# MEASURE N COMMISSION 1000 Broadway, Suite 680

Oakland, CA 94607-4099



## Measure N - College & Career Readiness - Commission

Jason Gumataotao, Chairperson jason@ibew595.org Louise Waters, Vice Chair louise.bay.waters@gmail.com Whitney Dwyer, Secretary whitney.dwyer@ousd.org

Emma Paulino, Member emmap@oaklandcommunity.org James Harris, Member james@510media.com

Board Office Use: Legis	lative File Info.
File ID Number	21-0915
Introduction Date	4/22/2021
Enactment Number	
Enactment Date	

# Memo

То	Board of Education
From	Measure N Commission
	Jason Gumataotao, Chairperson
	Louise Waters, Vice Chair
	Whitney Dwyer, Secretary
	Emma Paulino, Member
	James Harris, Member
Board Meeting Date	<u>April 22, 2021</u>
Subject	2021-2022 Measure N Education Improvement Plan
	Services for: Sojourner Truth Independent Study
Action Requested and Recommendation	Adoption by the Board of Education of Sojourner Truth Independent Study proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$161.152.27.

Background (Why do we need these services? Why have you selected this vendor?)	Adoption by the Board of Education of Sojourner Truth Independent Study proposed 2021-2022 Education Improvement Plan and the Linked Learning 4 Pillars, in an amount not to exceed \$161,152.27.
Competitively Bid	Was this contract competitively bid? No If no, exception: N/A
Fiscal Impact	Funding resource(s): Measure N
Attachments	Measure N Education Improvement Plan

# 2021-22 Budget

# 2021-2022 MEASURE N BUDGET

Resource

Allocation

Total Expended

**Total Remaining** 

Site #: 330

School: SOJOURNER TRUTH

INDEPENDENT STUDY

### ACTION NUMBER 330-8 330-7 330-6 330-5 330-4 330-3 330-2 330-1 Consultant Contract: hire support to provide targeted tech skills support for students who need assistance and align with WBL where the family tech liaison and SJT students supporting Oakland connect with students' parent(s)/guardian(s) to assess and support student internship stipends as part of the technology pathway Consultant Contract for the Exploring College, Career, & Community Options Program (ECCCO) to provide student internships and issue externships to learn more about technology industry in order to Development. Opportunities for teachers to engage in teacher classes, more specifically, Graphic Design. career readiness support for all students Specialist through East Bay Consortium to provide college and Consultant Contract to hire an College and Career Readiness pathway development Hire a Pathway Coach, at .25 FTE. The pathway coach will support hardware, software, online access, maintenance, and repair. families with bridging the Digital Divide that exists--that is: access to family digital needs. Consultant Contract to hire a Family Tech Liaison: Liaison will Conference Expenses: Travel expenses for Teacher Professional technology pathway teachers to integrate, collaborate, and training for incorporation of Computers: for Technology Classes to buildout technology pathway incorporate tech pathway Teacher Salary Stipends: Extended Contracts for Planning Time for opportunities The vision for the pathway is to have a hub Measure N \$161,152.27 BUDGET JUSTIFICATION \$161,152.27 \$12,000.00 \$18,812.80 \$15,000.00 \$40,000.00 \$25,500.00 \$24,800.00 \$20,000.00 \$1,039.47 COST \$0.00 **OBJECT CODE** 5825 1120 2305 5825 5220 5825 5825 4420 OBJECT CODE DESCRIPTION Administrator Conference Expenses Supervisor & Consultant Contracts Consultant Contracts Consultant Consultant Contracts Salaries Stipends Computers Salaries Teacher College & Career Pathway Coach **POSITION TITLE** 25 FTE FTE WHOLE SCHOOL/ PATHWAY NAME

330-9

We will utilize the data to focus on gaps to build on students'

\$500.00

5846

Licensing Agreements

technology skills through pathway classes and projects such as

one year that assesses students' skill levels in the use of technology.

Licensing Agreements: Northstar Digital Licensure Agreement for

Graphic Design class and Fab Lab.

