David Kakishiba, Chairperson,
kakishiba@gmail.com

Measure N - College & Career Readiness - Commission

Marc Tafolla, Vice Chair
marctafolla@gmail.com

Katy Nuñez-Adler, Secretary
katynunez.adler@gmail.com

James. Harris, Member
james@educateoakland.com

Gary Yee, Member
Yeega125@gmail.com

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Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes
	High School Network Superintendent
Board Meeting Date	
Subject	Services For: Sojourner Truth Independent Studies
Action Requested and Recommendation	Adoption by the Measures N and H – College and Career Readiness Commission of the 2025 -2026 Education Improvement Plan and Assessment for Sojourner Truth Independent Studies as "Fully Approved," with a base allocation of $229,500.00 and a strategic carryover 2024-2025 plan and budget of $51,375.05, for a total amount not to exceed $280,875.05.

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 and H

Attachments   1. 25-26 EIP Assessment
   2. 25-26 Proposed EIP

Measures N and H 2025-2026 Education Improvement Plan Assessment
(Year Three of Three-Year Cycle)

Sojourner Truth Independent Studies

Criterion 1: Measures N and H Pathway Improvement Progress Reflection: To what extent have schools engaged in meaningful reflection about progress toward their strategic goals and articulated the connections between their reflections and new or adapted strategic actions? What progress is evident in the school's reflection on Year 1 (2023-24) and Year 2 (2024-2025)?
(NOTE: If a school does not receive a four in this category, the highest final recommendation they can receive is "Approved," and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category **Evidence of Progress toward Pathway Program(s)'** *2023-26 College and Career for All and Linked Learning Quality Standards*	Comprehensive Analysis 4	Developing Analysis 3	Emergent Analysis 2	Unclear Analysis 1
Instructions: Review 2024-2025 whole school and pathway three-year goals, the blue reflection and actions sections, and Linked Learning One-Pager(s) for evidence of:	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ Meaningful reflection about progress toward strategic goals (whole school and pathway)				
☐ Clear articulation of connections between these reflections and new or adapted strategic actions				
☐ Evidence of progress toward pathway programs' quality standards				
Score: _____4_____ **Rationale:** The EIP reflects a clear theory of action and reflection that has led to a quality program.	**Suggestions for 25-26 Continued Progress Monitoring:** Continue to monitor and identify ways to improve graduation rates.			

Criterion 2: Measures N and H Pathway Improvement Plan (Actions): How does the EIP clearly articulate new or revised actions grounded in schools' and pathways' reflection on the implementation of Year 2 strategic actions?				
Category	**Excelling 4**	**Meeting 3**	**Approaching 2**	**Beginning 1**
Strategic Actions	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the three domains of Linked Learning ☐ Integrated Program of Study ☐ Work-Based Learning ☐ Integrated Student Support				
☐ Strategies are embedded in inquiry design to produce evidence of their enacting the theory of action and achieving the identified goals				
☐ Coherence is evident as an explicit theory of action that bridges their reflection logically into their actions				
Score: _____4_____ **Rationale:**	**Suggestions for 25-26 Continued Progress Monitoring:**			

Criterion 3: Alignment of Funding to Linked Learning Criteria, Strategic Actions, Permissible Expenses, and Measures N and H Plan

Category	Strategic & Aligned 4	Partially Strategic & Aligned 3	Unclear Strategy & Alignment 2	Missing or Non-Compliant 1
Instructions: Review the Budget in Whole School, Pathway Tabs, and 9th Grade Tab (where relevant) for evidence that the school has thoughtfully allocated Measures N and H funds to support the continuous improvement of Linked Learning pathways via specific whole-school and pathway strategic actions for 2025-2026	**FEEDBACK:** *Provide feedback only if the site receives a score of 3 or below.*			
☐ A through line is evident between expenditures and the strategic actions (whole-school and pathway) identified in the Education Improvement Plan				
☐ Expenditures provide clear justifications that demonstrate the alignment between the three domains of Linked Learning				
☐ Expenditures are necessary due to the existence of Linked Learning pathways at the school site (not supplanting core programming)				
Score: ___4_____ Rationale:	**Suggestions for 25-26 Continued Progress Monitoring:**			

Final Recommendation

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

Rating[1]: Fully Approved

Strengths:

- ☐ The EIP is reflective of a high quality program.
- ☐ Student support is clearly articulated.

Key Questions:

- ☐ How can the team continue to provide high quality support over the long term?

Budget Feedback:

- ☐ Continue to monitor and identify strategic ways to provide student support.

Next Steps <mark>(for Conditionally Approved Sites)</mark> - add rows as needed

What	Suggested Lead	Deliverable	Date

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[1]Fully Approved
- *School has **fully implemented** a whole-school pathways model with all three domains of Linked Learning are evidenced for all students: Integrated Program of Study (a distinct CTE program plus integrated and cohorted core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School is deeply engaged in the strategic continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

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

Conditionally Approved
- *School is **actively** developing a whole-school pathways model as evidenced by early implementation of key elements of Linked Learning: Integrated Program of Study (a distinct CTE program plus integrated core academics), Work-Based Learning (career awareness, exploration, and preparation embedded in classes), and Integrated Supports (strategically embedded supports, Tiers 1-3, through the pathway community of practice)*
- *School does not demonstrate continuous improvement of the Linked Learning pathway(s) and addressing the root causes of current student outcomes through pathways*

