

MEASURE N COMMISSION

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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools. Thriving Students

Measure N - College & Career Readiness - Commission

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| Enactment Number | |
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Memo

To 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 May 4, 2021

Subject Measure N Commission 2021-2022 Education Improvement Plan and Assessment
Services For: Sojourner Truth Independent Study

Action Requested and Recommendation Approval by the Board of Education of the 2021-2022 Education Improvement Plan and Assessment for Sojourner Truth Independent Study as "Fully Approved" in an amount not to exceed \$161,152.27.

Background

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

Competitively Bid

Was this contract competitively bid? No
If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

Attachments

- 2021-2022 Measure N Education Improvement Plan
- 2021-2022 Measure N Education Improvement Plan Assessment

2021-2022 MEASURE N BUDGETSchool: **SOJOURNER TRUTH
INDEPENDENT STUDY**Site #: **330**

| <i>Resource</i> | <i>Allocation</i> | <i>Total Expended</i> | <i>Total Remaining</i> |
|------------------|-------------------|-----------------------|------------------------|
| Measure N | \$161,152.27 | \$161,152.27 | \$0.00 |

| BUDGET ACTION NUMBER | BUDGET JUSTIFICATION | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | WHOLE SCHOOL / PATHWAY NAME |
|----------------------|---|-------------|-------------|-------------------------------------|--------------------------------|---------|-----------------------------|
| 330-1 | 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 | |
| 330-2 | 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 | | | |
| 330-3 | 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 | | | |
| 330-4 | Computers: for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design. | \$15,000.00 | 4420 | Computers | | | |
| 330-5 | 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 | | | |
| 330-6 | 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 | | | |
| 330-7 | 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 | | | |
| 330-8 | Consultant Contract to hire a 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 | Consultant Contracts | | | |
| 330-9 | 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 | | | |

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

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

SCHOOL PERFORMANCE GOALS AND INDICATORS

| Whole School Indicator | 18-19 Baseline Data | 19-20 Data | 20-21 Goal | 20-21 Data | 21-22 Goal | 21-22 Data | 22-23 Goal (3-Year Goal) |
|----------------------------------|---------------------|---------------|------------|-------------------|-----------------|------------|--------------------------|
| Four-Year Cohort Graduation Rate | 45.0% | Not Available | 50.0% | Not Available Yet | 20-21 Data + 5% | | |
| Four-Year Cohort Dropout Rate | 23.3% | Not Available | 20.0% | Not Available Yet | 20-21 Data + 5% | | |
| A-G Completion | 30.6% | Not Available | 35.0% | Not Applicable | Not Applicable | | |
| On Track to Graduate- 9th Grade | 9.1% | Not Available | 5.0% | Not Applicable | Not Applicable | | |

| | | | | | | | |
|--|----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------------------|
| Percentage of students who participated in at least 1 Work-Based Learning activity | 30.7% | 6.5% | 40.0% | Not Available Yet | 20-21 Data + 5% | | |
| Percentage of students who have passed dual enrollment courses with a C- or better | Not Applicable | Not Applicable | Not Applicable | Not Available Yet | 20-21 Data + 5% | | |
| Percentage of students in Linked Learning pathways | 100.0% | 96.70% | 100.0% | Not Available Yet | 20-21 Data + 5% | | |
| Lat 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% | Not Available Yet | 20-21 Data + 5% | | |
| Four-Year Cohort Dropout Rate | 32.0% | Not Available | 20.0% | Not Available Yet | 20-21 Data + 5% | | |
| A-G Completion | 7.0% | Not Available | 35.0% | Not Applicable | Not Applicable | | |
| On Track to Graduate - 9th Grade | 11.1% | Not Available | 5.0% | Not Applicable | Not Applicable | | |
| Percentage of students who participated in at least 1 Work-Based Learning activity | 37.0% | 7.1% | 40.0% | Not Available Yet | 20-21 Data + 5% | | |
| Percentage of students who have passed dual enrollment courses with a C- or better | Not Applicable | Not Applicable | Not Applicable | Not Available Yet | 20-21 Data + 5% | | |
| Percentage of students in Linked Learning pathways | 100.0% | 96.1% | 100.0% | Not Available Yet | 20-21 Data + 5% | | |

ROOT CAUSE ANALYSIS

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

| | | | |
|--|--|--|--|
| Percentage of students in Linked Learning pathways | All students participating in pathway. | More meaningful engagement in Pathway. | Common expectation that all students will learn more tech skills |
|--|--|--|--|

PATHWAY QUALITY ASSESSMENT

[Using the Measure N Self Assessment Rubric, assess the following:](#)

| | Evidence of Strengths | Areas For Growth | Next Steps |
|---|--|--|--|
| Rigorous Academics (pages 3, 4, 5 of rubric) | Flexibility in format, independent study and electronic learning platform | Formalizing and standardizing curriculum, offering more long distance learning options (e.g. virtual one-on-ones, Google Classroom, etc) - going beyond "packet" work. | Focus on 4Cs: Collaboration, Community Engagement, Creativity, and Critical Thinking |
| 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 opportunities. |
| Comprehensive Student Supports (page 7 of rubric) | Campus Culture and Climate; Flexible schedule; highly personalized learning environment; high availability of wrap-around supports | Creating a student tracker to do targeted interventions. | Create Student Tracker |
| Pathway Student Outcomes (page 2 of rubric) | Campus Culture and Climate; Flexible schedule; highly personalized learning | Creating a student tracker to do targeted interventions. | Create Student Tracker |