330-12	330-11	330-10
Equipment Rental: chairs, tables, and Audio Visual for the Pathway Exhibition event.	Facility Rental for the Pathway Exhibition event.	Meeting Refreshments for the 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	\$1,500.00	\$1,000.00
5622	5624	4311
Rental - Equipment	Rental - Facility	Meeting Refreshments

School: SOJ	OURNE	RTRUTI	SOJOURNER TRUTH INDEPENDENT STUDY	IDΥ				School ID:	330
TAL									
This school community located in a safe city ne many areas of the city of buses or find transit or	s located ghborhoo f Oakland	on the King d of middle . However, I	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 because or find transit crypts the creater Ocylone to get to this ochool's community.	facility with Rudso is considered a m me from other poc	tale Continuation ajor urban city, thi rer and majorly ur	High School and the s school's particular I ban neighborhoods o	BayTech charter so ocation is away fro f this city. Thus, st	gh School and the BayTech charter school program. This school cam school's particular location is away from the high crime that prevails in an neighborhoods of this city. Thus, students may have to take several	school campus is at prevails in take several city
The students who atten neighborhoods of pover are adversely impacted significant percentage o impact student learning.	d Sojourne ly. Unemp by substau f students f students	arriter Census Fruth are loyment with ntial enviror either come	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 at a 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	<ul> <li>cerripus.</li> <li>disadvantaged</li> <li>ndemic, with sixty</li> <li>onditions. Studer</li> <li>r are being raised</li> <li>fo enroll students</li> </ul>	and face challen; percent or more c its' daily interactio by another adult t and their families	jes to their overall we if the households rec. ns include exposure t han a parent. All thes who more readily su	Ifare that result fro siving some econc o gang activities, c e descriptors are c vnorf and sustain a	m living in high crim mic subsidy. Sojouri rime and substance contributing factors th	e-related ner Truth students dependency. A nat substantially and for several
these students come to Sojourner Truth Indeper classes from Kindergart	the independent Stud	endent study y Program t th grade. T	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	l religious safety is California Departm weekly curriculum	sues. Ient of Education a assignments that	and has developed a have been develope	comprehensive sc d and written by th	hool program. This e School Pathways	program offers Company. This
classes from Kindergart company worked with S meet state department of meet state department of	en to twelf ojourner T of educatio	th grade. T ruth and the	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 matricula through the birds of the bi	weekly curriculum trict to develop inc tions. This compo	assignments tha lependent study n ter-assisted prog	t have been develope rodules that are align ram allows all student	d and written by the ed with the Comm	ave been developed and written by the School Pathways Company. This dules that are aligned with the Common Core Curriculum Standards, and m allows all students to have access to the core curriculum and matriculate	Company. This Standards, and n and matriculate
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 specificourse modules and performance assessments.	Drogrom -	aming Prog	fram (ELP) is an adjunct prog	ram that integrate Iseful, meaningful	s the core curricul ways to enhance	um with technology (I	3lended Learning)	or a method that shi sections: a morning	ift teacher and an
School Mission and Vision	program v ctronic Lei differentia allows up t formance	ation by inco to 45 studer assessmen	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 spec course modules and performance assessments.	ne computer cour	ses. Students work	k at their own pace a	s program has two nd receive credits	at their own pace and receive credits following completion of specific	of specific
