementation at our site; this has required a lot of PD/Departmental focus in order to become well acquainted with administering the assessment as well as learning about Individualized Learning components, and data.</li> <li>- We are shifting toward utilizing the data from iReady in order to identify key reading standards aligned with students' greatest areas of need (textual evidence and analysis; Argument and Claims Evaluation; etc.).</li> <li>- We need to improve our targeted recruitment of students into Reading Intervention.</li> <li>- We need to have all math team members on board with fully implementing the interim assessments; for each math level we had ~30% of students not take the assessment.</li> <li>- Shifting grading practices to be aligned with student mastery (standards aligned and rubric based assessment) so that grade is reflective of student progress toward mastery.</li> </ul> <p>Title I funding will be utilized to support various FTE positions aimed at enhancing student impact within LCAP Goal 1. These positions include 1 ELD Teacher with a total FTE of 0.20, 2 Newcomer Teachers (0.20 FTE and 0.30 FTE), 1 TSA with a total FTE of 0.90, 1 Attendance Specialist (0.50 FTE), 1 Case Manager (0.30 FTE), 1 Social Worker (0.50 FTE), and 1 Literacy Teacher (0.20 FTE). Additionally, Title I funds will be used to support field trip transportation and fees to enhance college and career exploration. During Fall 2025, the School Site Council (SSC) will vote on the allocation of unallocated Title I funding to further support these initiatives.</p>

<p>LCAP Goal 2:</p>	<p><i>By May of 2026 we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).</i></p>	<ul style="list-style-type: none"> <li>- <i>Counseling Team intends to provide parent information sessions (Graduation/A-G/etc.) by affinity groups (African American Parents, Latinx Parents, etc.)</i></li> <li>- <i>Grade Boost credit recovery program needs to prioritize placement of AA and Latinx students off-track in the 10th grade in the program. As of now, general off-track population is surveyed and its a first come first serve basis; intentional and targeted recruitment can better support this goal.</i></li> <li>- <i>College and Career Center has struggled with student attendance at lunch time workshops; moving forward adjusting to hold workshops during classtime or within after school programming by partnering with our Youth Center.</i></li> <li>- <i>Improve collaboration between Administration, Counseling, and CCC teams to identify early in the year AA/Latinx 10th graders off-track to graduate in order for targeted recruitment for College Access Programs to occur.</i></li> <li>- <i>Pathway's currently have 12.3% percent of total 10 grade class engage in internships. Of that group, 32.5% of students are Latinx and 15.6% of studens are African-American. However, currently those demographic of students are all on-track for graduation. We intend to improve our efforts in targeted recruitment (student and parent info sessions; phone call/email outreach to these students and families) of off-track to graduate African-American and Latinx 10th graders to engage in internships believing that these experiences may have a positive impact on students' connection with school and their academic performance; the greater challenge is the ECCO Internship Programming conflicts with Credit Recovery Programming. Some organizations are adjustging their scheduling so that students in credit recovery can also engage in internship opportunities.</i></li> </ul>
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LCAP Goal 3:	By the end of the 2025-26 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%.	<ul style="list-style-type: none"> <li>- likely some inaccuracies re: number of chronic absent; need to contact individual families in order to address reasons for truancy in order to assess if they are truly chronically absent or if they need to be withdrawn; can be challenging for staff to prioritize these phone calls</li> <li>- although we have made some improvements in parent involvement and increasing parent understanding of what it means to be truant, there is still improvement to be made</li> <li>- considerable levels of students with high emotional needs that impact their ability to focus during classtime/during school still exist</li> <li>- there is still work to be done to increase ownership and responsibility of student attendance to the entire school community (students, parents, and all staff members) rather than the responsibility only with a small group of staff members</li> <li>- more analysis, trends, deeper understanding of attendance data is needed. This data needs to be discussed, shared, and analyzed by all staff members and parent and student leaders where appropriate. Stakeholders can strategize on creating action items to increase satisfactory attendance numbers. Skyline will increase parent engagement by utilizing Title I-Parent funds to provide refreshments at parent meetings to boost attendance, extended contracts for teachers to provide additional support to parents, and provide translation services at parent meetings. These efforts are intended to help reduce chronic absenteeism by offering additional resources and support to parents. Additionally, the Skyline School Site Council will vote on how to expend unallocated Title I-Parent funds during Fall 2025 to further enhance these initiatives.</li> </ul>
LCAP Goal 4:	All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2025-26 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.	<ul style="list-style-type: none"> <li>- Few, but some, staff are resistant to coaching or resistant to collaborative spaces. Inconsistent attendance to Professional Learning Spaces.</li> <li>- Still some discomfort with deeply analyzing Teacher Performance within Learning Walks/Peer Observations; still developing a culture of comfort where identifying growth areas in teaching practices will not be taken personally and be acted upon professionally.</li> <li>- Collective efficacy is still in a nascent stage.</li> <li>- Capacity of teacher leaders is still limited; need to continue investment in their development.</li> <li>- Attention and focus on this development requires guidance and direction; there is a lack of individual desire for professional improvement (seek out learning opportunities).</li> </ul>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Skyline High School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

