

## MEASURE N COMMISSION

1000 Broadway, Suite 680  
Oakland, CA 94607-4099



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

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Enactment Number	
Enactment Date	

# Memo

**To** Measure N Commission

**From** Matin Abdel-Qawi, High School Network Superintendent

**Board Meeting Date** \_\_\_\_\_

**Subject** 2022-2023 Measure N Education Improvement Plan and Assessment  
Services For: Sojourner Truth Independent Study

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**Action Requested and  
Recommendation**

Presentation to and adoption by the Measure N – College and Career Readiness Commission of the Revised 2022-2023 Education Improvement Plan and Assessment for Sojourner Truth Independent Study as “Fully Approved” in an amount not to exceed \$104,719.02.

**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

**Attachments**

- 2022-2023 Revised Measure N Education Improvement Plan
- 2022-2023 Measure N Education Improvement Plan Assessment

**2022-2023 MEASURE N BUDGET**
**School: SOJOURNER TRUTH INDEPENDENT STUDY**
**REVISED  
5/4/22**
**Effective July 1, 2022-June 30, 2023**

<b>Resource</b>	<b>Allocation</b>	<b>Total Expended</b>	<b>Total Remaining</b>
<b>Measure N</b>	\$104,719.02	\$104,719.02	\$0.00

**Site #: 330**

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
330-1	Classified Support Salaries: Hire a Career Transition Specialist at 0.5 FTE to support our students to have more success in their college classes. The Career Transition Specialist is responsible for supporting students in all aspects of 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. Responsible for transition to and success for at least one quarter once enrolled in community college, job training or employment. Establishes relationships with community colleges, especially 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 person would work with both our concurrent enrollment students as well as our new graduates in the December and May cohorts. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path. This expenditure will support students' access to Technology careers, for students specifically being remote it can be isolating to make the transition to college. The Career Transition specialist will work with the graduating seniors (approximately 100 student). As needed, we would like to increase this position to 1.0 FTE with carryover funds. (Salary and benefits included)	\$55,000.00	2205	Classified Support Salaries	Career Transition Specialist	.50 FTE	
330-2	Supervisor & Administrative Salaries: Hire a Pathway Coach, at 0.168 FTE to support with pathway development. Pathway coach helps support and guide course offerings, curriculum, and instruction of core academics and pathway classes. Pathway coach is highly involved in school-wide planning, data gathering, data analysis, report writing evaluation and improvement of our school services. PCN 2803 - G. Alonzo (salary & benefit costs)	\$28,014.68	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	0.168 FTE	
330-3	Consultant Contract with Yvonne Salvador to provide targeted tech skills support for students who need assistance and align with WBL opportunities. The targeted support is available daily in a Zoom support for all high school students. The focus is to make sure students have access to all internships, college resources, applications to all technology industry opportunities for high school students. The support provider will be serving all 400 students in the pathway through workshops, Advisory class support, and one on one needs. As an individual contractor there is no agency fee for services.	\$21,704.34	5825	Consultant Contracts			



<b>School:</b>	<b>SOJOURNER TRUTH INDEPENDENT STUDY</b>	<b>Site #:</b>	<b>330</b>
<b>Pathway Name:</b>	<b>Technology</b>	<b>REVISED 5/4/22</b>	

#### School Description

This school community is located on the King Estates campus sharing the facility with Rudsdale Continuation High School and the BayTech charter school program. This school campus is located in a safe city neighborhood of middle class homes. While Oakland is considered a major urban city, this school's particular location is away from the high crime that prevails in many areas of the city of Oakland. However, most students who attend come from other poorer and majority urban neighborhoods of this city. Thus, students may have to take several city buses or find transit across the greater Oakland area to get to this school's campus.