Criterion 4 Evidence of Progress and Linked Learning Implementation	
Category to be completed by High School Linked Learning Office	
Instructions: Review the Work-Based Learning template, EIP Presentation, Master Schedule, and Program of Study to demonstrate an understanding of and development of high-quality pathway implementation.	
☐ Program of Study	Teacher names and grade-level meeting sections of the Program of Study are blank. Are these vacancies for next year? Coordination and integration between CTE and core teachers is essential for pathways; clarify when this common planning time occurs. Expand post-secondary partners, including specific post-secondary training and colleges. Which community-based organizations do you work with to ensure students are connected with committed and familiar CBO's to support student transition?
☐ Work-Based Learning Plan	Ensure broad career awareness and exploration for all students via integration in pathway CTE and core academic classes.
☐ Master Schedule	What does it mean that 100% of students are in the CTE sequence but 95.4% are "in the pathway"? CTE classes are highlighted. Which core academic classes are pathway classes characterized by teachers who collaborate on a regular basis to design and align interventions and curriculum and classes that reflect this collaboration?
☐ EIP Presentation	Great to have students present! What are students telling you about why they don't complete work and participate in classes? Unclear how CTE and career readiness are being integrated into cohorted core academic courses.

School Name:	Sojourner Truth Independent Studies		Site #:	330
Pathway Name(s):	Technology			

School Description

Sojourner Truth High School prepares students to graduate as leaders empowered to compete globally in the areas of digital media and global technology with an emphasis on arts, media & entertainment and information & communication technologies.

School Mission and Vision

Mission Statement: At Sojourner Truth Virtual Academy, all students will engage in a rigorous virtual academic program, enriched with technology, and project-based activities. We meet students where they are and position them to thrive in their genius. Through the development of social-emotional skills, students learn to challenge themselves, become socially responsible and celebrate similarities and differences. We are creating a safe and nurturing environment that welcomes and empowers all students' and families' cultural diversity.

Vision Statement: The vision of Sojourner Truth is to cultivate student advocates that reflect cultural appreciation, academic resilience, and inclusivity. Our students know they are valuable members of their community. Though their needs may be different, we believe learning in a virtual environment can be not only equal to the traditional classroom, but more effective for students who are not thriving in the traditional learning environment. We are eager to meet the needs of all students, especially those who may thrive under

School Demographics

2023-2024 Total Enrollment Grades 9-12		321						
	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% Current Newcomers	% SPED	% SPED Severe
Special Populations	40.2%	58.9%	93.1%	94.4%	26.8%	22.7%	1.2%	23.4%	1.2%
	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
Student Population by Race/Ethnicity	31.8%	0.3%	6.5%	32.4%	0.3%	1.6%	18.1%	6.5%	2.5%
Focal Student Population	Which student population will you focus on in order to reduce disparities?				African American - Male				

SCHOOL PERFORMANCE GOALS AND INDICATORS
Please refer to this Data Dictionary for definitions of the Indicators. * Denotes changes for 2024-25 for continuation schools

Whole School Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	56.7%	44.7%	59.5%	57.8%	TBD	62.5%			65.6%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				
Four-Year Cohort Dropout Rate	29.9%	29.8%	28.4%	28.9%	TBD	26.9%			25.5%
A-G Completion Rate (12th Grade Graduates)	32.4%	36.6%	32.5%	43.1%	TBD	35.7%			39.1%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	8.3%	25.0%	42.7%	44.4%	36.5%	44.8%			47.0%
9th Graders meeting A-G requirements	6.5%	21.4%	32.1%	33.3%	27.9%	33.7%			35.3%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	5.7%	5.5%	1.0%	9.2%	4.8%	1.1%			1.1%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.0%	4.3%	1.3%	6.9%	10.5%	1.3%			1.4%
Percentage of 10th-12th grade students in Linked Learning pathways	14.2%	8.9%	13.3%	5.0%	95.4%	14.0%			14.7%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%			1.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.4%	23.3%	29.1%	TBD	TBD	30.5%			32.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	15.5%	8.3%	14.6%	TBD	TBD	15.3%			16.0%

Focal Student Population Indicator	2021-22 Baseline Data	2022-23 Data	2023-24 Benchmark	2023-24 Data	2024-25 Mid-Year Data	2024-25 Benchmark	2024-25 Data	2025-26 Mid-Year Data	2025-26 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	50.0%	46.2%	58.6%	63.6%	TBD	61.5%			64.6%
Graduation Rate: Non-Cohort (Continuation)*	N/A	N/A		N/A	N/A				

Indicator									
Four-Year Cohort Dropout Rate	26.9%	7.7%	24.3%	18.2%	TBD	23.1%			21.9%
A-G Completion - 12th Grade (12th Grade Graduates)	15.4%	0.0%	21.7%	42.9%	TBD	22.8%			23.9%
Course Completion Rate (Continuation)*	N/A	N/A		N/A	N/A				
On Track to Graduate - 9th Graders	12.1%	8.3%	42.0%	18.2%	22.2%	44.1%			46.3%
9th Graders meeting A-G requirements	9.1%	TBD	27.4%	18.2%	25.0%	28.7%			30.1%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	2.6%	6.9%	1.0%	10.0%	5.3%	1.1%			1.1%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	10.5%	3.4%	1.9%	10.0%	10.5%	2.0%			2.1%
Percentage of 10th-12th grade students in Linked Learning pathways	4.9%	4.5%	9.3%	2.6%	100.0%	9.7%			10.1%
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%			1.0%
CTE Participation (Continuation)*	N/A	N/A		N/A	N/A				
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	13.3%	8.3%	13.7%	TBD	TBD	14.3%			15.1%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	20.0%	16.7%	22.7%	TBD	TBD	23.8%			25.0%

ROOT CAUSE ANALYSIS

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions. Sites engage in this process every 3 years to inform strategic actions around our identified data indicators.