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

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

School goals remain focused on building capacity of teacher leaders, increasing 1:1 teacher coaching for beginning teachers or teachers who express desire for structured collegial support, promoted open classroom doors and a culture of professional learning amongst colleagues, promoted open communication amongst all stakeholders with listening sessions for input on school-wide issues and concerns and formation of positive incentives committee to review and approve positive culture building projects. We have continued to implement large-scale Learning Walks where teacher leaders and district curriculum support staff gathered data and reflected on key pieces of the OETF framework that the PD planning team could then use to inform next steps in whole site PD. In addition we are leading 3 Learning Walks for Principals/Assistant Principals from other sites so they can improve that practice at their sites. This year our beginning teachers participated in the district's New Teacher Professional Development that took place during Semester 1. Although this posed a conflict at times with our site PD, we ultimately prioritized the district sessions on classroom management and basic beginning teacher guidance that can be difficult for school with a large staff to address in our Wednesday PDs. The beginning teachers also had time during those sessions to collaborate in content areas. We continue to prioritize teacher collaboration at Skyline and have improved our collaboration structures, accountability, and transparency with use of teams document, reflection, and use of data. We embedded some extra supports into the 9th grade master schedule with Reading Intervention class support and Blueprint Algebra. Students enrolled in Blueprint Algebra work in groups of 4 students to every one Blueprint Fellow (Americorps member) to support Algebra class. Three Blueprint sections are overseen by our classroom math teachers. 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. We see modest improvement in 9th grade D/F rates. We are improving and increasing our attendance work with Case Managers playing vital role for their assigned cohort of students.

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

The past few years' investment on growing our teacher leaders (department chairs, pathway directors) and distributed leadership in our SLCs are making a positive impact. Students and staff are experiencing the now relatively common practice of open classroom doors. Teacher leaders (ILT) have engaged at a higher level with this work than previous years and are deepening their understanding of how well we are moving towards our school goals across our classrooms as a whole school. PD planning team took ILT feedback seriously and gave more supports this school year to department chairs to plan and facilitate their department work with inquiry cycles. Departments shared out Inquiry Cycle learnings all together with whole site and the elevation and appreciation of this work by all staff members seemed like a very positive turning point in the Inquiry work that ILT took on. Skyline beginning teachers had fairly strong attendance at the district's New Teacher Professional Devt; the teachers with good attendance reported usefulness of the PD series. We encouraged (and held accountable) all beginning teachers to attend the sessions and look forward to seeing positive results in our classrooms, in teacher retention and satisfaction, and ultimately improved student outcomes. Skyline teachers that participated in this PD that wished to provide critical feedback to district facilitators of the PD were supported by site staff to do so, ultimately promoting teacher attendance and buy-in. We look to make connections between our lower D/F rates that we see in 9th grade with improved students outcomes in standardized testing.

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 plan to continue Algebra Support class (Blueprint Math) for the remainder of this year and to build minimally one section for 2025-26, as a result of the gains in math improvement for students that are engaging well in this, our first year of Algebra Success (Blueprint) - see rows 17 and 20 below. The reduction in Blueprint section is a result of site FTE available to oversee the math sections, nothing related to the success of the program or our relationship with the Blueprint program. We will cut down the number of Biology credit recovery sections as a result of overall staff reduction due to enrollment projections. Our Biology credit recovery will continue to be mxed grade level course. We will increase our specificity related to our literacy goals with our iReady data from this school year, as well as hone our math goal with our math interim assessment data from this year - see Part 1 Needs Assessment school goals for details. Our TSAs will increase efforts to support and coach new and/or struggling teachers - see row 25. We are going from 4 pathways down to 3, as is required with our lower projected enrollment. In doing this, we will be more accurate, transparent, and focused in our pathway offerings and utilize our Case Manager support system to address SEL, attendance, motivation, and belonging. We have dedicated Case Manager support for each pathway and 9th grade house - see row 21.