The students who attend Sojourner Truth are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime-related neighborhoods of poverty. Unemployment within the adult population is pandemic, with sixty percent or more of the households receiving some economic subsidy. Sojourner Truth students are adversely impacted by substantial environment risks and poor health conditions. Students' daily interactions include exposure to gang activities, crime and substance dependency. A significant percentage of students either come from single-parent homes or are being raised by another adult than a parent. All these descriptors are contributing factors that substantially impact student learning. The independent study program, however, seems to enroll students and their families who more readily support and sustain a stable environment and for several, these students come to the independent study program due to cultural and religious safety issues.

Sojourner Truth Independent Study Program follows the guidelines of the California Department of Education and has developed a comprehensive school program. This program offers classes from Kindergarten to twelfth grade. This high school program has weekly curriculum assignments that have been developed and written by the School Pathways Company. This company worked with Sojourner Truth and the Oakland Unified School District to develop independent study modules that are aligned with the Common Core Curriculum Standards, and meet state department of education guideline for independent study regulations. This computer-assisted program allows all students to have access to the core curriculum and matriculate through the high school program within the semester sequence.

The Sojourner Truth Electronic Learning Program (ELP) is an adjunct program that integrates the core curriculum with technology (Blended Learning) or a method that shift teacher instruction and attend to differentiation by incorporating technology in the useful, meaningful ways to enhance student learning. This program has two sections: a morning and an afternoon program that allows up to 45 students at one time to access online computer courses. Students work at their own pace and receive credits following completion of specific course modules and performance assessments.

#### School Mission and Vision

**VISION:** Our students will graduate from high school with the tools to further their academic or career goals. They will possess a willingness to continually challenge themselves and become socially responsible. Students will be empathetic citizens with an appreciation for diversity.

**MISSION:** The mission of Sojourner Truth School Community is to awaken the minds of our students by creating a nurturing environment that empowers students to achieve excellence through individualized instruction.

#### School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTTEL	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	39.7%	60.3%	97.6%		7.2%	6.7%			
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/ Islander	Caucasian	Multiracial	Newcomers
	35.6%	0.0%	5.7%	42.3%	0.5%	0.5%	7.7%	5.2%	0.5%
Target Student Population	Which student population will you focus on in order to reduce disparities?					Latinx students			

#### SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal/ (3-Year Goal)
Four-Year Cohort Graduation Rate	45.0%	Not Available	50.0%	36.9%	20-21 Data + 5%	Not Available	55.00%
Four-Year Cohort Dropout Rate	23.3%	Not Available	20.0%	24.60%	20-21 Data + 5%	Not Available	15.00%
A-G Completion	30.6%	Not Available	35.0%	16.90%	Not Applicable	Not Available	30.00%
On Track to Graduate- 9th Grade	9.1%	Not Available	5.0%	Not Applicable	Not Applicable	16.70%	25.00%
Percentage of students who participated in at least 1 Work-Based Learning activity	30.7%	6.5%	40.0%	50.00%	20-21 Data + 5%	Not Available	55.00%
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable	Not Applicable	20-21 Data + 5%	Not Applicable	Not Applicable
Percentage of students in Linked Learning pathways	100.0%	96.70%	100.0%	100.00%	20-21 Data + 5%	Not Available	100.00%



Student Population Indicator (Latinx Students)	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	32.0%	Not Available	50.0%	41.4%%	20-21 Data + 5%	Not Available	55.00%
Four-Year Cohort Dropout Rate	32.0%	Not Available	20.0%	20.7%%	20-21 Data + 5%	Not Available	15%
A-G Completion	7.0%	Not Available	35.0%	13.80%	Not Applicable	Not Available	40.00%
On Track to Graduate - 9th Grade	11.1%	Not Available	5.0%	Not Applicable	Not Applicable	3.6%%	15.00%
Percentage of students who participated in at least 1 Work-Based Learning activity	37.0%	7.1%	40.0%	35.00%	20-21 Data + 5%	Not Available	45.00%
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable	Not Applicable	20-21 Data + 5%	Not Applicable	Not Applicable
Percentage of students in Linked Learning pathways	100.0%	96.1%	100.0%	100.00%	20-21 Data + 5%	Not Available	100.00%

#### ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge <i>What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	Root Cause Analysis <i>What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Flexible schedule; highly personalized learning environment	Increase teacher-student contact hours	Master schedule and low demands in terms of student attendance and contact with primary teacher
Four-Year Cohort Dropout Rate	Flexible schedule; highly personalized learning environment	Increase teacher-student contact hours	Master schedule and low demands in terms of student attendance and contact with primary teacher
A-G Completion	Flexible schedule; highly personalized learning environment	Increase teacher-student contact hours; conducting in-person transcript reviews	Master schedule and low demands in terms of student attendance and contact with primary teacher; student need to review and understand transcript
On Track to Graduate - 9th Grade	Flexible schedule; highly personalized learning environment	Students matriculating into Sojourner Truth after 9th grade	Early recruitment
Percentage of students who participated in at least 1 Work-Based Learning activity	Career Symposium; onboarding of WBL lead with youth development framework	Broader student participation	Increasing the visibility of the WBL lead and increasing the connections between primary teachers, the WBL lead, and students.
Percentage of students who have passed dual enrollment courses with a C- or better	Not Applicable	Not Applicable	Not Applicable
Percentage of students in Linked Learning pathways	All students participating in pathway.	More meaningful engagement in Pathway.	Common expectation that all students will learn more tech skills

#### PATHWAY QUALITY ASSESSMENT

Using the Measure N Self Assessment Rubric, assess the following:	Evidence of Strengths	Areas For Growth	Next Steps
<b>Rigorous Academics</b> (pages 3, 4, 5 of rubric)	Flexibility in format, independent study and electronic learning platform	Formalizing and standardizing curriculum, offering more long distance learning options (e.g. virtual one-on-ones, Google Classroom, etc) - going beyond "packet" work.	Focus on 4Cs: Collaboration, Community Engagement, Creativity, and Critical Thinking
<b>CTE</b> (pages 3,4,5 of rubric)	Digital Media, Google Sherpa, Computer Sci electives	Assessing tech literacy and skills	Administar NorthStar Tech Literacy assessments throughout the year to monitor student growth in tech literacy.
<b>WBL</b> (page 6 of rubric)	Career Symposium	Increasing student participation in WBL opportunities	Schedule times for WBL to visit classrooms and share WBL opportunities.



Comprehensive Student Supports (page 7 of rubric)	Campus Culture and Climate; Flexible schedule; highly personalized learning environment; high availability of wrap-around supports	Creating a student tracker to do targeted interventions.	Create Student Tracker			
Pathway Student Outcomes (page 2 of rubric)	Campus Culture and Climate; Flexible schedule; highly personalized learning	Creating a student tracker to do targeted interventions.	Create Student Tracker			
2020-2021: YEAR ONE ANALYSIS						
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal		What evidence will you look for to know you are successful?				
In the 2020-21 academic school year, we will ensure every student a) builds their breadth of knowledge of post-secondary options (i.e. immediate educational and/or employment opportunities after graduating) b) builds depth (knowledge, skills, and experience) in their most preferred option (Year 1) and c) connects to some form of support after graduation. (e.g. community college, community-based organization, industry partner, etc.) (Year 2 or 3)		Evidence of Implementation/Improvement: a) 1-2 deep industry partnerships b) students demonstrate an increased awareness of post-secondary career options and provide evidence of reflection and making an informed decision about their next steps career and college-wise (ongoing student work and student portfolios) c) 1-2 deep partnerships with community-based organizations that serve and help case manage "opportunity youth" (student tracker, persistence in college and career, graduate/alumni feedback) d) High rates of application to college e) Increased college persistence rates				
Strategic Actions						
Strategic Actions What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?		What evidence will you look for to know you are successful?				
Identify 1-2 deep industry partnerships and create an Advisory Board		Advisory Board including industry partners and community-based organizations				
Identify 1-2 deep community-based organization partnerships and create an Advisory Board		Advisory Board including industry partners and community-based organizations				
Connect each student with a mentor, industry partner, and/or community-based organization.		Collect and capture student-level data onto existing student tracker.				
Revise Master Schedule to maximize teacher-student contact hours.		Revised master schedule and increased amount of contact hours between teachers and students.				
Budget Expenditures						
2020-2021 Budget						
Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Fund .25 FTE salary for the Pathway Coach: Hire a pathway coach to support pathway development	\$24,800.00	5708		Pathway Coach	.25 FTE	
Consultant Contract to hire an College and Career Readiness through East Bay Consortium to provide college and career readiness support for students	\$17,000.00	5825				
Technology Equipment: Purchase equipment to buildout technology pathway classes, more specifically, Graphic Design.	\$10,000.00	4410				
Hire support to provide targeted tech skills support for students who need assistance and align with WBL opportunities	\$40,000.00	5825				
Computers for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design.	\$15,000.00	4420				
Teacher Salary Stipends: Extended Contracts for Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway	\$18,812.80	1120				



