OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

**Measure N - College & Career
Readiness - Commission**

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes High School Network Superintendent
Board Meeting Date	
Subject	Services For: Sojourner Truth Independent Study
Action Requested and Recommendation	Presentation to and discussion by Measures N and H Commission of Sojourner Truth Independent Study Program of Study, Work-Based Learning form, Master Schedule and proposed 2025-2026 Educational Improvement Plan, with a base allocation of $229,500.00 and a strategic carryover plan and budget of $51,375.05, in a total amount not to exceed $280,875.05

Background *(Why do we need these services?*
Why have you selected this vendor?)

Competitively Bid   Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact   Funding resource(s): Measure N and H

Attachments
1. 25-26 Proposed EIP
2. Program of study
3. Work Based learning plan
4. Master Schedule

	2025-2026 MEASURE H BUDGET				School: Sojourner Truth Independent Studies
	Effective: July 1, 2025 - June 30, 2026				
Resource 9339	*Allocation**	*Total Expended*	*Total Remaining*		Site #: 330
Measure H	$229,500.00	$229,500.00	$0.00		

[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (285), multiplied by the percentage of Oakland residents in 2024-25 (94.7%), multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
330-1	Teachers Salaries: Hire 1 CTE Technology Pathway Teacher at .65 FTE. The CTE Teacher will teach our CTE Introductory Technology Pathway course (Computer Science Principles) curriculum for all our high school students, using a virtual platform and project-based curriculum. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, such as critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, research tools, creativity, and innovation. The CTE Technology Teacher will also work to ensure their curriculum is current and relevant to today's industry technology standards. PCN 8977 Kathryn Stepanski, at .65 FTE, $84,997.69 (Salary & Benefit Costs included)	$84,997.69	1105	Teacher Salaries	TCHR STR ENG	.65 FTE	Whole School
330-2	Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS) at 1.0 FTE. The College & Career Readiness Specialist will support our students in transitioning to postsecondary opportunities. The College & Career Readiness Specialist is responsible for supporting students in all aspects of the transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. The CCRS will establish relationships with four-year colleges, community colleges, Career Technical Education programs, employers, job training organizations, and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. This expenditure will support students' access to Technology careers. For students who are specifically remote, the transition to college can be isolating. The College & Career Readiness Specialist will work with the graduating seniors (approximately 100 students). PCN 9337, John Garcia (Salary and benefits included)	$124,142.85	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School
330-3	Supervisor & Administrative Salaries: Hire a College and Career Pathway Coach at .10 FTE. The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. PCN 2803 - Lauren Hulburd (Salary & Benefit Costs included)	$20,359.46	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Whole School

School Name:	Sojourner Truth Independent Studies					Site #:		330
Pathway Name(s):	Technology							

School Description

Sojourner Truth High School prepares students to graduate as leaders empowered to compete globally in the areas of digital media and global technology with an emphasis on arts, media & entertainment and information & communication technologies.

School Mission and Vision

Mission Statement: At Sojourner Truth Virtual Academy, all students will engage in a rigorous virtual academic program, enriched with technology, and project-based activities. We meet students where they are and position them to thrive in their genius. Through the development of social-emotional skills, students learn to challenge themselves, become socially responsible and celebrate similarities and differences. We are creating a safe and nurturing environment that welcomes and empowers all students' and families' cultural diversity.

Vision Statement: The vision of Sojourner Truth is to cultivate student advocates that reflect cultural appreciation, academic resilience, and inclusivity. Our students know they are valuable members of their community. Though their needs may be different, we believe learning in a virtual environment can be not only equal to the traditional classroom, but more effective for students who are not thriving in the traditional learning environment. We are eager to meet the needs of all students, especially those who may thrive under these alternative and dynamic conditions.

School Demographics

2023-2024 Total Enrollment Grades 9-12		321							
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
	40.2%	58.9%	93.1%	94.4%	26.8%	22.7%	1.2%	23.4%	1.2%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	31.8%	0.3%	6.5%	32.4%	0.3%	1.6%	18.1%	6.5%	2.5%
Focal Student Population	Which student population will you focus on in order to reduce disparities?				African American - Male				

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	56.7%	44.7%	59.5%	57.8%	TBD	62.5%			65.6%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	29.9%	29.8%	28.4%	28.9%	TBD	26.9%			25.5%
A-G Completion Rate (12th Grade Graduates)	32.4%	36.6%	32.5%	43.1%	TBD	35.7%			39.1%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	8.3%	25.0%	42.7%	44.4%	36.5%	44.8%			47.0%
9th Graders meeting A-G requirements	6.5%	21.4%	32.1%	33.3%	27.9%	33.7%			35.3%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.7%	5.5%	1.0%	9.2%	4.8%	1.1%			1.1%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.0%	4.3%	1.3%	6.9%	10.5%	1.3%			1.4%
Percentage of 10th-12th grade students in Linked Learning pathways	14.2%	8.9%	13.3%	5.0%	95.4%	14.0%			14.7%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%			1.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	26.3%	16.4%	29.1%	TBD	TBD	30.5%			32.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	16.3%	3.6%	14.6%	TBD	TBD	15.3%			16.0%
Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	50.0%	46.2%	58.6%	63.6%	TBD	61.5%			64.6%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	26.9%	7.7%	24.3%	18.2%	TBD	23.1%			21.9%
A-G Completion - 12th Grade (12th Grade Graduates)	15.4%	0.0%	21.7%	42.9%	TBD	22.8%			23.9%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				

Indicator								
On Track to Graduate - 9th Graders	12.1%	8.3%	42.0%	18.2%	22.2%	44.1%			46.3%
9th Graders meeting A-G requirements	9.1%	TBD	27.4%	18.2%	25.0%	28.7%			30.1%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.6%	6.9%	1.0%	10.0%	5.3%	1.1%			1.1%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.5%	3.4%	1.9%	10.0%	10.5%	2.0%			2.1%
Percentage of 10th-12th grade students in Linked Learning pathways	4.9%	4.5%	9.3%	2.6%	100.0%	9.7%			10.1%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%			1.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	12.5%	8.3%	13.7%	TBD	TBD	14.3%			15.1%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	18.8%	8.3%	22.7%	TBD	TBD	23.8%			25.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

| Indicator
Instructions: Complete the Strengths and Challenges columns for all indicators in bold (lines 41-44). Then select ONE of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators. | Strengths
What is our site doing well that's leading to improvements in this indicator? | Challenges
What 1-2 challenges are the most significant barriers to improvements in this indicator? |
|---|---|---|
| **Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate** *(Analyze these two indicators together)* | SJT's teacher to student ratio is smaller compared to OUSD's other comprehensive sites, which affords students more intensive SEL support. Smaller cohorts lends itself to academic success, relationship building, social emotional and mental health support. | Being on a virtual platform, there is often a learning curve for students and families transitioning from in-person learning. Student's also experience isolation at times learning from home which negatively impacts their SEL. |
| **A-G Completion - 12th Grade** | SJT's alternative (virtual) instructional strategy offers the flexibility to meet individual students needs, interests, and styles of learning. | Due to the small size of our school, the master schedule has limited sections for A-G curriculum. |
| **On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements** *(Analyze these two indicators together)* | SJT's cohort structure offer students more opportunities to engage with the teachers and their learning community. Since students advance together, they share common interests and goals. A cohort community also uniquely positions SJT's students to network and develop relationships. | Students often transfer to SJT from comprehensive schools for credit recovery. Therefore many students come to us with learning gaps in addition to credit deficiency. Our enrollment process is also fluid with students enrolling every two weeks. |
| **College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation** *(Analyze these two indicators together)* | Career Specialist will help students transition and support through 13th year. PBL, concurrent enrollments and WBL prepare students for post-secondary. | Once students graduate, they have to enroll themselves in college. Although our support is available, this still requires a level of agency from both the student and family. Sometimes due to circumstances students cannot control, they choose not to enroll in college right away. |
| Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience | | |
| Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12 | | |
| Percentage of 10th-12th grade students in Linked Learning pathways | | |
| CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course | 2 CTE teachers dedicated to exposing students to technology-based curriculum and careers. | Fluctuation in school size due to fluid enrollment. |