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

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Social Worker, .1FTE, \$11,998	Student Connectedness to School	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	-increased satisfactory attendance for current newcomers from 33.3% in 2023-24 to 44.1% in 2024-25. -decreased At-Risk from 20.8% to 18.1 -decreased Moderate Chronic absence from 27.8% to 17.6% -decreased Severe Chronic absences from 18.1% to 16.2% in one year's time	continue; this population remains at high risk for truancy, especially with current political climate. We aim to continue to provide full services and excellent attention and care for our newcomer population.
Teacher Structured Eng Immersn, .2FTE, \$21,187	A-G Completion	Stabilizing of 9th grade houses by funding partial fte allows for protected house collaboration to improve on-track rates for 9th grade	-slight increase in 9th grade satisfactory attendance from 43.9% in 2023-24 to 44.1% in 2024-25. - decrease in D/F rate from 43% in 2023-24 to 33.3% in Sem1 of 2023-24, and no decrease to Sem1 of 2024-25 -seeing improvement in math support with 70.59% of our students who currently have 80% or higher attendance for Math Support class were 3+ years behind grade level at beg of semester and this dropped to 57.14% at mid-year -for students attending math supports with 80% or higher attendance and at least 2 assessments, the average growth rate is currently sitting at 2.32 months of growth each month	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>Teacher Structured Eng Immersn, .2FTE, \$27,831</p>	<p>A-G Completion</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 from 43.9% in 2023-24 to 44.1% in 2024-25.          - decrease in D/F rate from 43% in 2023-24 to 33.3% in Sem1 of 2023-24, and no decrease to Sem1 of 2024-25          -seeing improvement in math support with 70.59% of our students who currently have 80% or higher attendance for Math Support class were 3+ years behind grade level at beg of semester and this dropped to 57.14% at mid-year          -for students attending math supports with 80% or higher attendance and at least 2 assessments, the average growth rate is currently sitting at 2.32 months of growth each month</p>	<p>continue; with a strong collaborative investment in the 9th grade teaching team and with collaboration with Core Distrct 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>Case Manager 24, .35FTE, \$37,431</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 at 202 compared with 77 incidents (as of Dec 14). Overall suspension rates decreased by .4% (6.1% in 2022-23 to 5.7% in 2023-24) for the general student population and we also saw a decrease in suspension of Special Education students (11.2% to 9.4%) and also African-American students (13.7% to 1%) -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 from 2022-23 (67.3% in 2022-23 to 35.4% in 2023-24) in our overall student body. Our African-American student population improved chronic absenteeism by 29.1% points from 2022-23 to 2023-24 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; case managers have increased their impact on attendance with weekly attendance meetings and an earlier start on 1:1 case management, evening mass SART Parent meetings, SART and SARB completions. Case Managers continue tight coordination with with dedicated administrator and counselor assigned to cohort of 9th grade and pathway. Case Managers play a pivotal role in elevating the importance of attendance with a positive incentives campaign in which students win Titan points for attendance, and are recognized and rewarded for improvement in attendance and positive behavior.</p>
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Social Worker, .4FTE, \$41,123	Student Connectedness to School	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	"-increased satisfactory attendance for current newcomers from 33.3% in 2023-24 to 44.1% in 2024-25. -decreased At-Risk from 20.8% to 18.1 -decreased Moderate Chronic absence from 27.8% to 17.6% -decreased Severe Chronic absences from 18.1% to 16.2% in one year's time	continue; this population remains at high risk for truancy, especially with current political climate. We aim to continue to provide full services and excellent attention and care for our newcomer population.
Teacher, .4FTE, \$58,752	ELL Reclassification	Stabilizing of 9th grade houses by funding partial fte allows for protected house collaboration to improve on-track rates for 9th grade	-slight increase in 9th grade satisfactory attendance from 43.9% in 2023-24 to 44.1% in 2024-25. - decrease in D/F rate from 43% in 2023-24 to 33.3% in Sem1 of 2023-24, and no decrease to Sem1 of 2024-25 -seeing improvement in math support with 70.59% of our students who currently have 80% or higher attendance for Math Support class were 3+ years behind grade level at beg of semester and this dropped to 57.14% at mid-year -for students attending math supports with 80% or higher attendance and at least 2 assessments, the average growth rate is currently sitting at 2.32 months of growth each month	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.

TSA Classroom, .4FTE, \$53,662	Staff Satisfaction with Professional Development	<p>-provide 1:1 coaching for new and/or struggling teachers that opt into coaching services</p> <p>-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</p>	<p>-slight increase in 9th grade satisfactory attendance from 43.9% in 2023-24 to 44.1% in 2024-25.</p> <p>- decrease in 9th grade D/F rate from 43% in 2023-24 to 33.3% in Sem1 of 2023-24, and no decrease to Sem1 of 2024-25</p> <p>- 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</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>
teacher	A-G Completion	<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 from 43.9% in 2023-24 to 44.1% in 2024-25.</p> <p>- decrease in D/F rate from 43% in 2023-24 to 33.3% in Sem1 of 2023-24, and no decrease to Sem1 of 2024-25</p> <p>-seeing improvement in math support with 70.59% of our students who currently have 80% or higher attendance for Math Support class were 3+ years behind grade level at beg of semester and this dropped to 57.14% at mid-year</p> <p>-for students attending math supports with 80% or higher attendance and at least 2 assessments, the average growth rate is currently sitting at 2.32 months of growth each month</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>

Attendance specialist	Chronic Absenteeism	<p>-phone calls to chronically absent students</p> <p>- answer phone calls, emails, voice mails, parent square messages, and attendance emails regarding student daily attendance, truancy, tardies</p> <p>- responsible for accurate daily teacher attendance, attendance corrections, clearing absences due to field trips and other specific student needs</p> <p>-support main office needs, including Spanish bilingual translation, new family enrollment</p> <p>-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</p> <p>-We reduced chronic absenteeism significantly from 2022-23 (67.3% in 2022-23 to 35.4% in 2023-24) in our overall student body. Our African-American student population improved chronic absenteeism by 29.1% points from 2022-23 to 2023-24 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; case managers have increased their impact on attendance with weekly attendance meetings and an earlier start on 1:1 case management, evening mass SART Parent meetings, SART and SARB completions. Case Managers continue tight coordination with with dedicated administrator and counselor assigned to cohort of 9th grade and pathway. Case Managers play a pivotal role in elevating the importance of attendance with a positive incentives campaign in which students win Titan points for attendance, and are recognized and rewarded for improvement in attendance and positive behavior.</p>
refreshments for evening parent meetings or workshops	Student Connectedness to School	<p>provide muliple opportunities throughout the year where parents of truant students come to discuss and more deeply understand the importance of attendance, compat chronic absenteeism: home visits, evening parent attendance meetings</p>	<p>on average, around 10% of families that are invited to attend evening events around chronic attendance tend to show up. Of the ones that do attend the evening events, 70% of the students improve attendance from that point onward.</p>	<p>continue to provide opportunites for parents to engage around truancy, chronic absenteeism, and other important workshops or sessions to improve student outcomes</p>

