

MEASURES N AND H – COLLEGE AND CAREER READINESS COMMISSION

1016 Union Street, #940
Oakland, CA 94607



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measures N and H –

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 2023-2024 Measure N/Measure H Education Improvement Plan & Assessment
Services For: Sojourner Truth Independent Studies

Action Requested and Recommendation Adoption by the Measures N and H – College and Career Readiness Commission of the 2023-2024 Measure N/Measure H Education Improvement Plan and Assessment for Sojourner Truth Independent Studies as “Approved,” with a base allocation of \$365,065.05 and a strategic carryover allocation of \$260,385.34 for a total allocation not to exceed \$625,450.39.

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
Measure H

Attachments

- 2023-2024 Measure N/Measure H Education Improvement Plan
- 2023-2024 Measure N/Measure H Education Improvement Plan Assessment

2023-2024 MEASURE N BUDGET

Effective July 1, 2023 - June 30, 2024

School: **SOJOURNER TRUTH INDEPENDENT STUDIES**

Site #: 330

Resource 9333	Allocation*	Total Expended	Total Remaining
Measure N	\$365,065.05	\$365,065.05	\$0.00

*Funding Allocation is based on school's highest attendance reported in 2021-22 (457), multiplied by the percentage of Oakland residents in 2022-23 (94%), 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 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
330-2	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
330-3	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

330-4	<p>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)</p>	\$23,100.00	1120	Teacher Salaries Stipends			Technology Pathway
330-5	<p>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)</p>	\$13,440.00	5825	Consultant Contracts			Technology Pathway
330-6	<p>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.)</p>	\$125,414.96	4420	Computers			Technology Pathway

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									
<p>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.</p> <p>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.</p>									
School Demographics									% Current Newcomers
2022-23 Total Enrollment Grades 9-12			299						2.0%
Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	43.5%	55.9%	94.0%	88.1%	21.4%	15.4%	13.0%	3.7%	1.7%
Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	37.5%		8.0%	30.4%	0.3%	2.3%	11.7%	7.4%	2.3%
Focal Student Population	Which student population will you focus on in order to reduce disparities?					African American			
SCHOOL PERFORMANCE GOALS AND INDICATORS									
Please refer to this Data Dictionary for definitions of the Indicators.									
Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)		
Four-Year Cohort Graduation Rate	56.7%	TBD	59.50%		62.50%		65.60%		
Four-Year Cohort Dropout Rate	29.9%	TBD	28.40%		26.90%		25.50%		
A-G Completion Rate (12th Grade Graduates)	31.0%	TBD	32.50%		35.70%		39.10%		
On Track to Graduate - 9th Graders	8.3%	40.7%	42.70%		44.80%		47.00%		
9th Graders meeting A-G requirements	6.5%	30.6%	32.10%		33.70%		35.30%		
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.6%	TBD	1.00%		1.05%		1.10%		
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	3.4%	1.2%	1.26%		1.32%		1.38%		
Percentage of 10th-12th grade students in Linked Learning pathways	14.2%	12.7%	13.30%		14.00%		14.70%		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.9%	TBD	0.94%		0.98%		1.02%		
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.8%	TBD	29.10%		30.50%		32.00%		
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	13.9%	TBD	14.60%		15.30%		16.00%		

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Benchmark	2024-25 Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	55.8%	TBD	58.60%		61.53%		64.60%
Four-Year Cohort Dropout Rate	25.6%	TBD	24.32%		23.06%		21.93%
A-G Completion - 12th Grade (12th Grade Graduates)	20.7%	TBD	21.70%		22.80%		23.90%
On Track to Graduate - 9th Graders	12.0%	40.0%	42.00%		44.10%		46.30%
9th Graders meeting A-G requirements	10.0%	26.1%	27.40%		28.70%		30.10%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	TBD	1.00%		1.05%		1.10%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	4.8%	1.8%	1.89%		1.98%		2.08%
Percentage of 10th-12th grade students in Linked Learning pathways	9.5%	8.9%	9.30%		9.70%		10.10%
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%	TBD	0.94%		0.98%		1.02%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	13.0%	TBD	13.65%		14.33%		15.05%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	21.7%	TBD	22.70%		23.80%		25.00%