PATHWAY QUALITY ASSESSMENT

| Using the *2023-26 College and Career for All and Linked Learning Quality Standards,* self-assess in each category | Evidence of Strengths | Areas For Growth | Next Steps
Will any of these categories be a priority for your 3-year goals? If yes, which ones? |
|---|---|---|---|
| **Integrated Program of Study**
Equitable Admissions
Cohort Structure
Curriculum and Instructional Design and Delivery
Assessment of Learning
Early College Credit Opportunities
Partner Input and Validation | Online format provides more accessibility for students to Early College Credit Opportunities. | Expand Curriculum and Instructional Design and Delivery. | Two CTE teachers to be hired to develop and expand Technology Pathway. |

Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Transition Specialist is responsible for assessing the strengths, needs and preferences of SJT students; will developing measurable postsecondary education goals and will monitor work based learning provider assessment of student workplace readiness.	Expansion of partnerships	Create a feedback system for students to provide feedback on their experience in general in the program at a designated time, i.e. Advisory Class
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Technology integration and pathway courses increases academic success by developing and coordinating supports that target academic and non-academic barriers to achievement to include social-emotional skill development.	Translating SEL practices to be used on a virtual platform.	Provide Professional Development opportunities for staff

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
*Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

Goal #1: By 2026	By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.
Goal #2: By 2026	By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.
Goal #3: By 2026	By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	With the support of High School Linked Learning Office, CTE teachers will develop a rigorous sequence of CTE courses that includes concentrator and capstone courses. Utilize University of California Curriculum Integration Course Catalog to support this work.
	Invite Pathway teaching team to Project-Based Learning Summer Institute every summer
	Dedicate two Wednesday Professional Development sessions per month to Project-Based Learning and collaborative teacher planning time. This will include district level support in Project-Based Learning to ensure seamless alignment with CTE and Academic Core courses.
Strategic Actions for Goal #2	Hire a Work-Based Learning Liaison to develop concrete partnerships with local technology industry partners.
	Hire a Career Transition Specialist to establish relationships with community colleges (especially Career Technical Education programs), employers, job training organizations and other entities to ensure successful placements with career pathway opportunities. The CTS will follow assigned students into their 13th year to ensure a seamless transition to postsecondary opportunities.
	Develop partnerships with Peralta to add two dual enrollment courses to the master schedule to ensure all students have access to college level curriculum while enrolled at SJT.
Strategic Actions for Goal #3	Work-Based Learning Liaison will hold workshops to support students with resume and cover letter writing, interview etiquette and provide support with completing the senior portfolio
	Invite guest speakers to career advisory on a weekly basis. The speakers will represent various industries including technology in a seminar format.
	Continue to budget additional funding to support students' participation in summer ECCCO program

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teachers Salaries: Hire 1 CTE Technology Teachers for our Pathway, at 1.0 FTE The CTE Teacher will teach and manage our CTE Technology Pathway curriculum for all of our high school students, using a virtual platform and project-based curriculum. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with not only career and academic skills, but also soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. The CTE Technology Teacher will also work to ensure their curriculum is up to date and relevant with today's industry technology standards. PCN 8977 Trevor Doyle, at 1.0 FTE, $158,883.71 (Salary & Benefit Costs)	$158,883.71	1105	Teachers Salaries		1.0 FTE	Technology Pathway
Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support with pathway development, support and guide course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach is highly involved in school-wide planning, data gathering, data analysis, report writing, evaluation and improvement of our school services. PCN 2803 - Lauren Reid (Salary & Benefit Costs)	$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Technology Pathway
Consultant Contract with East Bay Consortium to hire a College and Career Readiness Specialist (CCRS). The CCRS will provide college and career readiness support for all students. East Bay Consortium will support students develop college and career readiness skills. Including filling out the Federal Application for Student Aide (FAFSA), applying to college, exploring CTE/2-year degree programs at California Community Colleges. This partnership will increase college and career education and overall readiness for all of SJT High School students. This role will serve all SJT seniors which is 100-150. This expenditure includes fees.	$25,500.00	5825	Consultant Contracts			Technology Pathway
Teacher Salaries Stipends: Extended Contracts for Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in each of their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be 24 teachers that will participate to serve the average of 375 students enrolled. Budget Calculation: $38.50 hourly rate x 20 hours + 25% benefit costs = $962.50 x 24 teachers = $23,100.00 (Salary & Benefits included)	$23,100.00	1120	Teacher Salaries Stipends			Technology Pathway

Consultant Contract with the Oakland Public Ed Fund (OPEF) for the Exploring College, Career, & Community Options Program (ECCCO) to facilitate and pay-out the Student Internship Stipends. OPEF will provide the 9th-12th grade students internships and issue student internship stipends as part of the technology pathway. The ECCCO summer internship program provides students exposure to real-world work experience and college courses. This funding will provide stipends to 20 high school students participating in various summer internships approximately $600 per stipend. ($12,000 + $1,440 admin fees)	$13,440.00	5825	Consultant Contracts		Technology Pathway
Computers: to purchase Specialized Computers for the Technology pathway students. The specialized computers are to build out technology pathway classes, We plan to purchase 200 customized computers with advanced technical capabilities that are necessary to facilitate our Project Based Learning curriculum for our seamless CTE Technology Pathway. This includes running software related to; digital media, coding, robotics, artificial intelligence and virtual reality. This expenditure will facilitate students graduating with more advanced level transferable technological skills that will lead to higher levels of employment and college readiness. In addition, this expenditure will allow our Pathway to function equitably by providing all students with the tools and skills necessary for modern day success. **(Not a gift, we will loan the students a computer and they will be returned after use.)**	$125,414.96	4420	Computers		Technology Pathway

2024-2025: YEAR TWO

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	Currently we offer Computer Science Principles, Computer programming and Senior Programming Lab (Capstone). This course sequence provides a foundation of Computer Science technology. We are on track to support students interested in Computer Science courses however, we are still in the process of developing a Basic intro class to ensure all students enrolling know how to navigate the online learning platform.
By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	We are currently working with the Peralta Colleges to offer Dual Enrollment courses beginning in the 24-25 school year to offer Pathway aligned college level courses. Adjusting to an online synchronous platform is taking time and the primary hindrance of developing further partnerships.
By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	Through our college and career center, students have been completing resumes, cover letters, career exploration, internship access and support with college applications along with FAFSA. We continue to advertise WBL opportunities but many are in-person and since we are a virtual school, students often struggle to attend in-person events.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	**Reflection on 2023-2024 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
23-24 Strategic Actions for Goal #1 — With the support of High School Linked Learning Office, CTE teachers will develop a rigorous sequence of CTE courses that includes concentrator and capstone courses. Utilize University of California Curriculum Integration Course Catalog to support this work.	We are on track to meet the first strategic action for Goal #1. We have successfully added three CTE Technology courses to the Master Schedule this year. CTE teachers are utilizing an existing district curriculum to ensure academic rigor. In addition, Pathway teachers have been invited to the OUSD PBLI as well therefore the second strategic action of Goal #1 is also moving forward. Last, we have not yet been able to dedicate two Wednesdays per month to PBL and CTE integration. We have successfully formed a Measure H team and will continue to work towards planning PD's that align with this strategic action.
Invite Pathway teaching team to Project-Based Learning Summer Institute every summer	
Dedicate two Wednesday Professional Development sessions per month to Project-Based Learning and collaborative teacher planning time. This will include district level support in Project-Based Learning to ensure seamless alignment with CTE and Academic Core courses.	
Hire a Work-Based Learning Liaison to develop concrete partnerships with local technology industry partners.	We have hired a Work-Based Learning Liaison who has been connecting students to internships/jobs, assisting with work permits and helping with resume/cover letter writing. In addition, we have also hired a College and Career Readiness Specialist who is supporting with post secondary option exploration and is following students into