overtime for classified employees	Chronic Absenteeism	Case managers and Attendance Specialists are an integral part of attendance work to combat chronic absenteeism: home visits, evening parent attendance meetings	<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</p> <p>-We reduced chronic absenteeism significantly from 2022-23 (67.3% in 2022-23 to 35.4% in 2023-24) in our overall student body. Our African-American student population improved chronic absenteeism by 29.1% points from 2022-23 to 2023-24 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>	continue to provide multiple opportunities throughout the year when families of truant students are invited to come to school to engage in conversations about truancy and given an opportunity to develop good relationships with staff, to problem solve together in order to improve their student's attendance; Case Managers and Attendance staff participate
sub coverage	Staff Participation in Foundational Professional Learning	provide classroom coverage for teachers that are engaging in professional learning both within site or outside of site	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	continue to provide multiple opportunities for teacher engagement and growth
transportation	College/Career Readiness	Career Educational Visit	excellent participation and engagement in this field trip	continue to see great value in career educational visits

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b> Skyline High School		<b>SCHOOL ID:</b> 306		
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<b>2025-26 High School SPSA Guidance</b>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By the end of the 2025-26 school year, students will demonstrate increased literacy and math proficiency as measured by:  Metric 1) By June 2026, 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 2026, 30% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.		
<b>Identified Need:</b>		increase on-track rates, increase college readiness, decrease D/F rates, increase ELA and Math distance from standard. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	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.)	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
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By the end of the 2025-26 school year, we will decrease the percentage of 10th grade African American and Latinx students that are off-track to graduation from 64.6%/65% (March 2024) to 44% as measured by graduation requirements and correlative data (attendance; interventions/discipline).
<b>Identified Need:</b>	Improve academic and SEL support for African American and Latinx students to decrease truancy and discipline; Increase on-track rate of students in 10th and 11th grades (African American; Latinx; Newcomer students; increase exposure of internship and career readiness opportunities; improve parent partnership

#	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. 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.	All Students	Behavioral	Tier 2 - Supplemental



2-2	Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	All Students	Behavioral	Tier 2 - Supplemental
2-3	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	All Students	Behavioral	Tier 1 - Universal
2-4	Counseling Team conducts transcripts audits of these student subgroups and intervene with Academic Action plans; Master Scheduling Team makes efforts to build more in school credit recovery opportunities for students off-track to graduate; aim to shift staff culture toward school aligned mastery based grading system that allows for Grade Boost Recovery; earlier intervention of alternative education conversations with students off-track to graduation.	All Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>		By the end of the 2025-26 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%.		
<b>Identified Need:</b>		reduce chronic, moderate and at-risk absenteeism, monitor and communicate progress of safety campus security improvements and procedures, increase input and communication among all stakeholders, increase number of positive activities and incentives program		
#	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.				
<b>School Goal:</b>		All staff will demonstrate growth of one column within the OETF framework for their professional goal by the end of the 2025-26 school year, as monitored in their evaluation cycles, coaching cycles, and departmental/PLC cycles.		
<b>Identified Need:</b>		Build teacher, teacher leader, school leader capacity with mentorship, teambuilding, accountability, promoting a healthy and positive community of practice that honors diversity, openmindedness, integrity, and equity.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Aligning evidence-based effective practices and structures within all classrooms so that students can easily navigate their academic experience. The sharing of effective practices amongst staff (whether in whole site PD, or in daily collaboration PLCs) helps support the alignment of these practices across classrooms. Beyond instructional practices and routines, aligning grading practices further support students' ability to easily navigate one class to the next.	All Students	Behavioral	Tier 1 - Universal
4-2	Ensuring all staff is knowledgeable of the OETF Framework, have all resources available to them to support the creation of meaningful professional outcome and student outcome goals. Provide opportunities within PD and PLC Collaboration spaces to monitor and reflect on their progress. Provide time and support in adjusting their planning based on their reflection; provide opportunity for teachers to engage in peer observation process.	All Students	Academic	Tier 1 - Universal
4-3	ILT and our PD Framework (whole site, department, PLC) regularly monitors and assesses individual and site progress within the OETF Framework through data collection (assessments, peer observations, learning walks) and analysis. Planning teams utilize this data to inform and shape the ongoing learning focus and experience of staff. Grounding the schools literacy focus within the OETF framework so that PLC efforts support the development of effective teaching practices.	All Students	Academic	Tier 1 - Universal
4-4	Ensure that all teachers have access to instructional coaching, all probationary teachers engage in 1:1 coaching cycles, and administrative team conducts evaluation cycles. In addition to coaching, all staff engages in peer observations and schoolwide learning walks. Staff regularly collects, analyzes and discusses data collected from common assessments, peer observations, learning walks, student experience surveys, etc.	All Students	Academic	Tier 1 - Universal

