Measures N and H –
College & Career Readiness Commission

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Board Office Use: **Legislative File Info.**	
File ID Number	24-0709
Introduction Date	4/16/2024
Enactment Number	
Enactment Date	

Memo

To	Measures N and H – College and Career Readiness Commission
From	Vanessa Sifuentes, High School Network Superintendent
Board Meeting Date	
Subject	2024-25 Educational Improvement Plan
	Services For: Sojourner Truth Independent Studies 330

Action Requested and Recommendation	Presentation to and discussion by Measures N and H Commission of Sojourner Truth Independent Studies proposed 2024-25 Educational Improvement Plan and Linked Learning 3 Domains, with a base allocation of $240,690.34 and a strategic carryover of $205,098.57 in a total amount not to exceed $445,788.91.

Background

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

Competitively Bid

Was this contract competitively bid? No

If no, exception: N/A

Fiscal Impact

Funding resource(s): Measure N

                    Measure H

Attachments

- Sojourner Truth Independent Studies - 2024-25 Educational Improvement Plan and Budget
- Sojourner Truth Independent Studies – Linked Learning 3 Domains [1 pager]

2024-2025 MEASURE H BUDGET				School:	**SOJOURNER TRUTH INDEPENDENT STUDIES**
Effective: July 1, 2024 - June 30, 2025					
Resource 9339	*Allocation**	*Total Expended*	*Total Remaining*	Site #:	**330**
Measure H	$240,690.34	$240,690.34	$0.00		

*[For Alt Ed only] *Funding Allocation is based on school's highest attendance reported in 2022-23 (304), multiplied by the percentage of Oakland residents in 2023-24 (93.1%), multiplied by the per pupil amount of $850.*

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
330-1	Teachers Salaries: Hire 1 CTE Technology Teachers for our Pathway, at 1.0 FTE The CTE Teacher will teach 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
330-2	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
330-3	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

330-4	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
330-5	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
330-6	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
330-7	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

2023-2024 MEASURE N BUDGET   **School: SOJOURNER TRUTH INDEPENDENT STUDIES**

Effective July 1, 2023 - June 30, 2024

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

Site #: 330

*Funding Allocation is based on school's highest attendance reported in 2021-22 (457), multiplied by the percentage of Oakland residents in 2022-23 (94%), multiplied by the per pupil amount of $850.

BUDGET ACTION NUMBER	BUDGET JUSTIFICATION	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	WHOLE SCHOOL / PATHWAY NAME
330-1	Teachers Salaries: Hire 1 CTE Technology Teachers for our Pathway, at 1.0 FTE The CTE Teacher will teach and manage our CTE Technology Pathway curriculum for all of our high school students, using a virtual platform and project-based curriculum. The curriculum will offer each student opportunities to personalize their education based on their career interests and unique learning needs. The CTE Technology Pathway Teacher will provide students with not only career and academic skills, but also soft skills that are needed for the modern workplace, such as: critical thinking; communication; team work; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. The CTE Technology Teacher will also work to ensure their curriculum is up to date and relevant with today's industry technology standards. PCN 8977 Trevor Doyle, at 1.0 FTE, $158,883.71 (Salary & Benefit Costs)	$158,883.71	1105	Teachers Salaries		1.0 FTE	Technology Pathway
330-2	Supervisor & Administrative Salaries: Hire a Pathway Coach at .10 FTE. The Pathway Coach will support with pathway development, support and guide course offerings, curriculum, and instruction of core academics and pathway classes. The Pathway Coach is highly involved in school-wide planning, data gathering, data analysis, report writing, evaluation and improvement of our school services. PCN 2803 - Lauren Reid (Salary & Benefit Costs)	$18,726.38	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	.10 FTE	Technology Pathway
330-3	Consultant Contract with East Bay Consortium to hire a College and Career Readiness Specialist (CCRS). The CCRS will provide college and career readiness support for all students. East Bay Consortium will support students develop college and career readiness skills. Including filling out the Federal Application for Student Aide (FAFSA), applying to college, exploring CTE/2-year degree programs at California Community Colleges. This partnership will increase college and career education and overall readiness for all of SJT High School students. This role will serve all SJT seniors which is 100-150. This expenditure includes fees.	$25,500.00	5825	Consultant Contracts			Technology Pathway

330-4	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
330-5	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
330-6	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

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 these alternative and dynamic conditions.

School Demographics

									% Current Newcomers
2023-24 Total Enrollment Grades 9-12		**321**							1.2%

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	40.2%	58.9%	93.1%	94.4%	26.8%	22.7%	13.7%	5.3%	0.9%

Student Population by Race/Ethnicity	% African-American	% Native American	% Asian	% Hispanic/Latino	% Filipino	% Pacific Islander	% White	% Multiple Ethnicity	% Not Reported
	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**

SCHOOL PERFORMANCE GOALS AND INDICATORS

Please refer to this Data Dictionary for definitions of the Indicators.