Conference Expenses for Teacher Externships: Opportunities for teachers to engage in teacher externships to learn more about technology industry in order to incorporate tech pathway	\$2,500.00	5220				
Consultant Contract with BACR to provide Student Internships with the ECCCO Program: issue student internships for as part of the technology pathway	\$8,000.00	5825				
Family Tech Liaison: Liaison will connect with students' parent(s) /guardian(s) to assess and support family digital needs. The vision for the pathway is to have a hub where the family tech liaison and SJT students supporting Oakland families with bridging the Digital Divide that exists--that is: access to hardware, software, online access, maintenance, and repair.	\$20,000.00	5825				
Northstar Digital Licensure Assessment for one year that assesses students' skill levels in the use of technology. We will utilize the data to focus on gaps to build on students' technology skills through pathway classes and projects such as Graphic Design class and Fab Lab.	\$500.00	5846				
Meeting Refreshments - Pathway Exhibition students share their technology learning with the community. Funds will be used for refreshments for events in which industry and community members will be invited.	\$1,000.00	4311				
Facility Rental including equipment like chairs, tables, and Audio Visual for the Pathway Exhibition event.	\$2,500.00	5624 / 5622				

#### 2021-2022: YEAR TWO ANALYSIS

#### Pathway Strategic Goals

<i>Pathway Quality Strategic 3 Year Goal</i>	<i>What actions did you take that improved outcomes? How do you know you were successful?</i>	<i>What will you do different next year to continue to improve?</i>
In the 2020-21 academic school year, we will ensure every student a) builds their breadth of knowledge of post-secondary options (i.e. immediate educational and/or employment opportunities after graduating) b) builds depth (knowledge, skills, and experience) in their most preferred option (Year 1) and c) connects to some form of support after graduation. (e.g. community college, community-based organization, industry partner, etc.) (Year 2 or 3)	Due to the COVID-19 pandemic and the ongoing economic, social and emotional impact it has had on students and families as well as the challenges of rolling out Distant Learning, we have not manage to make any meaningful gains in our Pathway Strategic Goals.	We will assess the impact the pandemic and distant learning have had on students and families and began to provide the necessary support to mitigate the effects it has had and then began to revisit our pathway strategic goals.

#### 2021-22 Pathway Strategic Actions

<i>2021-2021 Strategic Actions</i> <i>- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?</i>	<i>What evidence will you look for to know you are successful?</i> <i>- How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?</i>
We are in the process of redesigning Sojourner Truth's master schedule, curriculum and instructional focus ( a seamless core ,CTE, Work-Based learning, and student support program) with the goal of becoming an integrated project-based and technological pathway that will lead to students graduating college, career, and community ready.	Our goal is to have 100 % of our students enrolled in a technology pathway and graduating being college, career, and community ready.