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</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 2025-26 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
Teachers providing free after school tutoring to support students on track for graduation. Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate	\$3,600	21st Century Community Learning Centers (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-1

**PROPOSED 2025-26 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 to support staff of OneLandOne People Youth Together to support before school enrichment and afterschool programming. This includes support for the peer tutoring program, offered 4X per week afterschool in all subjects.	\$218,250	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-2

**PROPOSED 2025-26 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 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.	\$83,775	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	9609	Teacher, Structured English Immersion	1.0			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 2025-26 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.	\$124,454	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10385	Teacher, Structured English Immersion	1.0			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.)	306-4



**PROPOSED 2025-26 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 -  will be for Arts & Music	\$23,624	Arts & Music in Schools (Proposition 28)	4399	Unallocated	n/a	n/a	n/a			Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-5

**PROPOSED 2025-26 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 fund salary for school counselor to provide SEL support, classroom workshops (stress reduction, anxiety management, high school success), 1:1 check in support, A-G and on-track graduation support, transcript audits, family workshops (A-G and on-track, postsecondary planning, staying on track in high school support)	\$77,812	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	3326	Counselor	0.6			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.	306-6
unallocated -  will support MTSS framework	\$186,188	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			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	306-7

**PROPOSED 2025-26 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 mental health professional with a focus on Tier II and Tier III and for students who are severely disengaged. Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate	\$96,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-8

**PROPOSED 2025-26 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.	\$147,043	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	10386	Restorative Justice Facilitator	1.0			Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-9

**PROPOSED 2025-26 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.	\$34,795	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 06	11-Month Community School Manager	0.2			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	306-10

**PROPOSED 2025-26 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 -  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)	\$11,519	California Community Schools Partnership Program Carryover	4399	Unallocated	n/a	n/a	n/a			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)	306-11
vending machine lease and items (both food and non-food items) for positive incentives program for all students to promote positive attendance and behavior. Non-food items include things such as OAL game tickets, dance tickets, yearbook, school supplies, headphones, phone chargers, school hoodies and t-shirts	\$6,000	California Community Schools Partnership Program Carryover	5600	Rentals, Leases & Repairs	n/a	n/a	n/a			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	306-12

**PROPOSED 2025-26 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
Digital pass system, Minga - this allows for staff to create digital hall pass with time limits. Allows analysis for trend or patterns, whole supervision team can view who has a hall pass at any given moment.	\$3,600	California Community Schools Partnership Program Carryover	5846	Licensing Agreements	n/a	n/a	n/a			By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity. All students are being supported through inclusive academic instruction features: professional planning (ILT/PD Planning Team) and professional learning (whole site/PLCs) integrates culturally relevant and responsive teaching practices, as well as asset based pedagogies at the forefront of staff development and instructional collaboration; supporting literacy development across content; content standard alignment; assessing student performance and responding with appropriate evidence-based instructional practices. PLC Collaboration utilizes Student Intervention talk protocol to implement referrals and supports for students in need of social, emotional, academic supports. Facilitation of COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-13

**PROPOSED 2025-26 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.	\$27,238	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2683	Teacher, Department Head	0.2			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.)	306-14



**PROPOSED 2025-26 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.	\$25,574	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	3306	Teacher, Structured English Immersion	0.2			Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-15

**PROPOSED 2025-26 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
0.1FTE 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.	\$17,246	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	4181	Teacher, Structured English Immersion	0.1			Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-16

**PROPOSED 2025-26 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.</p>	\$53,762	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			<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>	306-17

**PROPOSED 2025-26 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.</p>	\$63,754	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			<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>	306-18

**PROPOSED 2025-26 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.</p>	\$52,717	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			<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>	306-19

**PROPOSED 2025-26 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
stipends for teachers supporting students enrolled in Dual Enrollment program by guiding them to stay on track for college class and to practice/enhance college student best practices. Encouraging students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations.	\$5,676	College & Career Access Pathways Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	306-20

**PROPOSED 2025-26 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.	\$27,660	College & Career Access Pathways Grant	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.2			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.	306-21

**PROPOSED 2025-26 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	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide aligned, timely, and differentiated tier I/II intervention and enrichment responses to students as appropriate (e.g. access to dual enrollment/AP/Honors courses, trauma-informed daily instruction, restorative justice practices, early 9th grade opportunities, counselor conferences, orientation plans, assemblies, SSTs, targeted support for at-risk students, etc.) PLCs utilize Student Intervention Talk Protocol that focuses efforts on target subgroup (10th grade AA and Latinx) students and implement academic interventions in classrooms as needed. Provide professional development on identifying needs and providing tier I/II supports for students (e.g. dual enrollment/AP opportunities, restorative justice conversations, student conferencing, trauma-informed condition-setting and response strategies, etc.). Fund, partner with, and support additional affinity group staffing to address tier II/III intervention and enrichment to students as appropriate) e.g. COST, OneGoal, AAMA, affinity groups, RJ trained case managers, additional 9th grade field to maintain and stabilize Atlas houses, etc.) Increased enrollment in early college programs, AP courses. Increased understanding of early college opportunities. Targeted recruitment for summer internship opportunities including Peralta CTE classes. Increased numbers of focal groups participating in early college opportunities. More established Restorative Justice practices, such as use of master calendar of mediations and suspensions, reunification meetings after suspension, follow up with family after mediation, suspension notification process streamlined with communications going to teachers, all case managers, counselors, front office team, admin team.	306-22