Indicator *Instructions: Complete the Strengths and Challenges columns for all indicators in **bold** (lines 41-44). Then select **ONE** of the indicators from lines 45-48 (color coded in peach) to complete. You will complete Strengths and Challenges for a total of 5 indicators/combinations of indicators.*	Strengths *What is our site doing well that's leading to improvements in this indicator?*	Challenges *What 1-2 challenges are the most significant barriers to improvements in this indicator?*
Four-Year Cohort Graduation Rate & Four Year Cohort Dropout Rate *(Analyze these two indicators together)*	SJT's teacher to student ratio is smaller compared to OUSD's other comprehensive sites, which affords students more intensive SEL support. Smaller cohorts lends itself to academic success, relationship building, social emotional and mental health support.	Being on a virtual platform, there is often a learning curve for students and families transitioning from in-person learning. Student's also experience isolation at times learning from home which negatively impacts their SEL.
A-G Completion - 12th Grade	SJT's alternative (virtual) instructional strategy offers the flexibility to meet individual students needs, interests, and styles of learning.	Due to the small size of our school, the master schedule has limited sections for A-G curriculum.
On Track to Graduate - 9th Grade & 9th Graders meeting A-G requirements *(Analyze these two indicators together)*	SJT's cohort structure offer students more opportunities to engage with the teachers and their learning community. Since students advance together, they share common interests and goals. A cohort community also uniquely positions SJT's students to network and develop relationships.	Students often transfer to SJT from comprehensive schools for credit recovery. Therefore many students come to us with learning gaps in addition to credit deficiency. Our enrollment process is also fluid with students enrolling every two weeks.
College Enrollment Data: Percentage of students enrolling in 2-year and 4-year colleges within one year of graduation *(Analyze these two indicators together)*	Career Specialist will help students transition and support through 13th year. PBL, concurrent enrollments and WBL prepare students for post-secondary.	Once students graduate, they have to enroll themselves in college. Although our support is available, this still requires a level of agency from both the student and family. Sometimes due to circumstances students cannot control, they choose not to enroll in college right away.
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience		
Percentage of students who have passed any dual enrollment course with a C- or better in grades 9-12		
Percentage of 10th-12th grade students in Linked Learning pathways		
CTE Completion Data: Percentage of students who attempted CTE program completion and achieved a C- or better in both the Concentrator and Capstone course	2 CTE teachers dedicated to exposing students to technology-based curriculum and careers.	Fluctuation in school size due to fluid enrollment.

PATHWAY QUALITY ASSESSMENT

Using the 2023-26 College and Career for All and Linked Learning Quality Standards, *self-assess in each category*	Evidence of Strengths	Areas For Growth	Next Steps *Will any of these categories be a priority for your 3-year goals? If yes, which ones?*

Integrated Program of Study Equitable Admissions Cohort Structure Curriculum and Instructional Design and Delivery Assessment of Learning Early College Credit Opportunities Partner Input and Validation	Online format provides more accessibility for students to Early College Credit Opportunities.	Expand Curriculum and Instructional Design and Delivery.	Two CTE teachers to be hired to develop and expand Technology Pathway.
Work Based Learning Work Based Learning Plans Student Work Based Learning Experiences and Self Assessments Work Based Learning Provider Assessment of Student Workplace Readiness	Transition Specialist is responsible for assessing the strengths, needs and preferences of SJT students; will developing measurable postsecondary education goals and will monitor work based learning provider assessment of student workplace readiness.	Expansion of partnerships	Create a feedback system for students to provide feedback on their experience in general in the program at a designated time, i.e. Advisory Class
Integrated Student Supports College and Career Preparation and Support Social-Emotional Skill Development Individual Student Supports Student Input and Validation	Technology integration and pathway courses increases academic success by developing and coordinating supports that target academic and non-academic barriers to achievement to include social-emotional skill development.	Translating SEL practices to be used on a virtual platform.	Provide Professional Development opportunities for staff

2023-2024: YEAR ONE ANALYSIS

Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goals
Based on the standards assessment, your data indicators and root cause analysis, what are your goals, objectives, or intended outcomes for this next 3 year cycle? Write them as SMART goals (Specific, Measurable, Achievable, Relevant & Time-Bound) using language from the Standards as a guide (when relevant). Goals should start with the "By 2026..." **Example:** *By 2026 we will create and utilize a WBL reflection form and 100% of students will complete it after any type of WBL activity. We will share responses with students so they can reference for resume and college application development. The teacher team will review responses at least once per year and use information to update the pathway WBL plan.*

Goal #1: By 2026	By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.
Goal #2: By 2026	By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.
Goal #3: By 2026	By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.

Pathway Strategic Actions

Strategic Actions for 2023-24
What are 3-5 key strategic actions for 2023-24 that will support you in reaching your identified 3 year goals?