23-24 Strategic Actions for Goal #2	Hire a Career Transition Specialist to establish relationships with community colleges (especially Career Technical Education programs), employers, job training organizations and other entities to ensure successful placements with career pathway opportunities. The CTS will follow assigned students into their 13th year to ensure a seamless transition to postsecondary opportunities.	their 13th year (post high school). Last we have been working with the dual enrollment team to offer two dual enrollment courses at SJT. We are on track to meet all three strategic actions.
	Develop partnerships with Peralta to add two dual enrollment courses to the master schedule to ensure all students have access to college level curriculum while enrolled at SJT.	
23-24 Strategic Actions for Goal #3	Work-Based Learning Liaison will hold workshops to support students with resume and cover letter writing, interview etiquette and provide support with completing the senior portfolio	The WBL Liaison has weekly sessions with students where they work with students on resume/cover letter writing, mock interviewing and support with senior portfolio. During these sessions there is also a guest speaker. In addition, we also offer additional guest speaker opportunities once per week for grades 9-12. We currently have ECCCO stipend budgeted to ensure students can participate in the program over the summer. We are on track to complete these strategic actions and are looking forward to building upon these actions.
	Invite guest speakers to career advisory on a weekly basis. The speakers will represent various industries including technology in a seminar format.	
	Continue to budget additional funding to support students' participation in summer ECCCO program	

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
Based on the reflection on this year's strategic actions, what are **3-5 new or revised** strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	**New or Revised Strategic Actions for Goal #1**	Have dedicated prep time for teachers involved in Technology Pathway planning
			Find additional PD options for PBL that are offered virtually
			Require that all incoming students complete computer science principles
			Develop pathway tagging process to ensure pathway enrollment accuracy
Goal #2: By 2026	By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	**New or Revised Strategic Actions for Goal #2**	Increase professional partnerships that provide virtual internship opportunities
			Dedicate staff member to support students enrolled in dual enrollment
			Survey students and families to determine barriers for attending WBL events
Goal #3: By 2026	By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	**New or Revised Strategic Actions for Goal #3**	Research micro-internship opportunities to offer short term options
			Expanding virtual WBL opportunities
			Develop system to better record WBL experiences in Aeries for most accurate data

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*

Teachers Salaries: Hire 1 CTE Technology Teachers for our Pathway, at 1.0 FTE The CTE Teacher will teach our CTE Introductory Technology Pathway course (CS Principles) curriculum for all of our high school students, using a virtual platform and project-based curriculum. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with not only career and academic skills, but also soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. The CTE Technology Teacher will also work to ensure their curriculum is up to date and relevant with today's industry technology standards. PCN 8977 Kathryn Stepansky, at 1.0 FTE, $122,143.70 (Salary & Benefit Costs)	$122,143.70	1105	Teacher Salary Stipends	TCHR STR ENG IM	$1.00	Technology	Approved	
Computers: to purchase Microsoft Surface Pro Specialized Computers for the Technology pathway students. The specialized computers are to build out technology pathway classes, We plan to purchase 2 class set of 32 customized computers with advanced technical capabilities that are necessary to facilitate our Project Based Learning curriculum for our Senior Computer Science Capstone class. This includes running software related to; digital media, coding, robotics, artificial intelligence and virtual reality. These specialized computers offer additional software capacity that Google Chromebooks do not support. This expenditure will facilitate students graduating with more advanced level transferable technological skills that will lead to higher levels of employment and college readiness. In addition, this expenditure aligns with Strategic Action #1 as the Senior Capstone is a project which requires use of an advance computer software to design a computer game using Code Combat, Java Script, Python and or HTML. (Not a gift, we will loan the students a computer and they will be returned after use.)	$40,900.00	4420	Computers			Technology		Conditionally Approved
Teacher Salaries Stipends: Extended Contracts for Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in each of their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be 11 teachers that will participate to serve the average of 375 students enrolled. Budget Calculation: 11 teachers x 38.50 per hr x 4 hours per month (10 months) + 25% benefits = $21,175	$21,175.00	1120	Teacher Salary Stipends			Technology	Approved	
Licensing Agreements: Code Combat software Licensing Fees for 9th - 12th grade CTE Computer Science curriculum. Code Combat is a computer science curriculum that is specifically user friendly to education occurring on zoom and other online platforms.The use of this curriculum license will provide Pathway students with a computer science curriculum that is aligned with CTE and Academic standards. This curriculum will allow Pathway students to further their knowledge of computer science coding to include gaming and other relevant industry aligned skills. The use of this curriculum will support the Pathway Strategic Goal #1 which focuses on CTE and Academic Core course Pathway integration through project based learning.	$7,000.00	5846	Licensing Agreements			Technology	Approved	
Computer Supplies: Supplies for Microsoft Surface Pro to include chargers and external drives. These supplies will be for the Senior Computer Capstone students which includes 22 - 32 students per semester. This expenditure ensures all enrolled students have up to date advanced computer supplies to support access to the virtual Capstone curriculum within the Pathway. This expenditure is in support of strategic goal #1 as it will ensure all students have access to Project Based Learning curriculum and will not have any technological barriers to ensure students have all necessary software access to complete their Capstone project.	$13,971.64	4315	Computer Supplies			Technology		Conditionally Approved

Consultant Contract with East Bay Consortium to provide College Application and FAFSA Support through workshops, community events and 1:1 support. East Bay Consortium will support students develop college and career readiness skills. Including filling out the Federal Application for Student Aide (FAFSA), applying to college, exploring CTE/2-year degree programs at California Community Colleges. This partnership will increase college and career education and overall readiness for all of SJT High School students. This role will serve all SJT seniors which is 100-150. This expenditure support Strategic Action #3 as all students will have support in completing their FAFSA and college applications as part of their senior graduation portfolio. No admin fees apply, all costs are for personnel conducting workshops and meeting with students.	$25,500.00	5825	Consultants		Technology	Approved	
Transportation Costs: Charter Bus Rentals for the students to participate in College Exploration Visit and Field Trips. Including trips to Cal State East Bay, UC Berkeley, San Francisco State, San Jose State for 20-30 students per trip for all grade levels. The students will explore various technology related degree programs at these local community colleges to expand their options for future employment in the technology fields. This opportunity will provide in-person college exploration during the school day for our virtual students at SJT to gain knowledge of technology degree programs at surrounding bay area universities. Funding will be used for transportation. This expenditure will support Strategic Action #3 as it will provide students with WBL opportunities to include in their senior career portfolio.	$10,000.00	5826	Professional Contracted Services		Technology	Approved	