**PROPOSED 2025-26 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
.5FTE 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.	\$83,743	Golden State Pathways Program	1105	Certificated Teachers' Salaries	5273	Teacher, Structured English Immersion	0.5			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.)	306-23

**PROPOSED 2025-26 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.	\$32,124	Golden State Pathways Program	2205	Classified Support Salaries	New Position 05	Specialist, 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.	306-24
.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.	\$32,124	Golden State Pathways Program	2205	Classified Support Salaries	New Position 05	Specialist, 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.	306-25

**PROPOSED 2025-26 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.	\$32,124	Golden State Pathways Program	2205	Classified Support Salaries	New Position 05	Specialist, 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.	306-26

**PROPOSED 2025-26 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 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>	\$38,394	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			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 2025-26 SCHOOL SITE BUDGET**
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**School:** Skyline High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>unallocated -</p> <p>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>	\$53,433	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			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.	306-28

**PROPOSED 2025-26 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 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>	\$33,799	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			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.	306-29

**PROPOSED 2025-26 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 evening meetings such as Attendance, SART, parent education/information/celebration, stakeholder engagement session, or other that occur after school hours	\$15,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-30
fund classroom substitutes for when teachers are needed for IEP, 504, parent meeting or another need unrelated to personal illness	\$20,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Ensuring all staff is knowledgeable of the OETF Framework, have all resources available to them to support the creation of meaningful professional outcome and student outcome goals. Provide opportunities within PD and PLC Collaboration spaces to monitor and reflect on their progress. Provide time and support in adjusting their planning based on their reflection; provide opportunity for teachers to engage in peer observation process.	306-31

**PROPOSED 2025-26 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 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	\$4,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Plan and implement family engagement strategies to align student, school, and family goals and needs: A-G and Graduation Requirement Information; Support Services available to students and families; Attendance and Academic Support plans; Input on School Policies and Conditions; etc. Increase enrollment of AAMA and improve integration of case management outside of the classroom (i.e. in Pathway PLCs, Departments, COST, etc.)	306-32



**PROPOSED 2025-26 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.</p>	\$50,800	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a			<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>	306-33

**PROPOSED 2025-26 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
fees to support student admissions for college and/or career related exploration, such as museum admission	\$500	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a			Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-34

**PROPOSED 2025-26 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
0.29 FTE for - teacher Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$32,599	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	876	Teacher, Structured English Immersion	0.29			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.)	306-35

**PROPOSED 2025-26 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
.8 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$108,954	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2683	Teacher, Department Head	0.8			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.)	306-36

**PROPOSED 2025-26 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
,71 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$71,061	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2976	Teacher, Structured English Immersion	0.71			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.)	306-37

**PROPOSED 2025-26 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
.8 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$83,740	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6647	Teacher, Structured English Immersion	0.8			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.)	306-38

**PROPOSED 2025-26 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
0.57 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$54,104	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	8568	Teacher, Structured English Immersion	0.57			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 2025-26 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
0.43 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$40,815	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	8568	Teacher, Structured English Immersion	0.43			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.)	306-40



**PROPOSED 2025-26 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
0.1 FTE for - TSA: 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.	\$15,553	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	New Position 07	11-Month Teacher on Special Assignment (TSA)	0.1			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.	306-41
1.0 FTE - Assistant Principal: 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.	\$183,607	Measure H: College & Career Readiness for All	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	2815	Assistant Principal, High School	1.0			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 2025-26 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
.5 FTE for - Assistant Newcomer, Learning Lab: 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.	\$36,502	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	10449	Assistant, Newcomer Learning Lab	0.5			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.	306-43
0.25 FTE for - Specialist, College/Career Readiness: 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.	\$32,124	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	New Position 05	Specialist, 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.	306-44

**PROPOSED 2025-26 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
0.5 FTE for - Pathway Coach: 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.	\$105,984	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1672	Coach, College/Career Pathways	0.5			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.	306-45

**PROPOSED 2025-26 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
0.4 FTE for - Admin Assistant III, Bilingual: 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 leveles, D/F rates, etc.)	\$67,051	Measure H: College & Career Readiness for All	2405	Clerical Salaries	6341	Administrative Assistant III, Bilingual	0.4			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 leveles, D/F rates, etc.)	306-46

**PROPOSED 2025-26 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
0.4 FTE for - Admin Assistant II, Bilingual: 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.)	\$55,321	Measure H: College & Career Readiness for All	2405	Clerical Salaries	7838	Administrative Assistant II, Bilingual	0.4			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.)	306-47

**PROPOSED 2025-26 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
0.7 FTE for - Case Manager: 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.	\$87,442	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10565	Case Manager	0.7			By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity. All students are being supported through inclusive academic instruction features: professional planning (ILT/PD Planning Team) and professional learning (whole site/PLCs) integrates culturally relevant and responsive teaching practices, as well as asset based pedagogies at the forefront of staff development and instructional collaboration; supporting literacy development across content; content standard alignment; assessing student performance and responding with appropriate evidence-based instructional practices. PLC Collaboration utilizes Student Intervention talk protocol to implement referrals and supports for students in need of social, emotional, academic supports. Facilitation of COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-48