Whole School Indicator	*2021-22 Baseline Data*	*2022-23 Data*	*2023-24 Benchmark*	*2023-24 Data*	*2024-25 Benchmark*	*2024-25 Data*	*2025-26 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	56.7%	44.7%	59.5%	TBD	62.5%		65.6%
Four-Year Cohort Dropout Rate	29.9%	29.8%	28.4%	TBD	26.9%		25.5%
A-G Completion Rate (12th Grade Graduates)	31.0%	31.3%	32.5%	TBD	35.7%		39.1%
On Track to Graduate - 9th Graders	8.3%	25.0%	42.7%	54.8%	44.8%		47.0%
9th Graders meeting A-G requirements	6.5%	21.4%	32.1%	43.5%	33.7%		35.3%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.6%	1.2%	1.0%	TBD	1.1%		1.1%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	8.0%	4.9%	1.3%	7.8%	1.3%		1.4%
Percentage of 10th-12th grade students in Linked Learning pathways	14.2%	8.9%	13.3%	5.4%	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	0.8%	0.0%	0.9%	TBD	1.0%		1.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	27.8%	TBD	29.1%	TBD	30.5%		32.0%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	13.9%	TBD	14.6%	TBD	15.3%		16.0%

Focal Student Population Indicator	*2021-22 Baseline Data*	*2022-23 Data*	*2023-24 Benchmark*	*2023-24 Data*	*2024-25 Benchmark*	*2024-25 Data*	*2025-26 Goal (3-Year Goal)*
Four-Year Cohort Graduation Rate	55.8%	38.7%	58.6%	TBD	61.5%		64.6%
Four-Year Cohort Dropout Rate	25.6%	22.6%	24.3%	TBD	23.1%		21.9%
A-G Completion - 12th Grade (12th Grade Graduates)	20.7%	16.7%	21.7%	TBD	22.8%		23.9%
On Track to Graduate - 9th Graders	12.0%	20.8%	42.0%	22.2%	44.1%		46.3%
9th Graders meeting A-G requirements	10.0%	16.7%	27.4%	16.7%	28.7%		30.1%
Percentage of 12th Graders who have participated in an employer-evaluated internship or similar experience	0.0%	3.5%	1.0%	TBD	1.1%		1.1%
Percentage of 12th graders who have passed 1 or more dual enrollment courses with a C- or better	11.3%	7.0%	1.9%	10.3%	2.0%		2.1%
Percentage of 10th-12th grade students in Linked Learning pathways	9.5%	6.0%	9.3%	4.1%	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%	TBD	1.0%		1.0%
College Enrollment Data: Percentage of students enrolling in 2-year colleges within one year of graduation	13.0%	TBD	13.7%	TBD	14.3%		15.1%
College Enrollment Data: Percentage of students enrolling in 4-year colleges within one year of graduation	21.7%	TBD	22.7%	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 portfolio
	Invite guest speakers to career advisory on a weekly basis. The speakers will represent various industries including technology in a seminar format.
	Continue to budget additional funding to support students' participation in summer ECCCO program

Budget Expenditures

2023-2024 Budget: Enabling Conditions Whole School

BUDGET JUSTIFICATION For All Budget Line Items, enter 3-5 sentences to create a Proper Justification that answers the below questions. For Object Codes 1120, 5825 and all FTE, please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions**. - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list of **OUSD's Object Codes** if you have questions about which object code 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)

Description	Amount	Code	Category	Role	FTE	Pathway
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 (Salary & Benefit Costs)	$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?	
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 Liason who has been connecting students to internships/jobs, assiting with work permits and helping with resume/cover letter writing. In addition, we have also hired a College and Career Readiness Specialist who is suppoting with postsecondary option exploration and is following students intho 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 stategic 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, 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	**New or Revised Strategic**	Have dedicated prep time for teachers involved in Technology Pathway planning
			Find additional PD options for PBL that are offered virtually

By 2026	development that will support them to be college or career ready.	**New or Revised Strategic Actions for Goal #1**	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 readiness.	**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 Approved

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 Approved
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	

MEASURE N 2022-2023 CARRYOVER PLAN

School Name	SOJOURNER TRUTH INDEPENDENT STUDIES		Site Number		330
Why were you unable to expend all your funds in the 2022-2023 school year?	Due to the Covid Pandemic and a very fluid student enrollment, we were unsure about the capacity of the students that would stay enroll with Sojourner Truth after the pandemic , we decided to rollover Measure N funds until we were relatively sure what structures, processes and support would be needed, given that we want to leverage or maximize our limited funds. Now that we seem to getting to a relatively stable student enrollment, we have begun to implement a plan to enrol 100% of our high school students into our Technology Pathway; and have allocated 62.8% of our 2023-24 school year, leaving 37.8% as "Strategic Carryover" to use in fiscal year 2024-25.				