Strategic Actions for Goal #1	With the support of High School Linked Learning Office, CTE teachers will develop a rigorous sequence of CTE courses that includes concentrator and capstone courses. Utilize University of California Curriculum Integration Course Catalog to support this work.
	Invite Pathway teaching team to Project-Based Learning Summer Institute every summer
	Dedicate two Wednesday Professional Development sessions per month to Project-Based Learning and collaborative teacher planning time. This will include district level support in Project-Based Learning to ensure seamless alignment with CTE and Academic Core courses.
Strategic Actions for Goal #2	Hire a Work-Based Learning Liaison to develop concrete partnerships with local technology industry partners.
	Hire a Career Transition Specialist to establish relationships with community colleges (especially Career Technical Education programs), employers, job training organizations and other entities to ensure successful placements with career pathway opportunities. The CTS will follow assigned students into their 13th year to ensure a seamless transition to postsecondary opportunities.
	Develop partnerships with Peralta to add two dual enrollment courses to the master schedule to ensure all students have access to college level curriculum while enrolled at SJT.
Strategic Actions for Goal #3	Work-Based Learning Liaison will hold workshops to support students with resume and cover letter writing, interview etiquette and provide support with completing the senior portfo
	Invite guest speakers to career advisory on a weekly basis. The speakers will represent various industries including technology in a seminar format.
	Continue to budget additional funding to support students' participation in summer ECCCO program

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
Teachers Salaries: Hire 1 CTE Technology Teachers for our Pathway, at 1.0 FTE The CTE Teacher will teach and manage our CTE Technology Pathway curriculum for all of our high school students, using a virtual platform and project-based curriculum. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with not only career and academic skills, but also soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. The CTE Technology Teacher will also work to ensure their curriculum is up to date and relevant with today's industry technology standards. PCN 8977 Trevor Doyle, at 1.0 FTE, $158,883.71 (Salary & Benefit Costs)	$158,883.71	1105	Teachers Salaries		1.0 FTE	Technology Pathway
Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support with pathway development, support and guide course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach is highly involved in school-wide planning, data gathering, data analysis, report writing, evaluation and improvement of our school services. PCN 2803 - Lauren Reid	$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Technology Pathway
Consultant Contract with East Bay Consortium to hire a College and Career Readiness Specialist (CCRS). The CCRS will provide college and career readiness support for all students. East Bay Consortium will support students develop college and career readiness skills. Including filling out the Federal Application for Student Aide (FAFSA), applying to college, exploring CTE/2-year degree programs at California Community Colleges. This partnership will increase college and career education and overall readiness for all of SJT High School students. This role will serve all SJT seniors which is 100-150. This expenditure includes fees.	$25,500.00	5825	Consultant Contracts			Technology Pathway

Teacher Salaries Stipends: Extended Contracts for Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in each of their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be 24 teachers that will participate to serve the average of 375 students enrolled. Budget Calculation: $38.50 hourly rate x 20 hours + 25% benefit costs = $962.50 x 24 teachers = $23,100.00 (Salary & Benefits included)	$23,100.00	1120	Teacher Salaries Stipends			Technology Pathway
Consultant Contract with the Oakland Public Ed Fund (OPEF) for the Exploring College, Career, & Community Options Program (ECCCO) to facilitate and pay-out the Student Internship Stipends. OPEF will provide the 9th-12th grade students internships and issue student internship stipends as part of the technology pathway. The ECCCO summer internship program provides students exposure to real-world work experience and college courses. This funding will provide stipends to 20 high school students participating in various summer internships approximately $600 per stipend. ($12,000 + $1,440 admin fees)	$13,440.00	5825	Consultant Contracts			Technology Pathway
Computers: to purchase Specialized Computers for the Technology pathway students. The specialized computers are to build out technology pathway classes, We plan to purchase 200 customized computers with advanced technical capabilities that are necessary to facilitate our Project Based Learning curriculum for our seamless CTE Technology Pathway. This includes running software related to; digital media, coding, robotics, artificial intelligence and virtual reality. This expenditure will facilitate students graduating with more advanced level transferable technological skills that will lead to higher levels of employment and college readiness. In addition, this expenditure will allow our Pathway to function equitably by providing all students with the tools and skills necessary for modern day success. **(Not a gift, we will loan the students a computer and they will be returned after use.)**	$125,414.96	4420	Computers			Technology Pathway

2024-2025: YEAR TWO
Pathway Strategic Goals

Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?
By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	Currently we offer Computer Science Principles, Computer programming and Senior Programming Lab (Capstone). This course sequence provides a foundation of Computer Science technology. We are on track to support students interested in Computer Science courses however, we are still in the process of developing a Basic intro class to ensure all students enrolling know how to navigate the online learning platform.
By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	We are currently working with the Peralta Colleges to offer Dual Enrollment courses beginning in the 24-25 school year to offer Pathway aligned college level courses. Adjusting to an online synchronous platform is taking time and the primary hindrance of developing further partnerships.
By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	Through our college and career center, students have been completing resumes, cover letters, career exploration, internship access and support with college applications along with FAFSA. We continue to advertise WBL opportunities but many are in-person and since we are a virtual school, students often struggle to attend in-person events.

Pathway Strategic Actions Reflection

2023-2024 Strategic Actions	Reflection on 2023-2024 Strategic Actions
	For the Strategic Action sets for each goal, answer: -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?