#### Budget Analysis of 2020-2021 Measure N Budget

<i>Impact of 2020-2021 Budget Expenditures</i> <i>- How did distance learning impact your budget expenditures?</i> <i>- What did you find was the most effective use of resources towards your goals and strategic actions and why?</i>
For the most part, we expended a small percentage of our funds allocated for pathway coach, college and career readiness consultant, and extended contracts for teacher planning, but the bulk of the funds that were allocated for computers, technology equipment and support, student internships, and family support were not expended, due to the COVID-19 pandemic and distant learning challenges.

#### Budget Expenditures

#### 2021-2022 Budget: Enabling Conditions Whole School



Budget Justification: Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable. - What is the specific expenditure or service type? - How does the specific expenditure or service type support or is aligned to pathway development? - How does this expenditure improve student engagement and how many students will be served? - What need does this specific expenditure or service type address?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Hire a Pathway Coach, at .25 FTE.</b> The pathway coach will support pathway development.	\$24,800.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.25 FTE	
<b>Consultant Contract to hire an College and Career Readiness Specialist through East Bay Consortium</b> to provide college and career readiness support for all students	\$25,500.00	5825	Consultant Contracts			
<b>Consultant Contract:</b> hire support to provide targeted tech skills support for students who need assistance and align with WBL opportunities	\$40,000.00	5825	Consultant Contracts			
<b>Computers:</b> for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design.	\$15,000.00	4420	Computers			
<b>Teacher Salary Stipends: Extended Contracts for Planning Time</b> for teachers to integrate, collaborate, and training for incorporation of technology pathway	\$18,812.80	1120	Teacher Salaries Stipends			
<b>Conference Expenses: Travel expenses for Teacher Professional Development.</b> Opportunities for teachers to engage in teacher externships to learn more about technology industry in order to incorporate tech pathway	\$1,039.47	5220	Conference Expenses			
<b>Consultant Contract for the Exploring College, Career, &amp; Community Options Program (ECCCO)</b> to provide student internships and issue student internship stipends as part of the technology pathway	\$12,000.00	5825	Consultant Contracts			
<b>Consultant Contract to hire a Family Tech Liaison:</b> Liaison will connect with students' parent(s)/guardian(s) to assess and support family digital needs. The vision for the pathway is to have a hub where the family tech liaison and SJT students supporting Oakland families with bridging the Digital Divide that exists--that is: access to hardware, software, online access, maintenance, and repair.	\$20,000.00	5825	Consultant Contracts			
<b>Licensing Agreements:</b> Northstar Digital Licensure Agreement for one year that assesses students' skill levels in the use of technology. We will utilize the data to focus on gaps to build on students' technology skills through pathway classes and projects such as Graphic Design class and Fab Lab.	\$500.00	5846	Licensing Agreements			
<b>Meeting Refreshments for the Pathway Exhibition</b> students share their technology learning with the community. Funds will be used for refreshments for events in which industry and community members will be invited.	\$1,000.00	4311	Meeting Refreshments			
<b>Facility Rental</b> for the Pathway Exhibition event.	\$1,500.00	5624	Rental - Facility			
<b>Equipment Rental:</b> chairs, tables, and Audio Visual for the Pathway Exhibition event.	\$1,000.00	5622	Rental - Equipment			
<b>2022-2023: YEAR THREE ANALYSIS</b>						
<b>Pathway Strategic Goals</b>						
<i>Pathway Quality Strategic 3 Year Goals</i>	What actions did you take that improved outcomes? How do you know you were successful?			What will you do differently next year to continue to improve?		



