



## Measure N Carryover Justification Form

School:	Skyline High School	Principal	Nancy Bloom Vinnie Blye
Pathways:	Skyline Administration	Principal Phone:	904.769.1240
School Address:	12250 Skyline Blvd Oakland, CA 94619	Principal Email:	vinnie.blye@ousd.org
School Phone:	510.482.7109	School Fax:	

Please fill out the information below for schoolwide carryover.

Pathway	N/A -- Skyline High School Administration Measure N				
2015-2016 Measure N Allocation	\$ 302,720				
2015-2016 Measure N Dollars spent	\$168,000				
Carryover Amount	\$ 88,000				
	Prog Desc	Site	Site Desc	OrgKey	6/30 Balance
	1690 - Measure N	306	306 - SKYLINE HIGH SCHOOL	3061690101	\$ 64,017.32
				3061690201	\$ 20,843.76
				3061690202	\$ 4,147.89

**Please provide the reasoning as to why the full Measure N allocation was not spent.**

We put forth our best effort to spend the allocated Measure N planning funds during the 2015-16 school year. However, there were unexpected roadblocks that we encountered that prevented us from meeting our spending goal. The most significant factor we encountered was time. Time was the one resource that we failed to appropriately plan into our Single Plan for Student Achievement. We feel we have learned a tremendous amount from the planning process and are excited about the ability to become better stewards for our Measure N funds.

**Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and supports and aligns to specific parts of your SPSA to support students and pathway development.**

We are currently piloting a student-led enterprise program that provides students with opportunities to gain business skills in the following areas:

1. Financial Analysis
2. Operations
3. Marketing
4. Selling
5. Human Resource Management

The specific skills learned involve the following:

- Managing a balance sheet and daily sales sheet
- Open/Close register/terminal
- Maintain financial records
- Prepare cash flow statements, balance sheets & income statements
- Determine customer/client needs
- Establish relationship with customer/client
- Facilitate sales
- Process returns/exchanges

Common Core Skills:

- Critical Thinking and Problem Solving learning experiences and processes
- Collaboration and Teamwork -- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- Communication -- Use Communication for a range of purposes (e.g. to inform, instruct, motivate and persuade.)
- Creativity and Innovation -- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

***Important Information:***

*15% of the total carry over amount of each school site will be set aside for planning and reflective tactics that support deeper learning at the school site which could include but is not limited to site visits, conference attendance, staff retreats, etc..*

**Please provide a detailed explanation as to how this carryover amount will be used to support the Deeper Learning for your site and how that will help you achieve your theory of action, address your root cause analysis, and supports and aligns to specific parts of your SPSA to support students and pathway development.**

Over the past 3 to 4 years Skyline has failed to develop a cohesive instructional and curricular program that supports the knowledge and skills needed for all students to acquire success. Thus, there is a grave need to create academic intervention programs targeted for students with deficient academic and social skills. We feel that by creating an intervention program that allows us to regularly monitor student progress we will ultimately set them up for being successful in their core subject areas.

**Please fill out the information below for specific pathway carryover.**

Pathway	Education & Community Health
2015-2016 Measure N Allocation	Allocated = \$40,000
2015-2016 Measure N Dollars spent	Spent = \$11,097.62
Carryover Amount	\$ 28,902.38

**Please provide the reasoning as to why the full Measure N allocation was not spent.**

We put forth our best effort to spend the allocated Measure N planning funds during the 2015-16 school year. However, there were unexpected roadblocks that we encountered that prevented us from meeting our spending goal. The most significant factor we encountered was the need to utilize other grant sources such as CPA, SAP, Atlantic, Perkins prior to tapping Measure N. This is due to the fiscal timelines of the aforementioned grant sources. That said, we have learned from our first year's planning process and are excited about the ability to become better stewards for our Measure N funds.

**Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and supports and aligns to specific parts of your SPSA to support students and pathway development.**

Intensive Student Support Coordinator (Student Interventions, Individual support for motivation, organizational, behavior, contract) - Direct Service, 1.0 FTE (\$29,000)  
 Create new positions for personalized student support: TSA to provide case management and student interventions, .2 FTE for individualized senior capstone support, and .2 FTE college readiness/ Dual Enrollment teacher of record  
 The following strategy create a new positions for personalized student support: TSA to provide case management and student interventions as well as establishing a student intervention structure and regular intervention practice will especially reduce our attrition rate as we identify our most at risk students and provide meaningful targeted individualized student support to buttress struggling students and teachers and involve parents when needed.

**Please fill out the information below for specific pathway carryover.**

Pathway	Green Energy Pathway
2015-2016 Measure N Allocation	Allocated = \$22,700
2015-2016 Measure N Dollars spent	Spent = \$3,042.52
Carryover Amount	\$ 19,657.48

**Please provide the reasoning as to why the full Measure N allocation was not spent.**

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**Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and supports and aligns to specific parts of your SPSA to support students and pathway development.**

Intensive Student Support Provider (Interventions, RJ, PBIS, SEL) - Direct Service \$20,000  
 We will differentiate for/support underperforming populations: EL, Below Grade SRI, SDC and poor academic achievement.  
 We need to focus our energies on getting to the root causes of populations that have continuously underperformed regardless of multiple attempts at intervention in the past. These would be: EL, undermotivated students (D or F in core classes), readers who aren't proficient. These student's poor performance wears heavy on them and their motivation to succeed, brings down the overall energy of the cohort and leads to poorer performance of the cohort. Linked learning is a way to bring kids into a new way of thinking about education, but at the same time there are core academic skills that must be present. We have too many students who are not prepared to take full advantage of our linked learning experience (not perpared for an internships, not able to successfully complete the senior project) because of their chronic lack of feeling successful at school.

**Please fill out the information below for specific pathway carryover.**

Pathway	Computer Science Pathway
2015-2016 Measure N Allocation	Allocated = \$39,000
2015-2016 Measure N Dollars spent	Spent = \$1,956.67
Carryover Amount	\$ 37,043.33

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**Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and supports and aligns to specific parts of your SPSA to support students and pathway development.**

We are building out our pathway by expanding both our numbers of new students, and expanding the course offerings to include an emphasis on both Computer Science and Multimedia. We want to build in a system for students to be able to closely monitor and reflect on their individual progress through early interventions and academic support systems. The primary goal of the Computer Technology Pathway is to combine academic excellence with technical aptitude, thus empowering students to be successful in our modern, information-based global economy and community. By design, the students will see themselves as "college bound" and "on a career pathway" from the moment they begin 9th grade. Along with core subjects, students will develop strong technical, design, and communication skills, and will graduate with the professional certifications and workplace experience necessary to give them a competitive edge in tomorrow's IT employment marketplace.

We will do the above by employing a grade level student intervention specialist / student support provider \$38,000