**PROPOSED 2025-26 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
0.2 FTE for - Case Manager: 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.	\$24,983	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10566	Case Manager	0.2			By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity. All students are being supported through inclusive academic instruction features: professional planning (ILT/PD Planning Team) and professional learning (whole site/PLCs) integrates culturally relevant and responsive teaching practices, as well as asset based pedagogies at the forefront of staff development and instructional collaboration; supporting literacy development across content; content standard alignment; assessing student performance and responding with appropriate evidence-based instructional practices. PLC Collaboration utilizes Student Intervention talk protocol to implement referrals and supports for students in need of social, emotional, academic supports. Facilitation of COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-49

**PROPOSED 2025-26 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.</p>	\$45,662	Measure H: College & Career Readiness for All	4399	Unallocated	n/a	n/a	n/a			Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading levels, D/F rates, etc.)	306-50



**PROPOSED 2025-26 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 teachers to support students in Dual Enrollment program; this includes supporting them with staying on track in the college class, improving best practices of being a college student, guiding them as they interface with postsecondary institutions	\$19,000	Regional K-16 Education Collaboratives Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	306-51

**PROPOSED 2025-26 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 to support books for Dual Enrollment program: Encouraging students to enroll in dual enrollment and AP courses, with attention to historically marginalized populations.	\$5,000	Regional K-16 Education Collaboratives Grant	4200	Books other than Textbooks	n/a	n/a	n/a			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.	306-52

**PROPOSED 2025-26 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	\$2,000	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a		students need alignment between school and family to support all aspects of education from improving tardies, combatting truancy, as well as academic celebrations and sharing	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-53

**PROPOSED 2025-26 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 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	n/a	n/a	n/a		students need alignment between school and family to support all aspects of education from improving tardies, combatting truancy, as well as academic celebrations and sharing	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-54

**PROPOSED 2025-26 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 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	\$1,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		students need alignment between school and family to support all aspects of education from improving tardies, combatting truancy, as well as academic celebrations and sharing	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-55

**PROPOSED 2025-26 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	\$3,020	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a		students need alignment between school and family to support all aspects of education from improving tardies, combatting truancy, as well as academic celebrations and sharing	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.)	306-56

**PROPOSED 2025-26 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
.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.	\$27,494	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3023	Teacher, Structured English Immersion	0.2		improve on-track to graduate data working one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and math data from middle school records. Targeted supports for our most fragile 9th graders such as truant, disengaged, focal populations.	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.)	306-57

**PROPOSED 2025-26 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
.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.	\$32,235	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3538	Teacher, Structured English Immersion	0.3		improve on-track to graduate data working one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and math data from middle school records. Targeted supports for our most fragile 9th graders such as truant, disengaged, focal populations.	Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas. Engage in professional development and implement learning accordingly. Assemble a highly functioning Instructional Leadership Team, with Pathway Directors and Department Chairs working collaboratively (collaborative agenda design/planning; problem-of-practice consultancies; research-based learning; learning walk data collection) towards supporting equally high functioning professional learning communities (PLCs). Examining school-wide assessment data and learning walk data, ILT can utilize data dive protocols to evaluate the quality of tasks and measure the degree to which student learning outcomes are being met. Adjusting whole site PDs and PLC collaboration efforts around areas of growth determined by these data dives will push instructional development whole site: i.e. targeted support on development of and implementation of clear learning intentions in all classrooms; partnering with ELLMA to provide targeted PDs in daily collaboration to support ELL and Newcomer students in all classrooms; teacher spotlighting of strong instructional practices (student talk strategies, Language Acquisition Strategies and Supports, etc.) in whole site PD setting; as well as utilizing daily collaboration time for student interventions (targeting support for student subgroups in order to address equity gaps: attendance, graduation rate, reading leves, D/F rates, etc.)	306-58



**PROPOSED 2025-26 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
0.2 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$21,273	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7827	Teacher, Structured English Immersion	0.2		improve on-track to graduate data working one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and math data from middle school records. Targeted supports for our most fragile 9th graders such as truant, disengaged, focal populations.	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 2025-26 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
0.2 FTE for - teacher: Provide research-based, common core aligned, trauma-informed, grade-level instruction to all students in designated content and pathway academy areas.	\$18,813	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8347	Teacher, Structured English Immersion	0.2		improve on-track to graduate data working one-on-one or in small groups to provide reading and comprehension interventions based on SRI reading level, English language fluency, and math data from middle school records. Targeted supports for our most fragile 9th graders such as truant, disengaged, focal populations.	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 2025-26 SCHOOL SITE BUDGET**
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**School: Skyline High School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$139,973	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 07	11-Month Teacher on Special Assignment (TSA)	0.9		supports students' newest teachers and teachers that voluntarily seek support with improving classroom management, lesson planning, grading for equity	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.	306-61
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.	\$32,768	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	9501	Social Worker	0.3		provide supports to Newcomer population as they navigate new country, new language, and school system. This may include providing resources for help with finances, housing, transportation, health.	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.	306-62