In the 2020-21 academic school year, we will ensure every student a) builds their breadth of knowledge of post-secondary options (i.e. immediate educational and/or employment opportunities after graduating) b) builds depth (knowledge, skills, and experience) in their most preferred option (Year 1) and c) connects to some form of support after graduation. (e.g. community college, community-based organization, industry partner, etc.) (Year 2 or 3)	Students were provided a Zoom support for college and career readiness every day due to the remote setting of the school. Ms. Yvonne created a Google classroom of resources with Technology internships and other industry opportunities. In addition, EBC provided one on one support to connect students with post-secondary planning. Lastly, we were able to set up our signature computer science course in the Master Schedule for students to take.	Next year, we will continue with the same support. The one thing to strengthen our support for students would be intentional support during Advisory classes. In addition, if we can have another computer science course for students to have more opportunities to strength technology skills.
Pathway Strategic Actions		
2021-2022 Strategic Actions	Impact of 2021-22 Strategic Actions - Which strategic actions were most effective in helping you meet your goals? Why? - Which strategic action did not work as effectively as you would have liked? Why?	
We are in the process of redesigning Sojourner Truth's master schedule, curriculum and instructional focus ( a seamless core ,CTE, Work-Based learning, and student support program) with the goal of becoming an integrated project-based and technological pathway that will lead to students graduating college, career, and community ready.	We were able to create a master schedule that supported college and career readiness. With the unique remote structure of SJT, it is important to dictate services and resources for our Technology pathway. We were able to have consistent check-in support plus utilize the East Bay Consortium college advisors for targeted supports for seniors.	
For 2022-2023, if there are any revisions to the strategic actions or new strategic actions, list below		
2022-2023 Strategic Actions - What are 3-5 key new or revised strategic actions to support pathway development in 2022-2023?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2022-23 given what you have learned this year about how to best support students?	
Targeted technology college and career readiness and work based learning via Advisory	Advisory classes is mandatory 30 min daily requirement that all students have in their schedule. In the remote setting, this is best way to connect with the teacher students to provide technology pathway information, provide supports for students interested in technology careers and college majors, and share internships and events that are industry related.	
Adding the next technology course in the pathway sequence	This year we were able to offer Computer Applications to students as their signature technology class. The class also focused instruction on Computer Science principles and had students creating coding projects. Next year, it would make sense to differentiate the course offering labeled as Computer Science and a more advanced option.	
Computer Science classes in middle school	We have over 250 students in middle school that take an elective class. This year the class was called Exploratory where computer science was only a portion of the instruction. Next year, we would like to confirm that the elective option starting in Middle School is fully Computer Science Based.	
Post-secondary career transition services	Many of our high school have the ability to take community college classes and intern at various programs since our SJT classes are remote. The ability to have a staff member support students to access advanced training in industry specific classes, job training, apprenticeship would support students' success as they transition out of high school. Providing and guiding students through these opportunities needs coordination, follow through, and access that our students need.	
Budget Analysis of 2021-2022 Measure N Budget		
Impact of 2021-2022 Budget Expenditures - What did you find was the most effective use of resources towards your goals and strategic actions and why?		
The most effective use of resources this school year was utilizing the hired technology support/work based learning contracted employee to provide scheduled support in our remote setting. Ms Yvonne was available daily to support students in a specified Zoom space and time plus providing a Google classroom with all the resources for industry specific along with college and career readiness events and opportunities. In addition, the collaboration with Eastbay Consortium services, increased the capacity to meet student's specific needs for industry specific questions, support, and guidance.		
2022-2023 Budget Expenditures		
2022-2023 Budget: Enabling Conditions Whole School		