	2023-2024 Strategic Actions	Reflection
23-24 Strategic Actions for Goal #1	With the support of High School Linked Learning Office, CTE teachers will develop a rigorous sequence of CTE courses that includes concentrator and capstone courses. Utilize University of California Curriculum Integration Course Catalog to support this work.	We are on track to meet the first strategic action for Goal #1. We have successfully added three CTE Technology courses to the Master Schedule this year. CTE teachers are utilizing an existing district curriculum to ensure academic rigor. In addition, Pathway teachers have been invited to the OUSD PBLI as well therefore the second strategic action of Goal #1 is also moving forward. Last, we have not yet been able to dedicate two Wednesdays per month to PBL and CTE integration. We have successfully formed a Measure H team and will continue to work towards planning PD's that align with this strategic action.
	Invite Pathway teaching team to Project-Based Learning Summer Institute every summer	
	Dedicate two Wednesday Professional Development sessions per month to Project-Based Learning and collaborative teacher planning time. This will include district level support in Project-Based Learning to ensure seamless alignment with CTE and Academic Core courses.	
23-24 Strategic Actions for Goal #2	Hire a Work-Based Learning Liaison to develop concrete partnerships with local technology industry partners.	We have hired a Work-Based Learning Liaison who has been connecting students to internships/jobs, assisting with work permits and helping with resume/cover letter writing. In addition, we have also hired a College and Career Readiness Specialist who is supporting with post secondary option exploration and is following students into their 13th year (post high school). Last we have been working with the dual enrollment team to offer two dual enrollment courses at SJT. We are on track to meet all three strategic actions.
	Hire a Career Transition Specialist to establish relationships with community colleges (especially Career Technical Education programs), employers, job training organizations and other entities to ensure successful placements with career pathway opportunities. The CTS will follow assigned students into their 13th year to ensure a seamless transition to postsecondary opportunities.	
	Develop partnerships with Peralta to add two dual enrollment courses to the master schedule to ensure all students have access to college level curriculum while enrolled at SJT.	
23-24 Strategic Actions for Goal #3	Work-Based Learning Liaison will hold workshops to support students with resume and cover letter writing, interview etiquette and provide support with completing the senior portfolio	The WBL Liaison has weekly sessions with students where they work with students on resume/cover letter writing, mock interviewing and support with senior portfolio. During these sessions there is also a guest speaker. In addition, we also offer additional guest speaker opportunities once per week for grades 9-12. We currently have ECCCO stipend budgeted to ensure students can participate in the program over the summer. We are on track to complete these strategic actions and are looking forward to building upon these actions.
	Invite guest speakers to career advisory on a weekly basis. The speakers will represent various industries including technology in a seminar format.	
	Continue to budget additional funding to support students' participation in summer ECCCO program	

Pathway Strategic Actions 2024-2025

2024-2025 Strategic Actions
Based on the reflection on this year's strategic actions, what are 3-5 new or revised strategic actions (for each goal) that you will take in 2024-2025 that will support continued progress toward your 3-year goals?

Goal #1: By 2026	By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	**New or Revised Strategic Actions for Goal #1**	Have dedicated prep time for teachers involved in Technology Pathway planning
			Find additional PD options for PBL that are offered virtually
			Require that all incoming students complete computer science principles
			Develop pathway tagging process to ensure pathway enrollment accuracy
Goal #2: By 2026	By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career	**New or Revised Strategic Actions for Goal #2**	Increase professional partnerships that provide virtual internship opportunities
			Dedicate staff member to support students enrolled in dual enrollment
			Survey students and families to determine barriers for attending WBL events
Goal #3: By 2026	By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	**New or Revised Strategic Actions for Goal #3**	Research micro-internship opportunities to offer short term options
			Expanding virtual WBL opportunities
			Develop system to better record WBL experiences in Aeries for most accurate data

Budget Expenditures
Effective July 1, 2024 - June 30, 2025

2024-2025 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2024-25 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* ***If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional detail is needed, the justification will be Conditionally Approved and will require a Justification Form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	**Fully Approved** (no additional Justification Form required) *(protected cells below to be completed by MN/H staff only)*	**Conditionally Approved** (Justification Form is required) *(protected cells below to be completed by MN/H staff only)*
Teachers Salaries: Hire 1 CTE Technology Teachers for our Pathway, at 1.0 FTE The CTE Teacher will teach our CTE Introductory Technology Pathway course (CS Principles) curriculum for all of our high school students, using a virtual platform and project-based curriculum. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with not only career and academic skills, but also soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. The CTE Technology Teacher will also work to ensure their curriculum is up to date and relevant with today's industry technology standards. PCN 8977 Kathryn Stepansky, at 1.0 FTE, $122,143.70 (Salary & Benefit Costs)	$122,143.70	1105	Teacher Salary Stipends	TCHR STR ENG IM	$1.00	Technology	Approved	
Computers: to purchase Microsoft Surface Pro Specialized Computers for the Technology pathway students. The specialized computers are to build out technology pathway classes, We plan to purchase 2 class set of 32 customized computers with advanced technical capabilities that are necessary to facilitate our Project Based Learning curriculum for our Senior Computer Science Capstone class. This includes running software related to; digital media, coding, robotics, artificial intelligence and virtual reality. These specialized computers offer additional software capacity that Google Chromebooks do not support. This expenditure will facilitate students graduating with more advanced level transferable technological skills that will lead to higher levels of employment and college readiness. In addition, this expenditure aligns with Strategic Action #1 as the Senior Capstone is a project which requires use of an advance computer software to design a computer game using Code Combat, Java Script, Python and or HTML. (Not a gift, we will loan the students a computer and they will be returned after use.)	$40,900.00	4420	Computers			Technology		Conditionally Appr…