VISION: Our students will gradua become socially responsible. Stur MISSION: The mission of Sojourr through individualized instruction.	program v ctronic Le differentia allows up t formance Vision	ation by inco to 45 studer assessmen	orporating technology in the units at one time to access onling the nts.	ne computer cour	ses. Students wor	k at their own pace a	s program has two nd receive credits	following completion	of specific
School Demographics	program v differentia allows up t formance Vision Vision ill graduat sible. Stud struction.	ation by inc to 45 studer assessmen e from high lents will be er Truth Sct	<ul> <li>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.</li> <li>School Mission and Vision</li> <li>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.</li> <li>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.</li> </ul>	ne computer cours er their academic appreciation for div the minds of our	ves. Students wou or career goals. T versity. students by creati	They will possess a willingness to continually challenge themselves and the sectors of the sectific or specific and the section of specific and the section of specific and the section of specific section of specific and the section of specific section of specific and the section of specific and the section of specific and the section of specific and section of specific and section of specific and section of specific and the section of specific and section of section	s program has two nd receive credits llingness to contin nment that empow	following completion ually challenge them ers students to achie	of specific selves and we excellence
Special % Male	ctronic Le differentia allows up t formance formance formance stud ill graduat ill graduat ill stud stible. Stud struction.	ation by inco to 45 studer assessmen assessmen e from high e from high ents will be er Truth Sch	orporating technology in the units at one time to access onlints. school with the tools to further empathetic citizens with an a hool Community is to awaken	ne computer cours er their academic appreciation for div the minds of our	ses. Students wou or career goals. T versity. students by creati	A at their own pace a hey will possess a wing a nurturing enviro	s program has two nd receive credits llingness to contin nment that empow	following completion ually challenge them ers students to achie	of specific iselves and ive excellence
Populations 30	etronic Le differentia allows up t formance formance formance formance stible. Stud sible. Stud sible. Stud struction.	attion by inc. to 45 studer assessmen e from high lents will be er Truth Sct	orporating technology in the units at one time to access onlints. Its. school with the tools to further empathetic citizens with an a hool Community is to awaken	ne computer cours appreciation for div the minds of our	ses. Students wou or career goals. T versity. students by creati "% English Learners	k at their own pace a hey will possess a wing ng a nurturing enviror	s program has two ind receive credits illingness to contin nment that empow	following completion ually challenge them ers students to achie	of specific selves and ve excellence % SPED Severe
Student African- Population by American	to differentia at allows up to performance d Vision d Vis	2 tration by incomposition by incomposition by incomposition of the second structure of the second str	orporating technology in the units at one time to access onlints. school with the tools to furthe compathetic citizens with an a hool Community is to awaken % Oakland Residents 97.6%	ne computer cours er their academic appreciation for div the minds of our % LCFF	ses. Students wou or career goals. T versity. students by creati <u>% English</u> Learners 7.2%	rk at their own pace a hey will possess a wing a nurturing enviror %LTEL	s program has two ind receive credits illingness to contin nment that empow RSP	following completion ually challenge them ers students to achie	ve excellence % SPED Severe
