2020-2021 MEASURE N BUDGET

School: **SOJOURNER TRUTH INDEPENDENT STUDY**

Site #: **330**

Resource	Allocation	Total Expended	Total Remaining
Measure N	$160,112.80	$160,112.80	$0.00

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
330-1	Fund .25 FTE salary for the Pathway Coach: Hire a pathway coach to support pathway development	$24,800.00	5708	College & Career Pathway/CTE Coach	Pathway Coach	.25 FTE	
330-2	Consultant Contract to hire an College and Career Readiness through East Bay Consortium to privide college and career readiness support for students	$17,000.00	5825	Consultants			
330-3	Technology Equipment: Purchase equipment to buildout technology pathway classes, more specifically, Graphic Design.	$10,000.00	4410	Equipment < $5,000			
330-4	Hire support to provide targeted tech skills support for students who need assistance and align with WBL opportunities	$40,000.00	5825	Consultants			
330-5	Computers for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design.	$15,000.00	4420	Computer < $5,000			
330-6	Teacher Salary Stipends: Extended Contracts for Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway	$18,812.80	1120	Certificated Teachers' Salaries: Stipends			
330-7	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	Conference Expense			
330-8	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	Consultants			
330-9	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	Consultants			

330-10	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	Licensing Agreements			
330-11	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	Meeting Refreshments			
330-12	Facility Rental including equipment like chairs, tables, and Audio Visual for the Pathway Exhibition event.	$2,500.00	5624 / 5622	Enter object code at left.			

School:	SOJOURNER TRUTH INDEPENDENT STUDY		School ID:	330

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 majorly 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	% LTEL	% 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%				
Four-Year Cohort Dropout Rate	23.3%	Not Available	20.0%				
A-G Completion	30.6%	Not Available	35.0%				
On Track to Graduate- 9th Grade	9.1%	Not Available	5.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	30.7%	6.5%	40.0%				
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	100.0%	96.70%	100.0%				
Target 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%				
Four-Year Cohort Dropout Rate	32.0%	Not Available	20.0%				
A-G Completion	7.0%	Not Available	35.0%				
On Track to Graduate - 9th Grade	11.1%	Not Available	5.0%				
Percentage of students who participated in at least 1 Work-Based Learning activity	37.0%	7.1%	40.0%				
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	100.0%	96.1%	100.0%				

ROOT CAUSE ANALYSIS

Indicator	Strengths	Highest Leverage Challenge What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?	Root Cause Analysis What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?
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 expecation 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
Rigorous Academics (pages 3, 4, 5 of rubric)	Flexibility in format, independent study and electronic learning platform	Formalizing and standadizing 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
CTE (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.
WBL (page 6 of rubric)	Career Symposium	Increasing student participation in WBL opportunities	Schedule times for WBL to visit classrooms and share WBL opportturities.
Comprehensive Student Supports (page 7 of rubric)	Campus Culture and Climate; Flexible schedule; highly personalized learning environment; high availability of wrap-around	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	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 hourse 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)
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Measure N 2020-2021 Education Improvement Plan Assessment

Sojourner Truth

Checklist of Required Elements:

☑ Submitted Measure N Education Improvement Plan   ☑ Silver Certification Status

☑ Submitted Measure N Budget

Criteria 1: Measure N Overall Pathway Assessment: 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**
Evidence of Comprehensive Pathway Program (Measure N Self Assessment**)** ● Rigorous Academics Integrated in Pathway ● Integrated Students Supports ● Work Based Learning ● Industry Theme and CTE Sequence	**Score: 3** **Rationale:** ● School provides solid evidence of connection to core principles of comprehensive pathway programs. ● There is evidence in each core area ● Evidence in areas points more towards rigorous academic			
	Feedback for continued progress monitoring: School site team work is primarily focused on rigorous academics and culture. School needs to determine how they will incorporate the Pathway and WBL principles into the work of academics.			

Criteria 2: Quality of the Measure N Education Improvement Plan				
Category	**Excelling** **4**	**Meeting** **3**	**Approaching** **2**	**Beginning** **1**
Root Cause Analysis *The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action*	**Score: 2** ● Data does not clearly identify who the target students are.			

- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators. - Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined. - 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	- School team has disaggregated data - Areas of growth and next steps needs more explanation and actions. **Feedback for continued progress monitoring:** School team needs to determine 1-2 more concrete next steps in regards to their root cause analysis, being that the causes are all so similar.
Pathway Quality Assessment *The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars* - Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars - Next steps that have been identified support the continuous quality improvement of the pathway(s) - Self-assessment provides evidence such as concrete examples or references data - Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies	**Score: 3** **Rationale:** - Assessment of strengths and challenges are deeply considered. - Clear assessment - More next steps need to be developed. **Feedback for continued progress monitoring:** The assessment is clear, but the action steps need deepening and variance.
Strategic Goals - Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year - Alignment between schoolwide goals and Measure N priorities is evident - For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other - The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme - The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation - The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N	**Score: 3** **Rationale:** - Team provides variance of goals, strengths and steps. - Team provides evidence of plans and work that will be done. **Feedback for continued progress monitoring:** Team needs to further explain how they will know they are successful. What action steps need to be taken, and deepen the explanations.
Strategic Actions Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.	**Score: 3** **Rationale:** - Evidence is provided but is weak. - What will the steps of indemnify industry and community partnerships look like - What will happen once they are identified? - What is the goal?

Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other	**Feedback for continued progress monitoring:** Team needs to flush this section and add more concrete steps. What will happen once partnerships are identified?

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**
Budget *The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.* ● Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan ● Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning ● 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 ● 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 ● Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school ● Expenditures are necessary due to the existence of Linked Learning pathways at the school site	**Score: 3** **Rationale:** ● Work needs to be done to further align budget with the current goals listed.			

Final Recommendation
Approved - Developing and Implementing *School is actively implementing Linked Learning as is evidence by the establishment of the Career Technical Education and Work-Based Learning pillars of Linked Learning, at minimum* *School is actively developing the remaining pillars, the integration of all four pillars, and key Linked Learning elements as is evidenced by the Measure N Education Improvement Plan*

Strengths:
- Evidence is provided
- Team is clear about their needs and areas of growth.
- They have some actionable items they want to address

Key Questions:

What are the next steps?

How can the team better connect the next steps and action items?

Next Steps:

What	Suggested Lead	Deliverable	Date
Re-write and deepen action steps and need areas.	School Team.		