Teacher Salaries Stipends: Extended Contracts for Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in each of their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be 11 teachers that will participate to serve the average of 375 students enrolled. Budget Calculation: 11 teachers x 38.50 per hr x 4 hours per month (10 months) + 25% benefits = $21,175	$21,175.00	1120	Teacher Salary Stipends		Technology	Approved	
Licensing Agreements: Code Combat software Licensing Fees for 9th - 12th grade CTE Computer Science curriculum. Code Combat is a computer science curriculum that is specifically user friendly to education occurring on zoom and other online platforms.The use of this curriculum license will provide Pathway students with a computer science curriculum that is aligned with CTE and Academic standards. This curriculum will allow Pathway students to further their knowledge of computer science coding to include gaming and other relevant industry aligned skills. The use of this curriculum will support the Pathway Strategic Goal #1 which focuses on CTE and Academic Core course Pathway integration through project based learning.	$7,000.00	5846	Licensing Agreements		Technology	Approved	
Computer Supplies: Supplies for Microsoft Surface Pro to include chargers and external drives. These supplies will be for the Senior Computer Capstone students which includes 22 - 32 students per semester. This expenditure ensures all enrolled students have up to date advanced computer supplies to support access to the virtual Capstone curriculum within the Pathway. This expenditure is in support of strategic goal #1 as it will ensure all students have access to Project Based Learning curriculum and will not have any technological barriers to ensure students have all necessary software access to complete their Capstone project.	$13,971.64	4315	Computer Supplies		Technology		Conditionally Appr...
Consultant Contract with East Bay Consortium to provide College Application and FAFSA Support through workshops, community events and 1:1 support. East Bay Consortium will support students develop college and career readiness skills. Including filling out the Federal Application for Student Aide (FAFSA), applying to college, exploring CTE/2-year degree programs at California Community Colleges. This partnership will increase college and career education and overall readiness for all of SJT High School students. This role will serve all SJT seniors which is 100-150. This expenditure support Strategic Action #3 as all students will have support in completing their FAFSA and college applications as part of their senior graduation portfolio. No admin fees apply, all costs are for personnel conducting workshops and meeting with students.	$25,500.00	5825	Consultants		Technology	Approved	
Transportation Costs: Charter Bus Rentals for the students to participate in College Exploration Visit and Field Trips. Including trips to Cal State East Bay, UC Berkeley, San Francisco State, San Jose State for 20-30 students per trip for all grade levels. The students will explore various technology related degree programs at these local community colleges to expand their options for future employment in the technology fields. This opportunity will provide in-person college exploration during the school day for our virtual students at SJT to gain knowledge of technology degree programs at surrounding bay area universities. Funding will be used for transportation. This expenditure will support Strategic Action #3 as it will provide students with WBL opportunities to include in their senior career portfolio.	$10,000.00	5826	Professional Contracted Services		Technology	Approved	
2025-2026: YEAR THREE							
Pathway Strategic Goals							
Pathway Quality Strategic 3 Year Goal	**Check in on 3-Year Goals** *For each 3-year goal, answer:* -To what extent is the pathway on track for accomplishing this goal by 2026? -What has supported or hindered progress towards each goal this year?						

By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	The pathway is making progress toward accomplishing the 2026 goal, with key foundational elements already in place. The development of a three-level, industry-standard programming sequence has provided students with clear technical learning pathways. Additionally, partnerships with CodeCombat and CodeHS have helped us build a rigorous, engaging curriculum that enhances student learning. The beginning of the integration of cross-curricular projects in English, Math, and Science is underway. However, our school's transient enrollment has created challenges in maintaining a consistent learning progression. The pathway was designed for students to begin in 10th grade and advance sequentially, but frequent mid-year and upper-grade enrollments have led to gaps in foundational knowledge and inconsistent course placement.
By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	We have three partners in mind to build industry-specific partnerships to create a post-secondary experience for all pathway students. We are diversifying our partnership goals to encompass fundamental computer science skills, professional environment opportunities, and internship options. At this time, we have partnered with Code Combat for computer science applications and learning through the use of Python and other programming and coding languages. They are providing professional development for pathway teachers and the rest of the teaching staff. We also have connected with Ignite to provide students exposure to professionals in the field of computer science and technology. This partnership is geared at ensuring our students learn directly from industry professionals while developing their specific skills.
By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	In all 12th grade Advisory classes students are required to complete the portfolio in order to graduate. College and career staff are supporting students with WBL opportunities and post secondary exploration. In addition, the 12th grade English teachers and Advisory teachers support resume and cover letter building along with writing personal statements and answering personal interest questions. The structure for Advisory supports yearly progress on meeting this goal. Moreover, having dedicated College and Career staff to support all seniors has been instrumental in having a post-secondary plan for all 12th graders.