	differentia allows up 1 formance forman	nce assessmen nce assessmen duate from high Students will be ourner Truth Sct tion. % Female 60.3% American ndan/Alaskan	orporating technology in the units at one time to access onlints. school with the tools to further empathetic citizens with an a hool Community is to awaken % Oakland Residents 97.6%	ne computer cours appreciation for div the minds of our % LCFF	ses. Students woi or career goals. T versity. students by creati <u>% English</u> Learners 7.2%	ng a nurturing enviror "Ney will possess a wi ng a nurturing enviror %LTEL Blander	nd receive credits	following completion ars students to achie % SPED Mild- Moderate	of specific selves and we excellence % SPED Severe
	ctronic Le differentia allows up t formance formance formance studiat sible. Studi Sojourn f Sojourn of Sojourn struction. struction. Am n- Indian	ation by inco assessmener e from high lents will be er Truth Sct 60.3% terican tative 0.0%	orporating technology in the units at one time to access onlints. school with the tools to furthe empathetic citizens with an a hool Community is to awaken % Oakland Residents 97.6%	ne computer cours appreciation for div the minds of our % LCFF Hispanic/Latino 42.3%	ses. Students wou or career goals. T versity. students by creati % English Learners 7.2% Filipino 0.5%	ng a nurturing enviror %LTEL Blander 0.5%	Illingness to contin nment that empow % SPED % SPED RSP Caucasian 7.7%	following completion ers students to achie % SPED Mild- Moderate Multiracial 5.2%	ve excellence % SPED Severe Newcomers
	to differentia at allows up to performance <b>d Vision</b> will graduat on of Sojourn in of Sojourn instruction. l instruction. <u>39.7%</u> <u>39.7%</u> <u>Am</u> rican- miar verican <u>Male</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u> <u>8</u>	ation by inco to 45 studer assessmen assessmen er Truth Sch er Truth Sch 60.3% berican MAlaskan lative 0.0%	orporating technology in the units at one time to access onlints. school with the tools to further empathetic citizens with an a hool Community is to awaken % Oakland Residents 97.6% Asian 97.6%	ne computer cours appreciation for div the minds of our % LCFF Hispanic/Latino 42.3%	ses. Students wo or career goals. T versity. students by creati % English Learners 7.2% Fillipino 0.5%	rk at their own pace a rhey will possess a wi ing a nurturing enviror <u>%LTEL</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,000</u> <u>84,</u>	s program has two ind receive credits nment that empowe RSP Caucasian 7.7%	following completion ers students to achie % SPED Mild- Moderate Multiracial 5.2%	ve excellence % SPED Severe Newcomers 0.5%
FOR	ANCE GC	ation by inco assessmen e from high lents will be er Truth Sct 60.3% berican NAlaskan VAlaskan VAlaskan VAlaskan VAlaskan VALS AND	fferentiation by incorporating technology in the useful, meaningful ways to own up to 45 students at one time to access online computer courses. St mance assessments.         sion         sion         graduate from high school with the tools to further their academic or care le. Students will be empathetic citizens with an appreciation for diversity. Sojourner Truth School Community is to awaken the minds of our student uction.         % Female       % Oakland Residents       % LCFF       Lea         % Female       % Oakland Residents       % LCFF       Lea         % American       Asian       97.6%       Hispanic/Latino       Fill         % 0.00%       0.0%       5.7%       42.3%       Fill         % 1CE GOALS AND INDICATORS       INDICATORS       Indication of the student population will you focus on in order to reduce disparities?	ne computer cours per their academic appreciation for div the minds of our the minds of our the minds of our der to reduce disp	ses. Students wor pr career goals. T rersity. students by creati Learners 7.2% Filipino 0.5%	hey will possess a wing a nurturing enviror %LTEL 6.7% Islander 0.5% Latinx students	nd receive credits Illingness to contin Iment that empow % SPED RSP Caucasian 7.7%	following completion ally challenge them srs students to achie % SPED Mild- Moderate Multiracial 5.2%	ve excellence % SPED Severe 0.5%