2025-2026: YEAR THREE

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	The pathway is making progress toward accomplishing the 2026 goal, with key foundational elements already in place. The development of a three-level, industry-standard programming sequence has provided students with clear technical learning pathways. Additionally, partnerships with CodeCombat and CodeHS have helped us build a rigorous, engaging curriculum that enhances student learning. The beginning of the integration of cross-curricular projects in English, Math, and Science is underway. However, our school's transient enrollment has created challenges in maintaining a consistent learning progression. The pathway was designed for students to begin in 10th grade and advance sequentially, but frequent mid-year and upper-grade enrollments have led to gaps in foundational knowledge and inconsistent course placement. As a result, some students struggle to catch up or miss key components of the curriculum.
By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	We have three partners in mind to build industry-specific partnerships to create a post-secondary experience for all pathway students. We are diversifying our partnership goals to encompass fundamental computer science skills, professional environment opportunities, and internship options. At this time, we have partnered with Code Combat for computer science applications and learning through the use of Python and other programming and coding languages. They are providing professional development for pathway teachers and the rest of the teaching staff. We also have connected with Ignite to provide students exposure to professionals in the field of computer science and technology. This partnership is geared at ensuring our students learn directly from industry professionals while developing their specific skills.
By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	In all 12th grade Advisory classes students are required to complete the portfolio in order to graduate. College and career staff are supporting students with WBL opportunities and post secondary exploration. In addition, the 12th grade English teachers and Advisory teachers support resume and cover letter building along with writing personal statements and answering personal interest questions. The structure for Advisory supports yearly progress on meeting this goal. Moreover, having dedicated College and Career staff to support all seniors has been instrumental in having a post-secondary plan for all 12th graders.

Pathway Strategic Actions Reflection	

2024-2025 Strategic Actions		**Reflection on 2024-2025 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1	Have dedicated prep time for teachers involved in Technology Pathway planning	Technology Pathway teachers have approximately 90-120 minutes of dedicated prep time daily, allowing them to effectively plan and implement pathway initiatives. As a result, we are on track to accomplish the Technology Pathway goals for this school year. To support Project-Based Learning (PBL) in technology education, we have established partnerships with Coding curriculum providers such as CodeCombat and CodeHS. These partnerships enable us to offer virtual PBL professional development (PD) opportunities, including training on AI in Education and other relevant topics (list to be finalized). In alignment with our commitment to computer science education, all incoming 10th-grade students are required to complete Computer Science Principles. This foundational course prepares students for advanced programming classes in grades 11-12, ensuring a strong progression within the pathway. To maintain accurate pathway enrollment, Sojourner Truth's Academic Counselor has developed a pathway tagging process. This system ensures that students are correctly identified within the pathway, supporting data accuracy and program effectiveness.
	Find additional PD options for PBL that are offered virtually	
	Require that all incoming students complete computer science principles	
	Develop pathway tagging process to ensure pathway enrollment accuracy	

24-25 Strategic Actions for Goal #2	Increase professional partnerships that provide virtual internship opportunities	We are on track to meet 2 of these three strategic actions. We do offer a dual enrollment class for our students and have a dedicated staff member to support with their success in this college-level course. We have been focused on vertical integration of our computer science program and will rely on our partnership with Code Combat to ensure students' success both academically and technologically. We could grow in the area of surveying our students to increase WBL opportunities.
	Dedicate staff member to support students enrolled in dual enrollment	
	Survey students and families to determine barriers for attending WBL events	
24-25 Strategic Actions for Goal #3	Research micro-internship opportunities to offer short term options	We are partially on track to accomplish these strategic actions by the end of the school year. We have identified partners who offer virtual internships which will support the expansion of virtual WBL opportunities for students. We still need to improve our processes for entering data into Aries to ensure our WBL data is accurately reflected. A challenge we have is tracking down the students who have participated in the internships during the school year. Creating a better tracking system during the school year would be helpful to report data back in Aeries.
	Expanding virtual WBL opportunities	
	Develop system to better record WBL experiences in Aeries for most accurate data	

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
*Based on the reflection on this year's strategic actions and analyzing student data, what are **3-5 new or revised strategies and actions** (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?*

Goal #1: By 2026	By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	New or Revised Strategic Actions for Goal #1	Expand project-based learning integration beyond English, Math, and Science to include all academic and elective courses.
			Provide targeted professional development on interdisciplinary technology integration for all subject-area teachers.
			Establish dedicated collaboration time for teachers to refine and align CTE curriculum with core subjects.
Goal #2: By 2026	By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	New or Revised Strategic Actions for Goal #2	We will plan two field trips for the academic 2025-2026 school year focused on Computer Science.
			By 2026 students will have quarterly access to virtual coding workshops. The pathway will be in communication with non-profit organizations to strengthen our relationship with the non-profit.
			By 2026 the pathway leadership will undergo training to solidify the partnership with Ignite and make more resources available to students.
Goal #3: By 2026	By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	New or Revised Strategic Actions for Goal #3	We will expand the senior portfolio to include a digital component and reflections on capstone projects, ensuring all 12th graders graduate with a well-rounded showcase of their skills and post-secondary readiness.
			Schedule WBL events with newly established partners to host 2 virtual experiences open to all students.
			Identify one partner to offer a virtual internship to 5 students.

Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*

Teachers Salaries: **Hire 1 CTE Technology Pathway Teacher at .65 FTE.** The CTE Teacher will teach our CTE Introductory Technology Pathway course (Computer Science Principles) curriculum for all our high school students, using a virtual platform and project-based curriculum. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, such as critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, research tools, creativity, and innovation. The CTE Technology Teacher will also work to ensure their curriculum is current and relevant to today's industry technology standards. **PCN 8977 Kathryn Stepanski, at .65 FTE, $84,997.69** (Salary & Benefit Costs included)	$84,997.69	1105	Teacher Salaries	TCHR STR ENG	.65 FTE	Whole School	Approved	
Classified Support Salaries: **Hire a College and Career Readiness Specialist (CCRS) at 1.0 FTE.** The College & Career Readiness Specialist will support our students in transitioning to postsecondary opportunities. The College & Career Readiness Specialist is responsible for supporting students in all aspects of the transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. The CCRS will establish relationships with four-year colleges, community colleges, Career Technical Education programs, employers, job training organizations, and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. This expenditure will support students' access to Technology careers. For students who are specifically remote, the transition to college can be isolating. The College & Career Readiness Specialist will work with the graduating seniors (approximately 100 students). **PCN 9337, John Garcia** (Salary and benefits included)	$124,142.85	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
Supervisor & Administrative Salaries: **Hire a College and Career Pathway Coach at .10 FTE.** The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. **PCN 2803 - Lauren Hulburd** (Salary & Benefit Costs included)	$20,359.46	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Whole School	Approved	

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									
Name of School Site	Sojourner Truth Independent Studies							Site #	330
Approved Strategic Carryover *(from prior years - Carryover Plan)*		$51,375.05	**In the box below, please indicate why you decided to allocate Strategic Carryover.**						
Total Budgeted Amount		$51,375.05	With the increasing salary adjustments, we wanted to make sure that had enough funding to support a full FTE for a CTE teacher allocation for the pathway. In addition, as we build the pathway, integrating computer science skills across all academic courses continues to be the priority to meet our Strategic Goal #1.						
Remaining Amount to Budget		$0.00							

NOTE:	Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	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 how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.
Resources:	Measures N and H 2025-2026 Permissible Expenses
	Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825, and all FTE,** please also respond to the additional Budget Justification questions outlined in the **Measure H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) **If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.** *Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
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Teacher Salaries Stipends: **Extended Contracts for the Technology Pathway Teachers who will spend extra time planning to collaborate and integrate the technology pathway theme in core classes.** 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be 11 teachers will participate to serve the average of 375 students enrolled. The target goal is to increase CTE Completion metric by 25%. Budget Calculation: $47.50 per hour x 1 hour per month (8 months) + 25% benefit costs = $475.00 x 11 Teachers = $5,225.00	$5,607.06	1120	Teacher Salaries Stipends			Whole School	Integrated Program of Study	Approved	