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	Strengths	Challenges
<p>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.</p>	<p>What is our site doing well that's leading to improvements in this indicator?</p>	<p>What 1-2 challenges are the most significant barriers to improvements in this indicator?</p>
<p>Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate (Analyze these two indicators together)</p>	<p>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.</p>	<p>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.</p>
<p>A-G Completion - 12th Grade</p>	<p>SJT's alternative (virtual) instructional strategy offers the flexibility to meet individual students needs, interests, and styles of learning.</p>	<p>Due to the small size of our school, the master schedule has limited sections for A-G curriculum.</p>
<p>On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements (Analyze these two indicators together)</p>	<p>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.</p>	<p>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.</p>
<p>College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation (Analyze these two indicators together)</p>	<p>Career Specialist will help students transition and support through 13th year. PBL, concurrent enrollments and WBL prepare students for post-secondary.</p>	<p>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.</p>
<p>Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience</p>		
<p>Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12</p>		
<p>Percentage of 10th-12th grade students in Linked Learning pathways</p>		
<p>CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course</p>	<p>2 CTE teachers dedicated to exposing students to technology-based curriculum and careers.</p>	<p>Fluctuation in school size due to fluid enrollment.</p>

PATHWAY QUALITY ASSESSMENT			
<i>Using the 2023-26 College and Career for All and Linked Learning Quality Standards, self-assess in each category</i>	Evidence of Strengths	Areas For Growth	Next Steps <i>Will any of these categories be a priority for your 3-year goals? If yes, which ones?</i>
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			
<i>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.</i>			
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			
<i>What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?</i>			
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.		
	Hire a Work-Based Learning Liaison to develop concrete partnerships with local technology industry partners.		

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.
	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. <i>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.</i>						
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						
\$158,883.71	1105	Teachers Salaries		1.0 FTE	Technology Pathway	
Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE.						
\$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Technology Pathway	

<p>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.</p>	<p>\$25,500.00</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Technology Pathway</p>
<p>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)</p>	<p>\$23,100.00</p>	<p>1120</p>	<p>Teacher Salaries Stipends</p>			<p>Technology Pathway</p>
<p>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)</p>	<p>\$13,440.00</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Technology Pathway</p>
<p>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.)</p>	<p>\$125,414.96</p>	<p>4420</p>	<p>Computers</p>			<p>Technology Pathway</p>

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN (for Fiscal Year 2023-24)								
Name of School Site Sojourner Truth Independent Studies						Site # 330		
Approved Strategic Carryover (from prior years - Carryover Plan)		\$260,385.34		In the box below, please indicate why you decided to allocate Strategic Carryover.				
Total Budgeted Amount		\$260,385.34		Due to COVID-19 and having to transition to a virtual platform with a fluid enrollment made it very challenging to leverage our limited resources last year. We are now able to use the strategic carryover funds to make strategic investments in staffing and professional development to support the new vision for our pathway.				
Remaining Amount to Budget		\$0.00						
NOTE: Measure N funds are to be expended during the fiscal year for which the Measure N 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 N 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 N Justification Examples - A Resource for EIP Development document linked below.								
Resources: Measure N 2022-2023 Permissible Expenses Measure N Justification Examples - A Resource for EIP 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 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 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 & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?