Target Student Which Population Which SCHOOL PERFORMANCE G	rogram v differentia allows up t formance formance formance sible. Stud sible. Stud struction.r. struction.r. struction.r. s v holian holian Mhich s	ation by inco to 45 studer assessmen e from high lents will be er Truth Sct 60.3% 60.3% berican NAlaskan VAlaskan VAlaskan VAlaskan VALS AND	orporating technology in the units at one time to access onlints. school with the tools to furthe empathetic citizens with an a hool Community is to awaken % Oakland Residents 97.6% Asian 97.6% Asian 5.7% UNDICATORS	ne computer cours pr their academic appreciation for div the minds of our % LCFF Hispanic/Latino 42.3% der to reduce disp	ses. Students wo or career goals. T versity. students by creati Learners 7.2% Filipino 0.5%	rk at their own pace a 'hey will possess a wi ng a nurturing enviror %LTEL Pacific/ Islander 0.5% 20-21 Data	nd receive credits Illingness to contin ment that empow RSP Caucasian 7.7%	following completion ually challenge them ers students to achie % SPED Mild- Moderate Multiracial 5.2%	ve excellence % SPED Severe Newcomers 0.5%
Target Student Population SCHOOL PERFORM	differentia allows up 1 formance formance formance formance sible. Stud f Sojourn struction. struction. struction. struction. struction. struction. struction. struction. struction.	ation by inco assessmen e from high lents will be er Truth Sct 60.3% 0.0% 0.0%	orporating technology in the units at one time to access onlints. school with the tools to furthe empathetic citizens with an a hool Community is to awaken % Oakland Residents % Oakland Residents 97.6% Asian 5.7% INDICATORS 18-19 Baseline Data	ne computer cours appreciation for din the minds of our % LCFF Hispanic/Latino 42.3% der to reduce disp 19-20 Data Not Available	ses. Students wor pr career goals. T rersity. students by creati Learners 7.2% Filipino 0.5% 0.5%	hey will possess a winning a nurturing environ ng a nurturing environ %LTEL Pacific/ Islander 0.5% 20-21 Data	nd receive credits ind receive credits ment that empow "% SPED %	rs students to achie % SPED Mild- Moderate Multiracial 5.2%	ve excellence % SPED Severe Newcomers 0.5%
Target Student     Which       Population     Which       SCHOOL PERFORMANCE     Whole School Indicate       Four-Year Cohort Graduation Rate     Four-Year Cohort Dropout Rate	rogram v differentia allows up t formance formance formance struction. struction. struction. struction. Maiar Maiar ANCE GC ANCE GC	ation by inco to 45 studer e from high ents will be er Truth Sch 60.3% 0.0% 0.0% 0.0%	orporating technology in the unts at one time to access onlints. school with the tools to furthe empathetic citizens with an a hool Community is to awaken 97.6% Asian 5.7% UNDICATORS 97.6% 18-19 Baseline Data 45.0%	ne computer cours appreciation for div the minds of our % LCFF Hispanic/Latino 42.3% der to reduce disp der to reduce disp Not Available Not Available	ses. Students wor or career goals. T versity. students by creati Learners 7.2% Filipino 0.5% 0.5% 20-21 Goal 50.0%	rk at their own pace a "hey will possess a wi ng a nurturing enviror %LTEL Pacific/ Islander 0.5% Latinx students 20-21 Data Not Available Yet	s program has two ind receive credits "ment that empow "RSPED Caucasian 7.7% 20-21 Data + 5%	following completion ars students to achie % SPED Mild- Moderate Multiracial 5.2%	of specific selves and ve excellence % SPED Severe 0.5% 0.5%
Target Student Population SCHOOL PERFORM Whole School Four-Year Cohort Graduat Four-Year Cohort Dropout	vision which s which s rate Rate	attion by inco to 45 studer assessmen assessmen er Truth be er Truth Sch 60.3% herican VAlaskan lative 0.0%	orporating technology in the unts at one time to access onlints. school with the tools to furthe empathetic citizens with an a hool Community is to awaken 97.6% Asian 57.6% Asian 5.7% INDICATORS 18-19 Baseline Data 45.0% 23.3%	ne computer cours appreciation for div the minds of our % LCFF Hispanic/Latino 42.3% der to reduce disp der to reduce disp Not Available Not Available Not Available	ses. Students wor or career goals. T versity. students by creati "% English Learners 7.2% Filipino 0.5% 20-21 Goal 50.0%	rk at their own pace a ng a nurturing enviror %LTEL Pacific/ Islander 0.5% Latinx students Latinx students Not Available Yet Not Available Yet	nd receive credits ind receive credits "% sped % sped Rsp Caucasian Caucasian 7.7% 20-21 Data + 5% 20-21 Data + 5% 20-21 Data + 5%	rollowing completion ars students to achie % SPED Mild- Moderate Multiracial 5.2%	of specific selves and we excellence % SPED Severe 0.5% 22-23 Goal Year Goal (3- Year Goal)