Pathway Strategic Actions Reflection

2024-2025 Strategic Actions	**Reflection on 2024-2025 Strategic Actions** *For the Strategic Action sets for each goal, answer:* -Are you on track for accomplishing the actions for the related goal this school year? -If so, what has been done or will be done by the end of the year to accomplish it? -If you are not on track for accomplishing the actions this school year, what might be the reason(s) why?
24-25 Strategic Actions for Goal #1 Have dedicated prep time for teachers involved in Technology Pathway planning Find additional PD options for PBL that are offered virtually Require that all incoming students complete computer science principles Develop pathway tagging process to ensure pathway enrollment accuracy	Technology Pathway teachers have approximately 90-120 minutes of dedicated prep time daily, allowing them to effectively plan and implement pathway initiatives. As a result, we are on track to accomplish the Technology Pathway goals for this school year. To support Project-Based Learning (PBL) in technology education, we have established partnerships with Coding curriculum providers such as CodeCombat and CodeHS. These partnerships enable us to offer virtual PBL professional development (PD) opportunities, including training on AI in Education and other relevant topics (list to be finalized). In alignment with our commitment to computer science education, all incoming 10th-grade students are required to complete Computer Science Principles. This foundational course prepares students for advanced programming classes in grades 11-12, ensuring a strong progression within the pathway. To maintain accurate pathway enrollment, Sojourner Truth's Academic Counselor has developed a pathway tagging process. This system ensures that students are correctly identified within the pathway, supporting data accuracy and program effectiveness.
24-25 Strategic Actions for Goal #2 Increase professional partnerships that provide virtual internship opportunities Dedicate staff member to support students enrolled in dual enrollment Survey students and families to determine barriers for attending WBL events	We are on track to meet 2 of these three strategic actions. We do offer a dual enrollment class for our students and have a dedicated staff member to support with their success in this college-level course. We have been focused on vertical integration of our computer science program and will rely on our partnership with Code Combat to ensure students' success both academically and technologically. We could grow in the area of surveying our students to increase WBL opportunities.
24-25 Strategic Actions for Goal #3 Research micro-internship opportunities to offer short term options Expanding virtual WBL opportunities Develop system to better record WBL experiences in Aries for most accurate data	We are partially on track to accomplish these strategic actions by the end of the school year. We have identified partners who offer virtual internships which will support the expansion of virtual WBL opportunities for students. We still need to improve our processes for entering data into Aries to ensure our WBL data is accurately reflected. A challenge we have is tracking down the students who have participated in the internships during the school year. Creating a better tracking system during the school year would be helpful to report data back in Aries.

Pathway Strategic Actions 2025-2026

2025-2026 Strategic Actions
Based on the reflection on this year's strategic actions and analyzing student data, what are 3-5 new or revised strategies and actions (for each goal) you can take (as a teacher, as a pathway, as a school) to support achieving your goals by 2026?

Goal #1: By 2026	By 2026, we will develop a project-based technology CTE curriculum that is integrated with our core academic classes and electives. As a result, 100% of our students will graduate with a baseline of technical knowledge and skill development that will support them to be college or career ready.	**New or Revised Strategic Actions for Goal #1**	Expand project-based learning integration beyond English, Math, and Science to include all academic and elective courses.
			Provide targeted professional development on interdisciplinary technology integration for all subject-area teachers.
			Establish dedicated collaboration time for teachers to refine and align CTE curriculum with core subjects.
Goal #2: By 2026	By 2026, Establish at least three technology related industry partnerships, including strengthening our relationship with the Peralta Colleges. These partnerships will provide students with access to resources, expertise, and real-world experiences that can enhance their learning and career readiness.	**New or Revised Strategic Actions for Goal #2**	We will plan two field trips for the academic 2025-2026 school year focused on Computer Science.
			By 2026 students will have quarterly access to virtual coding workshops. The pathway will be in communication with non-profit organizations to strengthen our relationship with the non-profit.
			By 2026 the pathway leadership will undergo training to solidify the partnership with Ignite and make more resources available to students.

Goal #3: By 2026	By 2026, 100% of 12th graders will graduate with a portfolio to include: a minimum of two WBL opportunities, resume, cover letter, and a summary of their post secondary aspirations.	New or Revised Strategic Actions for Goal #3	We will expand the senior portfolio to include a digital component and reflections on capstone projects, ensuring all 12th graders graduate with a well-rounded showcase of their skills and post-secondary readiness.
			Schedule WBL events with newly established partners to host 2 virtual experiences open to all students.
			Identify one partner to offer a virtual internship to 5 students.

Budget Expenditures
Effective July 1, 2025 - June 30, 2026

2025-2026 Pathway Budget

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. Reference the **Measures N and H Permissible Expenses document** when developing the justification. For Object Codes 1120, 5825, and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **Measures N and H Instructions for a Proper Budget Justification.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-2026 strategic actions where possible.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is NOT a comprehensive list of all OUSD's object codes; not all are permissible uses of Measures N and H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.* **If the justification is adequately detailed to be deemed a proper justification and permissible use of funds, it will be Fully Approved. If additional details are needed, the justification will be conditionally approved and require a justification form.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)	Fully Approved (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	Conditionally Approved (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
Teachers Salaries: **Hire 1 CTE Technology Pathway Teacher at .65 FTE.** The CTE Teacher will teach our CTE Introductory Technology Pathway course (Computer Science Principles) curriculum for all our high school students, using a virtual platform and project-based curriculum. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, such as critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, research tools, creativity, and innovation. The CTE Technology Teacher will also work to ensure their curriculum is current and relevant to today's industry technology standards. **PCN 8977 Kathryn Stepanski, at .65 FTE, $84,997.69** (Salary & Benefit Costs included)	$84,997.69	1105	Teacher Salaries	TCHR STR ENG	.65 FTE	Whole School	Approved	

Classified Support Salaries: **Hire a College and Career Readiness Specialist (CCRS) at 1.0 FTE.** The College & Career Readiness Specialist will support our students in transitioning to postsecondary opportunities. The College & Career Readiness Specialist is responsible for supporting students in all aspects of the transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. The CCRS will establish relationships with four-year colleges, community colleges, Career Technical Education programs, employers, job training organizations, and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. This expenditure will support students' access to Technology careers. For students who are specifically remote, the transition to college can be isolating. The College & Career Readiness Specialist will work with the graduating seniors (approximately 100 students). **PCN 9337, John Garcia** (Salary and benefits included)	$124,142.85	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School	Approved	
Supervisor & Administrative Salaries: **Hire a College and Career Pathway Coach at .10 FTE.** The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. **PCN 2803 - Lauren Hulburd** (Salary & Benefit Costs included)	$20,359.46	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Whole School	Approved	

2025-2026 MEASURE H BUDGET			
Effective: July 1, 2025 - June 30, 2026			
Resource 9339	*Allocation**	*Total Expended*	*Total Remaining*
Measure H	$229,500.00	$229,500.00	$0.00

[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2023-2024 (285), multiplied by the percentage of Oakland residents in 2024-25 (94.7%), multiplied by the per pupil amount of $850.