<p>Classified Support Salaries: Hire a College & Career Specialist (CCS), at 1.0 FTE. The College & Career Specialist will provide support to our students to have more success in their college classes. The College & Career 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. The CCS will 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 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 College & Career Specialist will work with the graduating seniors (approximately 100 students). PCN 9337, John Garcia (Salary and benefits included)</p>	\$128,278.85	2205	Classified Support Salaries	College & Career Specialist	1.0 FTE	Technology Pathway	Comprehensive Student Supports
<p>Consultant Contract: Hire a Work Based Learning (WBLC) consultant to support of Strategic Goals #2 and #3, which address WBL and College and Career access. The WBL consultant will directly support 200 11th and 12th grade students with their senior portfolios and provide college and career exploration support. The WBL consultant will help develop and maintain industry partnerships aligned with technology careers. Last, the WBL consultant will provide targeted tech skills to support students thrive in a virtual learning environment. (Salary & Benefit Costs Included)</p>	\$92,106.49	5825	Consultant Contracts			Technology Pathway	Career Technical Education
<p>Teacher Salaries Stipends: Extended Contracts for 24 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 twenty-four teachers that will participate (approximately 8.5 hours each) to serve the average of 375 students enrolled. (Salary & Benefits included)</p>	\$10,000.00	1120	Teachers Salaries Stipends			Technology Pathway	Enabling Conditions
<p>Conference Expenses: Travel Expenses for the Technology Pathway Teachers to attend Professional Development. Opportunities for teachers to engage in teacher externships to learn more about technology industry in order to incorporate technology into the pathway.</p>	\$10,000.00	5220	Conference Expenses			Technology Pathway	Enabling Conditions

<p>Consultant Contract: with Yvonne Salvador to supervise the Exploring College, Career, & Community Options Program (ECCCO) and to support with the student internships in the technology pathway. This individual will directly support 20 twelfth grade students participating in the Summer ECCCO internship program. This individual will also serve as an advisor of the SJT cohort of students participating in the ECCCO summer program. (Salary & Benefits Included)</p>	<p>\$10,000.00</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Technology Pathway</p>	<p>Work-Based Learning</p>
<p>Consultant Contract: to hire a Family Tech Liaison for the Technology Pathway. The Family Tech Liaison will connect with students' parent(s) /guardian(s) to assess and support individual families' digital needs and increase digital literacy. As a virtual school, there is a need for a hub where families can receive support with their technology needs. The vision for the pathway is to have a center where the family tech liaison and SJT students can support Oakland families with bridging the Digital Divide that exists--that is: access to hardware, software, online access, maintenance, and repair. The digital hub the Family Tech Liaison will oversee will be a resource for all SJT students and families in need of technology support. (Salary & Benefits Included)</p>	<p>\$10,000.00</p>	<p>5825</p>	<p>Consultant Contracts</p>			<p>Technology Pathway</p>	<p>Enabling Conditions</p>

Measure N/H 2023-2024 Education Improvement Plan Assessment

Sojourner Truth Independent Studies

Checklist of Required Elements:

- ✓ Submitted Measure N/H Education Improvement Plan
- ✓ Submitted Measure N/H Budget
- ✓ Submitted 4 Pillars of Linked Learning (1 per Pathway)

Criteria 1: Measure N/H Overall Pathway Assessment: Has the School Developed the 3 Domains of a Linked Learning Pathway? <i>(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Approved" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)</i>				
Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<p>Evidence of Comprehensive Pathway Program(s) (2023-26 College and Career for All and Linked Learning Quality Standards)</p> <p><i>Instructions: Review Pathway Quality Assessments & Linked Learning 1-Pager(s) for evidence of:</i></p> <ul style="list-style-type: none"> ● Integrated Program of Study ● Work Based Learning ● Integrated Students Supports 	<p>Score: 3</p> <p>Rationale:</p> <p>Linked Learning Pillars are evident throughout the pathway. Need to be made clearer schoolwide.</p> <hr/> <p>Feedback for continued progress monitoring:</p> <p>Self assess and reflect how to incorporate pillars schoolwide.</p>			