20-21 Goal         21-22 G	boarding	environment Career Symposium; onboarding of WBL lead with youth development framework	st 1 Work-Based Learning	
0-21 Goal20-21 Data21-22 Goal50.0%Not Available Yet20-21 Data + 5%35.0%Not ApplicableNot Applicable5.0%Not Applicable Yet20-21 Data + 5%40.0%Not Available Yet20-21 Data + 5%4100.0%Increase teacher-student contact hourshlyIncrease teacher-stude	hly hly	environment		Percentage of students who participated in at least 1 Work-Based Learning activity
0-21 Goal20-21 Data21-22 Goal50.0%Not Available Yet20-21 Data + 5%20.0%Not Available Yet20-21 Data + 5%35.0%Not ApplicableNot Applicable5.0%Not Available Yet20-21 Data + 5%40.0%Not Available Yet20-21 Data + 5%40.0%Not Available Yet20-21 Data + 5%100.0%Not Available Yet20-21 Data + 5%100.0%Not Available Yet20-21 Data + 5%Mhat is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?hlyIncrease teacher-student contact hourshlyIncrease teacher-student contact hourshlyIncrease teacher-student contact hourshours; conducting in-person transcript reviews	hly hly	Flexible schedule; highly personalized learning		On Track to Graduate - 9th Grade
9-21 Goal         20-21 Data         21-22 Goal         21-22 Go	niy	Flexible schedule; highly personalized learning environment		A-G Completion
1 Goal20-21 Data21-22 Goal21-22 Goal21-22 Goal21-22 Goal21-22 Goal21-22 GoalYear Goal.0%Not Available Yet20-21 Data + 5%Increase teacher-student contact hoursIncrease teacher student stime denained in terms of student attendance and contact with primary teacherIncrease teacherIncrease teacherIncrease teacherIncrease teacher		Flexible schedule; highly personalized learning environment		Four-Year Cohort Dropout Rate
-21 Goal20-21 Data21-22 Goal21-22 Goal21-22 DataYear Goal50.0%Not Available Yet20-21 Data + 5%20.0%Not Available Yet20-21 Data + 5%35.0%Not ApplicableNot Applicable50%Not ApplicableNot Applicable5.0%Not ApplicableNot Applicable40.0%Not Available Yet20-21 Data + 5%40.0%Not Available Yet <td< td=""><td></td><td>Flexible schedule; highly personalized learning environment</td><td></td><td>Four-Year Cohort Graduation Rate</td></td<>		Flexible schedule; highly personalized learning environment		Four-Year Cohort Graduation Rate
20-21 Data21-22 Goal21-22 DataYear GoalNot Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%Not ApplicableNot ApplicableNot ApplicableNot Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%	Strengths Highest Levera What is the challenge the result in elimination, or su disparities within the in	Stre		Indicator
20-21 Data21-22 Goal21-22 Data22-23 GoalNot Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%Not ApplicableNot ApplicableNot ApplicableNot Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%				ROOT CAUSE ANALYSIS
20-21 Data21-22 Goal21-22 Data22-23 GoalNot Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%Not ApplicableNot ApplicableNot ApplicableNot Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%Not Available Yet20-21 Data + 5%		96.1%	100.0%	Percentage of students in Linked Learning pathways
20-21 Data         21-22 Goal         21-22 Data         ZZ-Z3 Goal           Not Available Yet         20-21 Data + 5%              Not Available Yet         20-21 Data + 5%               Not Applicable         Not Applicable         Not Applicable         Not Applicable              Not Available Yet         20-21 Data + 5%                Not Applicable         Not Applicable         Not Applicable         Not Applicable              Not Available Yet         20-21 Data + 5%		Not Applicable	Not Applicable	Percentage of students who have passed dual enrollment courses with a C- or better
20-21 Data     21-22 Goal     21-22 Data     22-23 Goal       Not Available Yet     20-21 Data + 5%     Year Goal       Not Available Yet     20-21 Data + 5%     Unit Available       Not Applicable     Not Applicable     Not Applicable       Not Applicable     Not Applicable     Not Applicable		7.1%	37.0%	Percentage of students who participated in at least 1 Work-Based Learning activity
20-21 Data     21-22 Goal     21-22 Data     22-23 Goal       Not Available Yet     20-21 Data + 5%     Year Goal       Not Available Yet     20-21 Data + 5%        Not Available Yet     20-21 Data + 5%        Not Available Yet     20-21 Data + 5%		Not Available	11.1%	On Track to Graduate - 9th Grade
20-21 Data         21-22 Goal         21-22 Data         ZZ-Z3 Goal           Not Available Yet         20-21 Data + 5%         Vear Goal)           Not Available Yet         20-21 Data + 5%         Vear Goal)		Not Available	7.0%	A-G Completion
20-21 Data         21-22 Goal         21-22 Data         ZZ-23 Goal           Not Available Yet         20-21 Data + 5%         Year Goal)		Not Available	32.0%	Four-Year Cohort Dropout Rate
20-21 Data 21-22 Goal 21-22 Data 22-23 Goal Year Goal)		Not Available	32.0%	Four-Year Cohort Graduation Rate
		19-20 Data	18-19 Baseline Data	et Student Population Indicator (Latinx Students)
100.0%         Not Available Yet         20-21 Data + 5%		96.70%	100.0%	Percentage of students in Linked Learning pathways
Not Applicable Not Available Yet 20-21 Data + 5%		Not Applicable	Not Applicable	Percentage of students who have passed dual enrollment courses with a C- or better
40.0% Not Available Yet 20-21 Data + 5%		6.5%	30.7%	Percentage of students who participated in at least 1 Work-Based Learning activity