School: Sojourner Truth Independent Studies

Site #: 330

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
330-1	Teachers Salaries: Hire 1 CTE Technology Pathway Teacher at .65 FTE. The CTE Teacher will teach our CTE Introductory Technology Pathway course (Computer Science Principles) curriculum for all our high school students, using a virtual platform and project-based curriculum. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, such as critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, research tools, creativity, and innovation. The CTE Technology Teacher will also work to ensure their curriculum is current and relevant to today's industry technology standards. PCN 8977 Kathryn Stepanski, at .65 FTE, $84,997.69 (Salary & Benefit Costs included)	$84,997.69	1105	Teacher Salaries	TCHR STR ENG	.65 FTE	Whole School
330-2	Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS) at 1.0 FTE. The College & Career Readiness Specialist will support our students in transitioning to postsecondary opportunities. The College & Career Readiness Specialist is responsible for supporting students in all aspects of the transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. The CCRS will establish relationships with four-year colleges, community colleges, Career Technical Education programs, employers, job training organizations, and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. This expenditure will support students' access to Technology careers. For students who are specifically remote, the transition to college can be isolating. The College & Career Readiness Specialist will work with the graduating seniors (approximately 100 students). PCN 9337, John Garcia (Salary and benefits included)	$124,142.85	2205	Classified Support Salaries	College & Career Readiness Specialist	1.0 FTE	Whole School

330-3	Supervisor & Administrative Salaries: Hire a College and Career Pathway Coach at .10 FTE. The Pathway Coach will support pathway development and provide input on course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach supports school-wide planning, data gathering, data analysis, report writing, evaluation, and improvement of our pathway and pathway programming and works directly with Pathway Teams/Leads to support alignment with the Linked Learning approach. PCN 2803 - Lauren Hulburd (Salary & Benefit Costs included)	$20,359.46	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Whole School

2024-25 MEASURE H STRATEGIC CARRYOVER PLAN									
Effective: July 1, 2025 - June 30, 2026									

Name of School Site	Sojourner Truth Independent Studies		Site #	**330**
Approved Strategic Carryover *(from prior years - Carryover Plan)*	$51,375.05	**In the box below, please indicate why you decided to allocate Strategic Carryover.**		
Total Budgeted Amount	$51,375.05	With the increasing salary adjustments, we wanted to make sure that had enough funding to support a full FTE for a CTE teacher allocation for the pathway. In addition, as we build the pathway, integrating computer science skills across all academic courses continues to be the priority to meet our Strategic Goal #1.		
Remaining Amount to Budget	$0.00			

NOTE:	Measure H funds are to be expended during the fiscal year for which the Measure H Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure H Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O, and Budget Modification Development document linked below.
Resources:	Measures N and H 2025-2026 Permissible Expenses
	Measure H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825, and all FTE,** please also respond to the additional Budget Justification questions outlined in the **Measure H Instructions for a Proper Budget Justification**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Consider how the expenditure supports your 3-year goals or 2025-26 strategic actions.) **If you have questions about which object codes to use, we encourage you to refer to this list of OUSD's object codes.** *Please note that this is NOT a comprehensive list of all OUSD's object codes, and not all are permissible uses of Measure H funds. Please refer to the Measures N and H Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning domain does this support?	**Fully Approved** (Fully approved means your justification is complete; therefore, a Measure H Justification Form is **not** required. However you still need to submit any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*	**Conditionally Approved** (Conditionally approved means that your justification is incomplete; therefore a Measure H Justification Form **is** required along with any other OUSD form that is required for approval) *(protected cells below are to be completed by MN/H staff only)*
Teachers Salaries: **Hire 1 CTE Technology Pathway Teacher at .35 FTE.** The CTE Teacher will teach our CTE Introductory Technology Pathway course (Computer Science Principles) curriculum for all of our high school students, using a virtual platform and project-based curriculum. The curriculum will offer students opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with career and academic skills and soft skills needed for the modern workplace, such as critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, research tools, creativity, and innovation. The CTE Technology Teacher will also work to ensure their curriculum is current and relevant to today's industry technology standards. **PCN 8977 Kathryn Stepanski, at .35 FTE, $45,767.99** (Salary & Benefit Costs included)	$45,767.99	1105	Teacher Salaries	TCHR STR ENG	.35 FTE	Whole School	Integrated Program of Study	Approved	
Teacher Salaries Stipends: **Extended Contracts for the Technology Pathway Teachers who will spend extra time planning to collaborate and integrate the technology pathway theme in core classes.** 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be 11 teachers will participate to serve the average of 375 students enrolled. The target goal is to increase CTE Completion metric by 25%. Budget Calculation: $47.50 per hour x 1 hour per month (8 months) + 25% benefit costs = $475.00 x 11 Teachers = $5,225.00	$5,607.06	1120	Teacher Salaries Stipends			Whole School	Integrated Program of Study	Approved	