Sojourner Truth - Tech Pathway - Program of Study

Industry Sector: Computer Science
Industry Partners: CodeCombat, CodeHS
Post-Secondary Partners: East Bay Consortium
Community-Based Partners:

Pathway Vision	What is the instructional vision and desired experience for students that will drive the pathway?			
Pathway COP Meeting Time:	**10th Grade Program** Grade level meeting time:	**11th Grade Program** Grade level meeting time:	**12th Grade Program** Grade level meeting time:	**Pathway Student Learning Outcomes**
Academic Core Student Cohort Integrity *Course all students take* (Replace with course names linked to course descriptions)	English 10: Teacher Name Social Science: Teacher Name Science: Teacher Name Math: Teacher Name Computer Science: Hazel Jay	English 11: Alison Abourched Social Science: Teacher Name Science: Malia Lehman Math: Teacher Name Computer Science: Kathryn Stepanski	English 12: Teacher Name Social Science: Teacher Name Science: Teacher Name Math: Teacher Name Computer Science: Trevor Doyle	1. **Core Computer Science Proficiency** – Students will develop foundational coding skills in block-based and text-based programming languages, progressing to Python. 2. **Project-Based Learning & Portfolio Development** – Students will build personal portfolio websites showcasing projects that demonstrate creativity, problem-solving, and technical growth**.** 3. **Computational Thinking & Problem Solving** – Students will apply logical reasoning, algorithmic thinking, and debugging skills to design and refine software solutions. 4. **Industry-Standard Alignment** – Students will gain knowledge equivalent to an introductory college-level computer science course, ensuring preparedness for further education and careers in tech. 5. **Career & Post-Secondary Readiness** – Through partnerships with CodeCombat, CodeHS, and East Bay Consortium, students will engage in work-based learning experiences, internships, and dual enrollment opportunities. 6. **Collaboration & Digital Communication** – Students will work in teams to develop, test, and present digital solutions while strengthening technical communication skills. 7. **Cybersecurity Awareness & Ethical Computing** – Students will learn responsible computing practices, digital citizenship, and security principles to protect data and privacy in online environments.
Technical Core/Theme (CTE Sequence) CTE Course Resources	Course This is a one-year 10th grade. Students will learn to code using blocks to drag and drop, but they can switch between blocks and text as desired. Students will create a personal portfolio website showing projects they build throughout the course. With a unique focus on creativity, problem-solving and project-based learning, Computing Ideas allows students to explore several important topics of computing using their own ideas and creativity to develop an interest in computer science that will foster further endeavors in the field.	Course This is a one-year 11th grade computer science class. Once students complete this course, they will have learned material equivalent to a semester college introductory course in computer science and be able to program in JavaScript/Python. The course is fully aligned to the California 9-12 Computer Science standards outlined by the California Board of Education.	Course This is a one-year 12th grade computer science class. This course teaches the foundations of computer science and programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete this course, they will have learned material equivalent to a semester college introductory course in computer science and be able to program in JavaScript.	
Integration Types (include description) *What will be true across the pathway cohort classes?* - Practice - Skills - Projects (see row below) - Events (WBL)	English 2 Students integrate ELA and Computer Science by designing an interactive story where a protagonist battles "the Darkness." They will craft narratives with strong character development while applying coding principles like logic, branching decisions, and user interaction. This project fosters creativity, problem-solving, and digital storytelling, culminating in a playable, interactive experience.	English 3 Cybersecurity Research Project Students will work in both Computer Science and English classes on: Research and Citations, Editing, Writing, Data Analysis, and Presentation skills. Students will work on their understanding of cybersecurity topics while also enhancing their report writing and research skills.	English 4 For their Senior Seminar Capstone, students will create a comprehensive slide presentation showcasing their major projects from all units, reflecting on their growth using writing, analysis, and presentation skills. They will demonstrate their ability to articulate ideas clearly, demonstrate research and creative thinking, and integrate visuals effectively. This capstone emphasizes communication, critical reflection, and public speaking,	

Sojourner Truth - Tech Pathway - Program of Study

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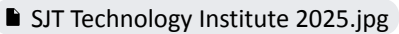|			preparing students for academic and professional success.	
Dual Enrollment **[Link to Dual Enrollment]**	Students enhance their academic experience through participation in dual enrollment and Concurrent Enrollment via Peralta Community College			
Integrated Projects/ Common Performance Assessments	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	[Link to Integrated Project Folders]	
Defenses or Capstones	n/a	n/a	Senior Seminar [Graduate Capstone]	
Other Courses / Electives	Graphic Design Exploring CS CS Principles	Graphic Design Exploring CS CS Principles	Graphic Design Exploring CS CS Principles	
Other Student Experiences (post-session, intersession, rituals, class trips, assemblies)	Weekly Career Assembly Wellness Wednesdays Bi-monthly Post-Secondary Advisory	Weekly Career Assembly Wellness Wednesdays Bi-monthly Post-Secondary Advisory	Weekly Senior Advisory College Visits (Cal State East Bay, Alameda College & Diablo Valley College) CTE program guest speaker	
Work Based Learning [reference documents: WBL Continuum	[Link to WBL Plan Template] ECCCO Summer Fair (Open for 10-12th) (Introduction to ECCCO 2025) Summer Internships Peralta internships through ECCCO Career Advisory (Inviting professionals to speak) 2024 ECCCO Google Classroom (Demonstration of Mastery Presentations)	[Link to WBL Plan Template] *Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)* 2024 ECCCO Google Classroom (Demonstration of Mastery Presentations) 2024 Sasha Rivas 11th Grade 2024 Amelia Adames 11th Grade	[Link to WBL Plan Template] *Include class(es) activity is connected to and type of activity (e.g., guest speaker in Geometry to help students understand content applications in Architecture context)*	**Certifications** PCEP - Certified Entry-Level Python Programmer
Student Leadership, including CTSO	Students have been encouraged to join or start clubs at Sojourner Truth to build their leadership skills, explore extracurricular interests, and build community	Students have been encouraged to join or start clubs at Sojourner Truth to build their leadership skills, explore extracurricular interests, and build community	Students have been encouraged to join or start clubs at Sojourner Truth to build their leadership skills, explore extracurricular interests, and build community	
Summer Learning (Summer Bridge, summer learning, credit recovery)	TI Google Form for teachers TI Google Form for Students & Families	Credit Recovery	Credit Recovery	

Sojourner Truth - Tech Pathway - Program of Study

Industry Sector: Computer Science
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	SJT Technology Institute 2025.jpg			
College Awareness & Exploration [College and Career Readiness Classroom Framework](#)	Students were given a [Financial Aid 101 presentation](#) during their 9-11th advisory During bi-weekly 9th-11th postsecondary Advisory, students were introduced to the CCGI Platform to explore career interests and learn postsecondary pathways to various careers. Students also became familiar with how to use CCGI to submit CA-based college applications	Students have been given the application for the UC Berkeley Summer Computer Science Academy. Students receive extra credit if they attend Computer Science lectures at the Simon Institute at UC Berkeley. Students were given a [Financial Aid 101 presentation](#) during their 9-11th advisory	SJT had a virtual [Cash For College Workshop](#) to invite parents to learn about financial aid and complete their FAFSA/CADAA. Students were given a [Financial Aid 101 presentation](#) during their senior seminar classes. Students were given [a 4 year school presentation](#) that highlighted the differences between UC's CSUs, Privates, and out-of-state schools. Students [engaged in career and major exploration](#) during senior advisory Sojourner Truth's in person targeted financial aid [Cash For College](#) event for parents and students to receive support on their FAFSA/CADAA applications	
Community Building and Motivational Activities and Trips		Black Girls Code workshops Skills Trade Fair	College tours Cultural event celebrations School-wide assembly and student recognition	
Advisory	College and Career exploration College application support CTE and trade program introduction	Resume building and Cover Letter Financial Aid introduction and workshop Job Searching and developing professional networks Guest Career lectures by people who work in the Technology industry	Financial Literacy Resume building Cover letter writing Financial Aid application Scholarship opportunities	
Personalized Supports	1:1 Counseling and Guidance	Adaptive learning programs with progress adjusted content, differentiated instruction 1:1 Counseling and Guidance	Weekly Senior Advisory class to inform students of post-secondary opportunities One on one meetings for post-secondary planning	