Sojourner	
r Truth_2	
2021-2022	
021-2022 Measure N	
I Education	
N Education Improvement Plar	
olan	

Percentage of students in Linked Learning pathways	nways	All students participating in pathway.		More meaningful engagement in Pathway.	agement in	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	gths	Areas Fo	or Growth		Next Steps
Rigorous Academics (pages 3, 4, 5 of rubric)	Flexibility in format, independent study and electronic learning platform	nt study and	Formalizing and standardizing curriculum, offering more long distanc learning options (e.g. virtual one-on- ones, Google Classroom, etc) - going beyond "packet" work.	andardizing 1 more long distance -g. virtual one-on- sroom, etc) - going ork.	Focus on 4Cs: Collaboration, C Creativity, and Critical Thinking	Focus on 4Cs: Collaboration, Community Engagement, Creativity, and Critical Thinking
CTE (pages 3,4,5 of rubric)	Digital Media, Google Sherpa, Computer Sci electives	Computer Sci	Assessing tech literacy and skills	racy and skills	Administar NorthS throughout the ye literacy.	Administar NorthStar Tech Literacy assessments throughout the year to monitor student growth in tech literacy.
WBL (page 6 of rubric)	Career Symposium		Increasing student opportunities	Increasing student participation in WBL opportunities	Schedule times for 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	Flexible learning of wrap-around	Creating a student tracker to do targeted interventions.	tracker to do ons.	Create Student Tracker	racker
Pathway Student Outcomes (page 2 of rubric)	Campus Culture and Climate; Flexible schedule; highly personalized learning	Flexible learning	Creating a student tracker to do targeted interventions.	tracker to do ons.	Create Student Tracker	acker
		2020-2021: YE	2020-2021: YEAR ONE ANALYSIS	S		
Pathway Strategic Goals		What evidence w	dll you look for to kr	What evidence will you look for to know you are successful?	5	
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 readuation	vill ensure every student a) econdary options (i.e. opportunities after graduating) erience) in their most preferred for formation	Evidence of Imp a) 1-2 deep indu b) students dem reflection and m	Evidence of Implementation/Improvement: a) 1-2 deep industry partnerships b) students demonstrate an increased awa reflection and making an informed decision	ement: ed awareness of posi lecision about their n	l-secondary career ext steps career ar	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
eption (rear 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)	rm or support after graduation. l organization, industry partner,	and student porttolios) c) 1-2 deep partnershij youth" (student tracker d) High rates of applica e) Increased college p	and student portfolios) c) 1-2 deep partnerships with commun youth" (student tracker, persistence in d) High rates of application to college e) Increased college persistence rates	and student portfolios) c) 1-2 deep partnerships with community-based organizations that serve and help cay youth" (student tracker, persistence in college and career, graduate/alumni feedback) d) High rates of application to college e) Increased college persistence rates	r, graduate/alumni	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						
<b>Strategic Actions</b> What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?	ling conditions to support high ool?	What evidence w	ill you look for to kr	What evidence will you look for to know you are successful?	2112	
Identify 1-2 deep industry partnerships and create an Advisory Board	create an Advisory Board	Advisory Board	ncluding industry pa	Advisory Board including industry partners and community-based organizations	ty-based organizat	tions
Identify 1-2 deep community-based organization partnerships and create an Advisory Board	zation partnerships and create	Advisory Board	ncluding industry p	Advisory Board including industry partners and community-based organizations	ty-based organizat	tions