<b>BUDGET JUSTIFICATION</b> <b>For All Budget Line Items</b> , enter 3-5 sentences to create a Proper Justification that answers the below questions. <b>For Object Codes 1120, 5825 and all FTE</b> , please also make sure to respond to the additional Budget Justification questions outlined in the <a href="#">EIP Instructions</a> .  - 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 and support your 2022-23 pathway goals/strategic actions?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
<b>Classified Support Salaries: Hire a Career Transition Specialist at 0.5 FTE</b> to support our students to have more success in their college classes. The Career Transition Specialist is responsible for supporting students in all aspects of 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. Responsible for transition to and success for at least one quarter once enrolled in community college, job training or employment. Establishes relationships with community colleges, especially 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 person would work with both our concurrent enrollment students as well as our new graduates in the December and May cohorts. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path. This expenditure will support students' access to Technology careers, for students specifically being remote it can be isolating to make the transition to college. The Career Transition specialist will work with the graduating seniors (approximately 100 student). As needed, we would like to increase this position to 1.0 FTE with carryover funds. (Salary and benefits included)	\$55,000.00	2205	Classified Support Salaries	Career Transition Specialist	.50 FTE	
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# Measure N 2022-2023 Education Improvement Plan Assessment

## Sojourner Truth Independent Study

### Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Submitted Measure N 4 Pillars of Linked Learning

### Criteria 1: Measure N Overall Pathway: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

*NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways*

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<b>Evidence of Comprehensive Pathway Program: Whole School Tab</b> <b>Instructions:</b> Review Linked Learning 1-Pager(s), Analysis of 3 Year Pathway Quality Goals and 2021-22 Strategic Actions for evidence of: <ul style="list-style-type: none"> <li>• Rigorous Academics Integrated in Pathway</li> <li>• Integrated Students Supports</li> <li>• Work Based Learning</li> <li>• Industry Theme and CTE Sequence</li> </ul>	<b>Score: 4</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• The 4 pillars are clearly visible in all aspects of the program.</li> <li>• Rigorous Academics are made a priority and are evident.</li> </ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"> <li>• Continue to implement lessons learned from the pandemic.</li> </ul>			

### Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<b>2022-23 Strategic Actions: Whole School Tab</b> <b>Instructions:</b> Review 2022-23 Strategic Actions in WHOLE SCHOOL TAB for evidence of: <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning:</li> </ul>	<b>Score: 4</b>  <b>Rationale:</b> <ul style="list-style-type: none"> <li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the following pillars of Linked Learning:</li> </ul>			



<ul style="list-style-type: none"> <li>○ Rigorous Academics</li> <li>○ Career Technical Education</li> <li>○ Work-Based Learning Pillar</li> <li>○ Student Supports</li> <li>● Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li> <li>● Coherence is evident as a clear theory of action that bridges from their root cause</li> </ul>	<ul style="list-style-type: none"> <li>○ Rigorous Academics</li> <li>○ Career Technical Education</li> <li>○ Work-Based Learning Pillar</li> <li>○ Student Supports</li> </ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"> <li>● Build upon what student supports have been successful during pandemic.</li> </ul>
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### Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan

Category	Compliant & Aligned 4	Compliant & Partially Aligned 3	Non-Compliant ● Supplanting ● Not Allowable 2	Missing 1
<p><b>2022-23 Budget</b> <i>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab for evidence that school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"> <li>● Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li> <li>● Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>● Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N</li> <li>● Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available</li> <li>● Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li> <li>● Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li> </ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>● Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li> <li>● Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N</li> </ul> <p><b>Feedback for continued progress monitoring:</b> None.</p>			





## Final Recommendation

**Instructions:** Based on the entirety of the school's EIP, provide your assessment rating for the EIP, a summary of the Plan's Strengths, note any Key Questions, overall Budget feedback and identify Next Steps for the Site. See Rating descriptions below.

**Rating: Fully Approved**

- School is actively implementing Linked Learning as is evidenced by the establishment of all four pillars of Linked Learning
- School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes

**Strengths:**

- All pillars are evident within the program.

**Key Questions:**

- What best practices from the pandemic have been implemented and can be used to re-engage with students coming back to in-person.

**Budget Feedback:**

- Continue to use resources to implement best practices.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification.

**Next Steps:**

What	Suggested Lead	Deliverable	Date