Sojourner Truth - Tech Pathway - Program of Study

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Industry Partners: CodeCombat, CodeHS
Post-Secondary Partners: East Bay Consortium
Community-Based Partners:

			Hosting parental educational trainings In class support and post-secondary option presentations Presenting students with options of scholarships or post-secondary financial assistance 1:1 Counseling and Guidance and Postsecondary Planning	
Use of expanded learning time (before or after school)	Literacy Lab	Literacy Lab	Literacy Lab 12th Grade Study Hall (in-person and virtual)	

Work-Based Learning Lead: Yvonne Salvador Pathway Name: Technology Pathway

Collaborators: Nick Garcia, Christina Walker, Sandy Valdez

Central Resources
- WBL Continuum (Linked Learning Alliance)
- Pathway WBL Plan Development Toolkit
- Non-OUSD Sample WBL Plans
- OUSD 2022-23 WBL Plans
- Sample Goals
- Linked Learning Alliance Work Based Learning Silver and Gold Certification
- Measure N EIPs

WBL Plan Template Options:

☐ Calendar Template

☐ WBL Continuum Template

Goals: Key data points we are trying to sustain or move in this pathway (consider focal student groups, access for students in credit recovery and/or working students, potential barriers)

1. Complete FAFSA for all graduating seniors , Establishing their goals after HS In the Post Graduation Tracker (1-1 check in to make sure those goals are achieved before their graduation.
2. Exposure of career options through guest speakers for 9th-12th. After HS they will know what the next steps are in order to continue their education/workforce/CTE choice.
3. Students will have a portfolio by the end of the 12th grade, which includes (resume, cover letter) Ideal to begin this from 9th grade and follow closely throughout the four years.

Calendaring WBL (in Program of Study):

☐ *For All-Student Experiences: note WBL experience, teacher, class , and industry partner for each item*

☐ *For Targeted Student Experiences: note subgroup, WBL experience, and staff lead*

Grade	Cohort	Aug/Sept	Oct/Nov	Dec/Jan	Feb/Mar	Apr/May	All students at some point in four years

9-11th Grade	All Student	Assist with post secondary activities, resume drafting that will contribute to completing students senior portfolio -Track students interest/post sec goals **Post-Secondary Tracker**		Resume Building *either in English or College & Career Advisory) or Advisory class Check in with Teachers Tuesday Nick (Or T) *Christina Lessons on application and onboarding for ECCCO & onboarding *Reflection on the Career Advisory speaker Pathful virtual Visits (In class - CTE Class) Trevor Doyle) What aligns with the current curriculum being taught	Resume Building *either in English or College & Career Advisory) or Advisory class Check in with Teachers Tuesday Nick (Or T) *Christina Lessons on application and onboarding for ECCCO & onboarding *11th grade - mock interviews (happening where) Pathful virtual Visits (In class - CTE Class (Trevor Doyle) What aligns with the current curriculum being taught	Resume Building *either in English or College & Career Advisory) or Advisory class Check in with Teachers Tuesday Nick (Or T) *Christina Lessons on application and onboarding for ECCCO & onboarding Exposure college visits, recent alumni and their experiences(Tuesday Christina 9-11th) (Virtual Visit, in person if possible, if enough interest Pathful virtual Visits (In class - CTE Class (Trevor Doyle) What aligns with the current curriculum being taught) Field Trip to **Skilled Trades Fair**	All students will have -up to **2 WBL experiences.** (College & Career Exploration Visits -Job shadow or career research) -**Resume Draft** -**Cover letter Draft** -**1 career reflections/college reflection** Tuesday 9-11th **College & Career Advisory** Exposure college visits, recent alumni and their experiences) -Virtual Visit, in person if possible, if enough interest -**Thursday Career Advisory** (Guest Speakers invited at least 1x month, with help of teachers, this happens every TH)
12th Graders	All-Students	College Exploration and	4-year College application strategy	Financial aid and application support	Field trip in person to **Cal State East Bay**	*Booking though pathful (Informational	All students will have

		Career options Peralta CTE and trade program options	and support Resume strategy EBAC FSA ID Applications UC Applications CSU APPS CC APPS Parent FSAIDs	Writing cover letters and marketing to potential employers	Field Trip to **Samuel Merritt University** (EMT, ER Tech, CNA) How to job search and build professional networks	Interviews of Professionals depending on the interest of the student so they can interview) Field trip in person to **Diablo Valley College** Field Trip to **Skilled Trades Fair**	-up to **8 WBL experiences.** (4 College & Career Exploration Visits -4 Job shadow or career research) -**1 Slide presentation of career choice** -**Resume final** -**Cover letter final** -**2 career reflections/college reflection** -**Tuesday College & Career Advisory** (Presentations on fafsa, resume, college applications, cte programs, college programs) -**Thursday Career Advisory** (Guest Speakers invited at least 1x month, with help of teachers, this happens every TH)
	Focal students	Graduating Seniors HX3, HX6 -Track their interest in the beginning of the school year-on **Post-Secondary Tracker**					
	Partner-Staff Engagements Advisory board meetings,						

externships, etc.					

General Roles/Responsibilities:

Person or Position	Responsibilities

Next Steps in Plan Development / Implementation:

- **Work closely with the CCTeam to make sure our goals are met, meeting once a week/Mondays and dividing our caseloads amongst our team to accomplish the goals.**

<center>***</center>

The plan template below is for reference as leads build out plans above OR to use in lieu of the template above. The template below mirrors the [Work-Based Learning Continuum](#).

Grade	Career Awareness: Learning ABOUT work	Career Exploration: Learning ABOUT work	Career Preparation: Learning THROUGH work	Career Training: Learning FOR work
	Groups of students	Small group or individual	Individual or small group (projects only)	Individual, over time
	- Workplace tour - Guest speaker / teacher - Career fair	- Informational interview - Job shadow - Virtual exchange with a	- Student-run enterprise with partner involvement - Virtual enterprise	- Internship required for a credential or entry to occupation - Apprenticeship

	• Visit a workplace	partner	• Integrated projects with partners • Service projects • Internships	• Clinical experience • On-the-job training • Work experience
9th				
10th				
11th				
12th	• Virtual Guest speakers • Virtual College Visits • Field trip exposures to CTE (Virtual or in person when opportunities become available) • Career Symposium (Invite guest virtual)	Internship opportunities- Opportunity to ask questions and exposure to opportunities with the chance to also ask questions to see if this is an option- guided through check ins with WBL Lead Guest speakers- opportunity to meet and connect with individuals after the meets opportunity to ask questions Pathful connect - Building a meeting where weekly topics are introduced and students are given the opportunity to visit / learn about the topic with opportunity to ask questions	Take advantage of the internship opportunities Keeping a folder for students with all of their experience- similar to a resume but instead of all the Learned/work throughout HS (during advisory ?)	How to combine the work experience they are receiving with school curriculum