Criteria 2: Quality of the Measure N/H Education Improvement Plan				
Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
<p>Instructions: Review Whole School Tab, Pathway Tabs and 9th Grade Tab (optional) for evidence of the following:</p> <p>Root Cause Analysis <i>The school has thoughtfully analyzed data pertaining to pathway outcomes in order to develop a coherent Theory of Action.</i></p> <ul style="list-style-type: none"> • School has identified a Focal Student population that is not achieving key outcome indicators. • School has completed Root Cause Analysis for four required indicators (bolded) and one of indicators color coded in peach. • Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined • For Alt Ed Sites: Sites have completed Root Cause Analysis based on data available. 	<p>Score: 3</p> <p>Rationale: Focal students are identified but still need to continue reviewing data to confirm services are being targeted to the population.</p> <p>Feedback for continued progress monitoring: Continue a root cause reflection in order to determine if the targeted group is the intended group to be served.</p>			
<p>Pathway Quality Assessment(s) <i>The school has thoughtfully analyzed the development of the three domains of Linked Learning and has determined areas of growth to further develop and integrate these domains.</i></p> <ul style="list-style-type: none"> • Assessment of strengths and areas for growth is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the domains • Next steps have been identified to support the continuous quality improvement of the pathway(s) • Self-assessment provides evidence, such as concrete examples or specific data 	<p>Score: 3</p> <p>Rationale: The 3 domains are identified and will still need reflection to ensure services offered are promoting a high level of student achievement.</p> <p>Feedback for continued progress monitoring: Create a cycle of inquiry that focuses on pathway quality and student achievement.</p>			
<p>Strategic Goals</p> <ul style="list-style-type: none"> • Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N/H outcomes, the purpose of Measure N/H, and/or the instructional focus for professional development in the upcoming years • The school/pathway has articulated goals that further develop one or more of the 3 domains of Linked Learning (Integrated Program of Study, WBL, Integrated Student Supports) • Alignment is evident between schoolwide goals and Measure N/H priorities • For large comprehensive schools, there is alignment between Whole School plan and Pathway plans so that they complement each other • For Single Pathway Schools, coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale: Goals are clearly articulated but will need more focus to ensure they match with schoolwide goals and supports.</p> <p>Feedback for continued progress monitoring: Investigate more data driven strategies to develop goals.</p>			

<p>Strategic Actions</p> <ul style="list-style-type: none"> Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the 3 domains of Linked Learning <ul style="list-style-type: none"> Integrated Program of Study Work-Based Learning Integrated Student Support Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the identified goals Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 3</p> <p>Rationale:</p> <p>School has experienced considerable growth and needs more data driven strategies to provide equitable outcomes for all students.</p> <p>Feedback for continued progress monitoring:</p> <p>Engage all stakeholders with the data to provide strategies that provide the desired program outcomes.</p>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N/H Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant : Supplanting : Not Allowable 2	Missing 1
<p>Instructions: Review Budget in Whole School, Pathway Tabs and 9th Grade Tab (where relevant) for evidence that school has thoughtfully allocated Measure N/H funds to support the continuous improvement of Linked Learning pathways.</p> <p>Budget</p> <ul style="list-style-type: none"> A through line is evident between expenditures and the needs identified in the Education Improvement Plan Expenditures provide clear justifications that demonstrate the alignment to the 3 domains of Linked Learning Expenditures address the Root Cause Analysis, and should ensure the implementation of the identified Strategic Actions to meet the goals of the plan and the purpose of Measure N/H Expenditures are necessary due to the existence of Linked Learning pathways at the school site 	<p>Score: 4</p> <p>Rationale:</p> <p>Budget is compliant.</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: Approved

- School is **actively developing and implementing** *Linked Learning*, as evidenced by the establishment of all three domains of *Linked Learning: Integrated Program (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- School is focused on the continuous improvement of the *Linked Learning* pathway(s) and addressing the root causes of current student outcomes

Strengths: Goals are clearly articulated

Key Questions: How will growth continue to impact the program.

Budget Feedback: Budget is compliant

Next Steps:

What	Suggested Lead	Deliverable	Date
Continue to progress monitor in all areas. Reflect on improvement.	Principal, TSA's	Assessments	Ongoing