Connect each student with a mentor, industry partner, and/or community-	Collect and capt	ure student-level	Collect and capture student-level data onto existing student tracker.	ent tracker.		
dule to maximize teacher-student contact hours.	Revised master	schedule and incr	Revised master schedule and increased amount of contact hours between teachers and students	ct hours between t	eachers and studen	its.
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	Enter object code at left.	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	Enter object code at left.			
Technology Equipment: Purchase equipment to buildout technology pathway classes, more specifically, Graphic Design.	\$10,000.00	4410	Enter object code at left.			
Hire support to provide targeted tech skills support for students who need assistance and align with WBL opportunities	\$40,000.00	5825	Enter object code at left.			
Computers for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design.	\$15,000.00	4420	Enter object code at left.			
Teacher Salary Stipends: Extended Contracts for Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway	\$18,812.80	1120	Enter object code at left.			
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	Enter object code at left.			
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	Enter object code at left.			
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 existsthat is: access to hardware, software, online access, maintenance, and repair.	\$20,000.00	5825	Enter object code at left.			
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	Enter object code at left.			
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	Enter object code at left.			

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.			
	2021-2022: YE	2021-2022: YEAR TWO ANALYS	SIS			
Pathway Strategic Goals						
Pathway Quality Strategic 3 Year Goal	What actions did How do you know	What actions did you take that improved How do you know you were successful?	What actions did you take that improved outcomes? How do you know you were successful?	What will you do different next year to continue to improve?	ferent next year to	continue to
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 COV economic, socia students and far rolling out Distar make any mean Goals.	Due to the COVID-19 pandemic and the ongoing economic, social and emotional impact it has had students and families as well as the challenges o rolling out Distant Learning, we have not manage make any meaningful gains in our Pathway Strate Goals.	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.	impact the panden on students and fai ssary support to m began to revisit ou	nic and distant milies and began nitigate the effects ur pathway
Strategic Actions - What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?	What evidence will you - How are you considering to best support students?	ill you look for to isidering adapting y idents?	What evidence will you look for to know you are successful? - How are you considering adapting your strategic actions for 2021-2022 given what you have learned this year about how to best support students?	<b>.</b> 021-2022 given what	you have learned th	is year about how
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 career, and community ready.	ive 100 % of our s munity ready.	Our goal is to have 100 % of our students enrolled in a technology pathway and graduating being college career, and community ready.	chnology pathway a	and graduating bei	ng college,
Budget Analysis of 2020-2021 Measure N Budget		The second second				
Impact of 2020-2021 Budget Expenditures - How did distance learning impact your budget expenditures? - What did you find was the most effective use of resources towards your goals and strategic actions and why?	d strategic actions	and why?				
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 a distant learning challenges.	for pathway coad lent and support,	ch, college and ca student internship	areer readiness consultant, and extended contracts for teacher planning, but os, and family support were not expended, due to the COVID-19 pandemic and	ant, and extended c /ere not expended, /	ontracts for teache due to the COVID-	er planning, but 19 pandemic and
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)
Hire a Pathway Coach, at .25 FTE. The pathway coach will support pathway development.	\$24,800.00	2305	Supervisor & Administrator Salaries	College & Career Pathway Coach	.25 FTE	
Consultant Contract to hire an College and Career Readiness Specialist through East Bay Consortium to provide college and career readiness support for all students	\$25,500.00	5825	Consultant Contracts			

7

Sojourner Tru
uth_202
1-2022
Measure N
2
Education Imp
provement Plar
n

-	≤	
-	ຸ	
ς	Э	
7	1	
¢	D	
2	1	
¢	2	
2	3	
C	2	
õ	5	
2	2	

Consultant Contract: hire support to provide targeted tech skills support for students who need assistance and align with WBL opportunities	\$40,000.00	5825	Consultant Contracts	
Computers: for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design.	\$15,000.00	4420	Computers	
Teacher Salary Stipends: Extended Contracts for Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway	\$18,812.80	1120	Teacher Salaries Stipends	
Conference Expenses: Travel expenses for Teacher Professional Development. 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	
Consultant Contract for the Exploring College, Career, & Community Options Program (ECCCO) 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	
Licensing Agreements: 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	
Meeting Refreshments for the 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	
Facility Rental for the Pathway Exhibition event.	\$1,500.00	5624	Rental - Facility	
Equipment Rental: chairs, tables, and Audio Visual for the Pathway Exhibition event.	\$1,000.00	5622	Rental - Equipment	