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
2 Vacancy A	ADVISORY/Y	ENG 1 P/Y		ENG 2 P/Y		ENG 1 P/Y	ENG 2 P/Y	ENG 1 P A APEX/S
2 Vacancy A								ENG 1 P B APEX/S
2 Vacancy A								ENG 2 P B APEX/S
2 Vacancy A								ENG 2 P A APEX/S
4 Castiel, R.	ADVISORY/Y	SENIOR SEMINAR/Y	ENG 4 P/Y	ENG 4 P/Y	TCH CONF PD/Y	TCH CONF PD/Y	ENG 4 P/Y	SENIOR SEMINAR/Y
8 Cabrera, A.							PSYCHOLOGY P/S	
9 Lehman, M.	ADVISORY/Y	BIOLOGY P/Y	BIOLOGY P/Y	TCH CONF PD/Y	BIOLOGY P/Y	PHYSICS A APEX/Y	TCH CONF PD/Y	BIOLOGY A APEX/S
9 Lehman, M.						PHYSICS B APEX/Y		BIOLOGY B APEX/S
9 Lehman, M.								PHYSIOLOGY P/Y
13 Carter, K	ADVISORY/Y	ALGEBRA 2 P/Y	MATH ANALYSIS P/Y	TCH CONF PD/Y	ALGEBRA 2 P/Y	TCH CONF PD/Y	ALGEBRA 2 P/Y	GEOM 1 P A APEX/S
13 Carter, K								GEOM 1 P B APEX/S
15 Turner, P	ADVISORY/Y	TCH CONF PD/Y	MUSIC LT APR PA/Y	MUSIC LT APR PA/Y	TCH CONF PD/Y	MUSIC LT APR PA/Y	MUSIC PROD/Y	MUSIC LT APR PA/Y
17 Stepanski, K	ADVISORY/Y	TCH CONF PD/Y	COMP PROG 2/Y	TCH CONF PD/Y	COMP PROG 2/Y	COMP PROG 2/Y	ETHNIC STDS P/Y	ETHNIC STDS P/Y
18 Kappner, T	ADVISORY 08/Y	ENGLISH 8/ELD/Y	AMERICAN HIST 8/Y	TCH COLLAB PD/Y	TCH CONF PD/Y	ENGLISH 8/ELD/Y	AMERICAN HIST 8/Y	STUDY SKILLS/Y
21 Airgood, M	ADVISORY 08/Y	MATH 8/Y	TCH CONF PD/Y	TCH COLLAB PD/Y	INTGRTD SCI 8/Y	MATH 8/Y	INTGRTD SCI 8/Y	STUDY SKILLS/Y
22 Williams, M.	ADVISORY (9-12)/Y							STDY SKL 9 L1/Y
22 Williams, M.								STDY SKL 10 L1/Y
22 Williams, M.								STDY SKL 11 L1/Y
22 Williams, M.								STDY SKL 12 L1/Y
22 Williams, M.								STUDY SKILLS/Y
23 Battle, L.	ADVISORY/Y	TCH CONF PD/Y	ALGEBRA 1 P/Y	GEOMETRY P/Y	GEOMETRY P/Y	TCH CONF PD/Y	ALGEBRA 1 P/Y	ALG 1 P A APEX/S
23 Battle, L.								ALG 1 P B APEX/S
24 Mata, D.	ADVISORY/Y	TCH CONF PD/Y	ECONOMICS P/S	ECONOMICS P/S	WORLD HIST P/Y	ECONOMICS P/S	TCH CONF PD/Y	WLD HIST A APEX/S
24 Mata, D.								WLD HIST B APEX/S
24 Mata, D.								AMER GOVT APEX/S
24 Mata, D.								ECONOMICS APEX/S
27 Shane, M.	ADVISORY/Y	US HISTORY P/Y	WORLD HIST P/Y	TCH CONF PD/Y	US HISTORY P/Y	TCH CONF PD/Y	US HISTORY P/Y	US HIST A APEX/S
27 Shane, M.								US HIST B APEX/S
31 Anderson, A	ADVISORY/Y	HS ELD 1/Y	Academic ELD 3/Y	Academic ELD 3/Y	HS ELD 1/Y	TCH CONF PD/Y	Academic ELD 3/Y	MS ELD 1/Y
31 Anderson, A		HS ELD 2/Y	Academic ELD 4/Y	Academic ELD 4/Y	HS ELD 2/Y		Academic ELD 4/Y	MS ELD 2/Y
31 Anderson, A		HS ELD 3/Y	Academic ELD 2/Y	Academic ELD 2/Y	HS ELD 3/Y		Academic ELD 2/Y	MS ELD 3/Y
31 Anderson, A		TCH CONF PD/Y	Academic ELD 1/Y	Academic ELD 1/Y	HS ELD 4/Y		Academic ELD 1/Y	MS ELD 4/Y

Note: Teacher Aide classes not printed

Sojourner Truth 6-12

3/13/2025
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2024-2025

Master Schedule - Spring

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Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
31 Anderson, A							HS ELD 4/Y	MS ELD 5/Y
32 Cameron, J	TCH CONF PD/Y	EXPLORATORY 7/Y	TCH CONF PD/Y	EXPLORATORY 8/Y	EXPLORATORY 8/Y	TCH CONF PD/Y	EXPLORATORY 7/Y	EXPLORATORY 6/Y
43 Garibay, S	ADVISORY 07/Y	TCH CONF PD/Y	ENGLISH 7/ELD/Y	WORLD HISTORY 7/Y	TCH CONF PD/Y	ENGLISH 7/ELD/Y	WORLD HISTORY 7/Y	STUDY SKILLS/Y
46 Abourched, A	ADVISORY/Y	ENG 3 P/Y	ENG 3 P/Y	TCH COLLAB PD/Y	TCH COLLAB PD/Y	ENG 3 P/Y	ENG 3 P B APEX/S	ENG 3 P B APEX/S
46 Abourched, A							ENG 3 P A APEX/S	ENG 3 P A APEX/S
46 Abourched, A							SENIOR SEMINAR/Y	
48 Ospina, P	ADVISORY/Y	SPANISH 3 P/Y	SPANISH 2 P/Y	SPANISH 3 P/Y	TCH CONF PD/Y	SPANISH 2A APEX/S	TCH CONF PD/Y	SPAN 1 P A APEX/S
48 Ospina, P						SPANISH 2B APEX/S		SPANISH 1B APEX/S
48 Ospina, P								SPANISH 1 P/Y
49 Jay, H	ADVISORY/Y	EXPL COMP SCI/Y	TCH COLLAB PD/Y	CS PRINCIPLES/Y	TCH CONF PD/Y	CS PRINCIPLES/Y	EXPL COMP SCI/Y	GRAPHIC DESGN/Y
49 Jay, H								EXPL COMP SCI/Y
55 Haynes, S.	ADVISORY (9-12)/Y	ENGLISH 1 L1/Y	TCH CONF PD/Y	BIOLOGY L1/Y	SOCIAL STD L1/Y	TCH CONF PD/Y	ALGEBRA 1 L1/Y	STDY SKL 9 L1/Y
55 Haynes, S.		ENGLISH 2 L1/Y		EARTH SCI L1/Y	WORLD HIST L1/Y		GEOMETRY L1/Y	STDY SKL 10 L1/Y
55 Haynes, S.		ENGLISH 3 L1/Y		CHEMISTRY L1/Y	US HIST L1/Y		ALGEBRA 2 L1/Y	STDY SKL 11 L1/Y
55 Haynes, S.		ENGLISH 4 L1/Y		PHYSICS L1/Y	AMER GOV L1/Y			STDY SKL 12 L1/Y
55 Haynes, S.					ECONOMICS L1/Y			
56 Benz, A.	ADVISORY (9-12)/Y							STDY SKL 6 L1/Y
56 Benz, A.	HOMEROOM/Y							STDY SKL 7 L1/Y
56 Benz, A.								STDY SKL 8 L1/Y
56 Benz, A.								STDY SKL 9 L1/Y
56 Benz, A.								STDY SKL 10 L1/Y
56 Benz, A.								STDY SKL 11 L1/Y
56 Benz, A.								STDY SKL 12 L1/Y
57 Barela, S	ADVISORY 06/Y	ENGLISH 6/ELD/Y	WRLD HIST 6/Y	STUDY HALL/Y	MATH 06/Y	INTGRTD SCI 6/Y	TCH CONF PD/Y	TCH COLLAB PD/Y
59 Golden-Reyna	ADVISORY/Y	TCH CONF PD/Y	CHEMISTRY P/Y	EARTH SCIENCE P/Y	EARTH SCIENCE P/Y	CHEMISTRY P/Y	TCH CONF PD/Y	CHEM A APEX/S
59 Golden-Reyna								CHEM B APEX/S
59 Golden-Reyna								EARTH SC A APEX/S
59 Golden-Reyna								EARTH SC B APEX/S
66 Delgado, R	ADVISORY/Y	TCH CONF PD/Y	SPANISH 1 P/Y	SPANISH 2 P/Y	SPANISH 2 P/Y	TCH CONF PD/Y	SPANISH 1 P/Y	SPANISH 2 P/Y
70 Benson, L	ADVISORY/Y	PE 10/Y	TCH CONF PD/Y	PE/Y	PE/Y	PE 10/Y	TCH CONF PD/Y	PE/Y
74 Funston, J	ADVISORY 07/Y	TCH CONF PD/Y	MATH 07/Y	INTGRTD SCI 7/Y	MATH 07/Y	INTGRTD SCI 7/Y	TCH CONF PD/Y	STUDY SKILLS/Y
77 Doyle, T	ADVISORY/Y	COMP PROG 2/Y	TCH CONF PD/Y	ALG 1 P A APEX/S	Comp SCI Senior/Y	TCH CONF PD/Y	Comp SCI Senior/Y	COMP PROG 2/Y