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
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**School: Skyline High School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$23,436	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	10419	Attendance Specialist, Bilingual	0.5		serves students who have attendance questions or concerns, calls homes of families with truant students	Family engagement and coordination. Increase family engagement in our target populations for events such as Back to School Night, parent orientation, parent night for summer internships (ECCCO), Pathways, and other community-building opportunities. Promote parent support group and Native American health center parent consulting on managing teens in crisis. Strengthen parent leadership in the school, getting more diverse PTSA involvement in different tiers. Identify ways to provide community resources such as food delivery, health, and other forms of community presence, despite being geographically removed. Increased diversity in PTSA; increase overall PTSA. Develop a Parent Engagement Plan, as part of School Climate & Culture improvement plan. Increased diversity in parent participation in events such as Back to School Night, parent engagement events such as parent orientation, summer internships info session, College planning events, Grade Level Family sessions.	306-63

**PROPOSED 2025-26 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
0.3 FTE for - Case Manager: By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity.	\$37,475	Title I, Part A Schoolwide Program	2405	Clerical Salaries	10565	Case Manager	0.3		engage students 1:1 and in small groups with attendance intervention, SEL work, behavioral, organizational, and motivational work	By ensuring that all of OUSD's MTSS Framework domains and features are being effectively implemented with fidelity. All students are being supported through inclusive academic instruction features: professional planning (ILT/PD Planning Team) and professional learning (whole site/PLCs) integrates culturally relevant and responsive teaching practices, as well as asset based pedagogies at the forefront of staff development and instructional collaboration; supporting literacy development across content; content standard alignment; assessing student performance and responding with appropriate evidence-based instructional practices. PLC Collaboration utilizes Student Intervention talk protocol to implement referrals and supports for students in need of social, emotional, academic supports. Facilitation of COST to implement referrals and supports for students in need of social, emotional, academic supports; Attendance Team: Develop systems to increase attendance; targeted family outreach, SART/SARB Process; positive incentives for attendance improvement. Identify school-wide and student-level strategies and supports. Re-establish formal Culture Team: Review school data and progress towards district discipline goals and school culture plan, providing feedback to individuals and teams as appropriate. Maximize counseling/therapy; weekly COST meetings including Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an continued use of safe space in various office spaces and rooms in main office for students experiencing trauma, high stress, or anxiety.	306-64

**PROPOSED 2025-26 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 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. Mazximize counseling/therapy; weekly COST meetings inclduing Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an contunued use of safge space in</p>	\$5,955	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a		dddd	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 inclduing Case Managers, school counseling teams, COST partners. Partner Organization, Saving Shorty, provides interventions, supports, incentives for Tier 3 student case loads. 100% completion of URF follow-up, using single spreadsheet that racks whole site URFs, alerts administration for admin follow up and AERIES follow up. Improved tracking of an contunued use of safge space in	306-65

**PROPOSED 2025-26 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 non-OSD Buildings and Grounds work for special equipment or supplies necessary for our programming	\$3,000	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a		services equipment that is crucial for well supervised campus and well run facilities	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.)	306-66

**School:** Skyline High School

[illegible]





## **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. 11, 2024, the Title I Annual Meeting and will be in effect for the period Sept. 12, 2024 through May 24, 2025.

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

		
<u>Name of Principal</u>	<u>Signature of Principal</u>	<u>Date</u>

*Please link the School-Parent Compact to this document.*





OAKLAND UNIFIED  
SCHOOL DISTRICT  
Community Schools, Thriving Students

## School-Parent Compact

### Skyline High School

### 2024-25

*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 2024-25 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) [Insert specific practices here]
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
  - a) [Insert specific practices here]
- 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) [Insert specific practices here]
- 4) Provide parents reasonable access to staff.
  - a) All staff have OUSD email that is their first name.last [name@ousd.org](mailto: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

### *Examples:*

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

*[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]*


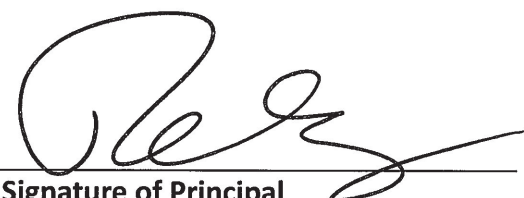
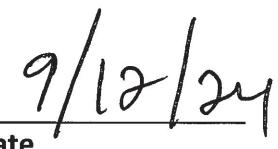
*Examples:*

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

- 1) Get to school on time every day.
- 2) Do my homework every day.
- 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. 11, 2024, and will be in effect for the period of Sept 12, 2024 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 30<sup>th</sup>** of this current school year.

		
Name of Principal	Signature of Principal	Date

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



## Strategic Resource Planning (SRP)

# SKYLINE SECONDARY SCHOOL

## School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Daniel / Myesha Mebane
Vice Chairperson:	
Secretary:	Lina Nguyen

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Galen Kusic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Myesha Mebane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
JT Mates Muchin (alternate non-voting member)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Lisa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Daniel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Lydia Ropp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Christina McGhee-Esquival	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Philip Tucher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Yesenia Alamillo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Kathy Thach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Rebecca Huang	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**

(Day/Month/Time)

**SSC Legal Requirements (EC Sections 65000-65001):**

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