2020-2021: YEAR ONE ANALYSIS**Pathway Strategic Goals**

| <i>Pathway Quality Strategic 3 Year Goal</i> | 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

| <i>Strategic Actions</i> <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i> | What evidence will you look for to know you are successful? |
|---|--|
| Identify 1-2 deep industry partnerships and create an Advisory Board | Advisory Board including industry partners and community-based organizations |
| Identify 1-2 deep community-based organization partnerships and create an Advisory Board | Advisory Board including industry partners and community-based organizations |

| | | | | | | |
|--|--|-------------|----------------------------|----------------|---------|---------------------------------|
| Connect each student with a mentor, industry partner, and/or community-based organization. | Collect and capture student-level data onto existing student tracker. | | | | | |
| Revise Master Schedule to maximize teacher-student contact hours. | Revised master schedule and increased amount of contact hours between teachers and students. | | | | | |
| Budget Expenditures | | | | | | |
| 2020-2021 Budget | | | | | | |
| Budget Justification: One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses? | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
| Fund .25 FTE salary for the Pathway Coach: Hire a pathway coach to support pathway development | \$24,800.00 | 5708 | 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 exists—that 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: YEAR TWO ANALYSIS**Pathway Strategic Goals**

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

Strategic Actions

- What are the 3-5 key new or revised strategic actions to support pathway development in 2021-2022?

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?

We are in the process of redesigning Sojourner Truth's master schedule, curriculum and instructional focus (a seamless core ,CTE, Work-Based learning, and student support program) with the goal of becoming an integrated project-based and technological pathway that will lead to students graduating college, career, and community ready.

Our goal is to have 100 % of our students enrolled in a technology pathway and graduating being college, career, and community ready.

Budget Analysis of 2020-2021 Measure N Budget**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?

For the most part, we expended a small percentage of our funds allocated for pathway coach, college and career readiness consultant, and extended contracts for teacher planning, but the bulk of the funds that were allocated for computers, technology equipment and support, student internships, and family support were not expended, due to the COVID-19 pandemic and distant learning challenges.

Budget Expenditures**2021-2022 Budget: Enabling Conditions Whole School****Budget Justification:**

Enter one to two sentences to create a Proper Justification using the questions below. Explicitly describe the expenditure - no vague language, no acronyms, no hyperlinks and quantify when applicable.

- What is the specific expenditure or service type?

- How does the specific expenditure or service type support or is aligned to pathway development?

- How does this expenditure improve student engagement and how many students will be served?

- What need does this specific expenditure or service type address?

| | COST | OBJECT CODE | OBJECT CODE DESCRIPTION | POSITION TITLE | FTE | PATHWAY NAME (if applicable) |
|--|-------------|--------------------|-------------------------------------|--------------------------------|------------|---|
| 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 | | | |

| | | | | | | |
|--|-------------|------|---------------------------|--|--|--|
| 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 | | | |
| Consultant Contract to hire a 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 | 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 | | | |



Measure N 2021-2022 Education Improvement Plan Assessment

Sojourner Truth Independent Study

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan
- ✓ Submitted Measure N Budget
- ✓ Completed Measure N EIP Presentation
- ✓ Submitted Linked Learning 4 Pillars Pathway
- ✓ Silver Certification Status

| 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) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence | Score: 4 | | | |
| | Rationale: <ul style="list-style-type: none">• Evidence of all four pillars of Linked Learning in place• Students have access to CTE courses. Feedback for continued progress monitoring: Continue developing strategies for students to obtain work based learning opportunities. | | | |



| Criteria 2: Quality of the Measure N Education Improvement Plan | | | | |
|---|--|--------------|------------------|----------------|
| Category | Excelling 4 | Meeting 3 | Approaching 2 | Beginning 1 |
| Strategic Goals <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Strategic goals focus on overall college, career, and student readiness that indicate the focus is on refining the work based learning opportunities for students. Additional strategic goals are focused on accurate data collection as well as continuing to analyze data school wide to monitor and refine implementation of strategic actions. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Consider how students and families may be involved in the ongoing reflection and data review to look for strengths and challenges in WBL and other Linked Learning pillars. Continue to review and implement strategies that reflect meeting the needs of students. | | | |
| Strategic Actions <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 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. 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 | Score: 4 Rationale: <ul style="list-style-type: none"> Pathway strategic actions are aligned to pathway strategic goals, specifically in the area of Rigorous Academics Students have had positive experiences although distance learning has impacted some. Feedback for continued progress monitoring: <ul style="list-style-type: none"> Consider how you may/may not need to adapt strategic actions after a year of distance learning and the potential return to in-person instruction beginning the Fall of 2021 | | | |



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 <i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i> <ul style="list-style-type: none">• 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: 4 Rationale: <ul style="list-style-type: none">• Expenditures clearly support all students in accessing linked learning pathways and Rigorous Academics. | | | |

Final Recommendation

Fully Approved

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



Strengths:

- School implements Measure N funds in a way that supports the overall pathway.

Key Questions:

- How can students and families be involved in the continued reflection and data review process to identify strengths and challenges in pathway?

Budget Feedback:

- Continue to look for opportunities to maximize budget once returning to in-person instruction.
- Continue to use the questions or prompts that were created by the Measure N Commission and Staff to explicitly describe the expenditure when creating the strategic action. This information will ensure you create a proper justification - it is required for all Measure N approval requests. The questions are in the Measure N EIP, under Budget Justification. Measure N Staff can also share them if need be.

Next Steps:

| What | Suggested Lead | Deliverable | Date |
|--|--|-------------|----------------------|
| Continue to review impacts of distance learning and what supports maybe needed once returning to in-person instruction. | Principal Administrative Assistant Pathway Coach | | FY 2021-2022 |
| Ensure when entering Measure N expenditures in Escape that you include a justification that is aligned with your Measure N EIP. Additionally, attach all of the supporting documents required for submission and approval. | Principal Administrative Assistant Pathway Coach | | Ongoing FY 2021-2022 |