Note: Teacher Aide classes not printed

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
77 Doyle, T				ALG 1 P B APEX/S				
77 Doyle, T				GEOM 1 P A APEX/S				
77 Doyle, T				GEOM 1 P B APEX/S				
77 Doyle, T				ALGEBRA 2A APEX/S				
84 Lacey, R	HOMEROOM 07/Y	ENG 6 L2/Y	SCI 6 L2/Y	TCH CONF PD/Y	HIST 6 L2/Y	MATH 6 L2/Y	TCH CONF PD/Y	LIFE SKLS 6 L2/Y
84 Lacey, R	HOMEROOM 08/Y	ENG 7 L2/Y	SCI 7 L2/Y		HIST 7 L2/Y	MATH 7 L2/Y		LIFE SKLS 7 L2/Y
84 Lacey, R	HOMEROOM 06/Y	ENG 8 L2/Y	SCI 8 L2/Y		HIST 8 L2/Y	MATH 8 L2/Y		LIFE SKLS 8 L2/Y
84 Lacey, R		LIFE SKLS 6 L2/Y	LIFE SKLS 6 L2/Y		LIFE SKLS 6 L2/Y	LIFE SKLS 6 L2/Y		
84 Lacey, R		LIFE SKLS 7 L2/Y	LIFE SKLS 7 L2/Y		LIFE SKLS 7 L2/Y	LIFE SKLS 7 L2/Y		
84 Lacey, R		LIFE SKLS 8 L2/Y	LIFE SKLS 8 L2/Y		LIFE SKLS 8 L2/Y	LIFE SKLS 8 L2/Y		
85 Perez, E	HOMEROOM/Y	ENG 6 L1/Y	ENG 6 L1/Y	HIST 6 L1/Y	TCH CONF PD/Y	MATH 6 L1/Y	SCIENCE 6 L1/Y	STDY SKL 6 L1/Y
85 Perez, E		ENG 7 L1/Y	ENG 7 L1/Y	HIST 7 L1/Y		Math 7 L1/Y	SCIENCE 7 L1/Y	STDY SKL 7 L1/Y
85 Perez, E		ENG 8 L1/Y	TCH CONF PD/Y	HIST 8 L1/Y		Math 8 L1/Y	SCIENCE 8 L1/Y	STDY SKL 8 L1/Y
88 Austin, T.	ADVISORY (9-12)/Y							STDY SKL 10 L1/Y
88 Austin, T.								STDY SKL 11 L1/Y
88 Austin, T.								STDY SKL 12 L1/Y
89 Anderson, J	ADVISORY (9-12)/Y	ENGLISH 1 L2/Y	SCIENCE 9 L2/Y	TCH CONF PD/Y	HISTORY 9 L2/Y	MATH 9 L2/Y	TCH CONF PD/Y	LIFE SKL 9 L2/Y
89 Anderson, J		ENGLISH 2 L2/Y	SCIENCE 10 L2/Y		HISTORY 10 L2/Y	MATH 10 L2/Y		LIFE SKL 10 L2/Y
89 Anderson, J		ENGLISH 3 L2/Y	SCIENCE 11 L2/Y		HISTORY 11 L2/Y	MATH 11 L2/Y		LIFE SKL 11 L2/Y
89 Anderson, J		ENGLISH 4 L2/Y	SCIENCE 12 L2/Y		HISTORY 12 L2/Y	MATH 12 L2/Y		LIFE SKL 12 L2/Y
90 Holland, L	ADVISORY (9-12)/Y	ALGEBRA 1 L1/Y	ENGLISH 1 L1/Y	BIOLOGY L1/Y	TCH CONF PD/Y	TCH CONF PD/Y	SOCIAL STD L1/Y	STDY SKL 9 L1/Y
90 Holland, L		GEOMETRY L1/Y	ENGLISH 2 L1/Y	EARTH SCI L1/Y			WORLD HIST L1/Y	STDY SKL 10 L1/Y
90 Holland, L		ALGEBRA 2 L1/Y	ENGLISH 3 L1/Y	CHEMISTRY L1/Y			US HIST L1/Y	STDY SKL 11 L1/Y
90 Holland, L			ENGLISH 4 L1/Y	PHYSICS L1/Y			AMER GOV L1/Y	STDY SKL 12 L1/Y
90 Holland, L							ECONOMICS L1/Y	
97 Rofan, S.	HOMEROOM/Y							
98 Taylor, A.	ADVISORY/Y	ENG 1 P/Y	TCH COLLAB PD/Y	ENG 2 P/Y	TCH CONF PD/Y	ENG 1 P/Y	ENG 2 P/Y	ENG 1 P A APEX/S
98 Taylor, A.								ENG 1 P B APEX/S
98 Taylor, A.								ENG 2 P B APEX/S
98 Taylor, A.								ENG 2 P A APEX/S
99 Gomes, L.				ART/Y	ART 1 P/Y			
112 Vacancy L		NO CLASS 1/S	NO CLASS 2/S	NO CLASS 3/S	NO CLASS 4/S	NO CLASS 5/S	NO CLASS 6/S	NO CLASS 7/S
112 Vacancy L		NO CLASS 1/Y	NO CLASS 2/Y	NO CLASS 3/Y	NO CLASS 4/Y	NO CLASS 5/Y	NO CLASS 6/Y	NO CLASS 7/Y
151 Gillespie, R.	TCH CONF PD/Y	PE 7/Y	PE 8/Y	PE 8/Y	PE 7/Y	TCH CONF PD/Y	PE 6/Y	TCH CONF PD/Y

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