Total Measure N Funds Received in Fiscal Year 2022-2023 *(including accumulated carryover from previous years)*	$647,005.61	**Projected Carryover Amount from Fiscal Year 2022-2023**		**$244,836.07**
Projected Carryover Amount from Fiscal Year 2022-2023	$244,836.07	**Total Budgeted Amount**		$244,836.07
Percentage of 2022-2023 Carryover to Measure N Funds	37.8%	**Remaining Amount**		$0.00

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N/H Justification Examples - A Resource for EIP Development document linked below.
Resources:	2023-2024 Measures N and H Permissible Expenses
	Measures N and H Justification Examples - A Resource for EIP Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **Budget Expenditure 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 and support your 2022-23 pathway goals/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 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 pillar does this support?
Teacher Salaries Stipends: Extended Contracts for SJT Technology Pathway Co-Leads & Project Coordinators (2), January through June 30, 2024. Extended contacts for Pathway leads - Kelly Dos Santos and Cherone Cabezudo. This leadership team will focus on planning Pathway integration into core classes, career exploratory excursions for student learning, establishing systems and structures for student pathway access and ensuring fidelity of progress. Promotion of CTE talent and acquisition of core teachers. Drive critical communication, parent engagement and access to critical career and academic platforms, i.e. FAFSA, Peralta College Applications. Cultivate lasting systems to ensure students receive appropriate support within the Pathway and Academic Core course work. Work Based Learning (WBL) opportunities development and programming. This expenditure will support all SJT 440+ high school students participating in our Pathway. In addition, this expenditure supports all three of our Strategic Goals as these goals specifically align with CTE integration and instruction, Work Based Learning and Project Based Learning. Budget: $38.50 per hour X 15 hours + 25% benefits cost x 6 months x 2 Co-Leads = $8,662.50.	$8,662.50	1120	Teacher Salaries Stipends			Technology Pathway	Rigorous Academics (Integrated Program)

Teacher Salaries Stipends: Teacher Extended Contracts for 2 Teachers leading the Summer 2024 Induction Program, through June 30, 2024. Funding for two teachers to lead two summer technology literacy courses . The purpose of the summer induction program will focus on preparing students to be successful in the Pathway and general participation in an online coursework. Duties include teaching the course and providing individualized assistance to students in the course. Increased digital proficiency among our students will empower them to effectively use technology for learning and productivity. Improving digital literacy among high school students in our Technology Pathway program is essential to their academic and career success in the digital age. We aim to serve 150 of our most high-need transfer students . Our objectives are to support students acclimate to the SJT online environment, thereby getting them back on track to graduate. Students will receive a certification in Google WorkSpace -Applied Digital Skills after finishing the training and passing a certification assessment. Budget: 2 teachers at $38.50 hourly rate x 6 hours each + 25% benefit costs x 20 days = $11,550.00.	$11,550.00	1120	Teacher Salaries Stipends			Technology Pathway	Integrated Student Supports
Teacher Salaries Stipends: Teacher Extended Contract for 2 teachers leading Summer Digital Literacy Professional Development, through June 30, 2024. The Technology Institute's Digital Literacy Program will offer two distinct two week-long courses, one tailored for high school staff and the next for families. On completion of the training and passing a certification assessment, they will receive a certification in Google WorkSpace -Applied Digital Skills. This expenditure will support students by informing teachers and families of all necessary SJT tech platforms. The overall goal of the program is to reduce inequities, by enhancing the technology literacy of our school staff and families, we aim to reduce inequities in a technology-driven world. This initiative embodies our commitment to providing equitable opportunities for all members of our school community. The program will foster digital literacy, collaboration, and success in our virtual learning environment. Lastly, this expenditure supports Strategic Goal #1 in supporting students to achieve graduation with a baseline of technical knowledge and skill development to be college and career ready. Budget: 6 hours at $38.50 hourly rate + 25% Benefit Costs x 20 days x 2 teachers =$11,550.00.	$11,550.00	1120	Teacher Salaries Stipends			Technology Pathway	Integrated Student Supports
Teacher Salaries Stipends: Extended Contracts for 1 Teacher to facilitate the Exploring College, Career & Community Opportunity (ECCCO) Summer 2024 Program, through June 30, 2024. The ECCCO Summer teacher will support students in summer internships by providing work-based learning curriculum to students and assisting them to find internships and work site visits. The advisor will visit (in person or via Zoom) students at their internship sites to evaluate and support the students as they complete this important experience. This position is critical for students' success in the program, as it provides an adult liaison role between the student and the hosting organization that can help ensure students are doing what is required of them and also support the host organization and ensure their interactions and expectations for students are appropriate. This teacher will serve 12-15 total students during the summer program. The planned objectives for this contract is to support participating students to successfully complete ECCCO internships in the students' career interests. ***The HSLLO office is matching the salary for a total of $14,350 as such we plan to allocate $7,175 to meet the match requirement.***	$7,175.00	1120	Teacher Salaries Stipends			Technology Pathway	Work-Based Learning
Correcting Negatives in Measure N & H accounts: These funds are to offset all of the negatives in Measure N - Resource 9333 & Measure H - Resource 9339. The negatives are usually the result of cost differences between what was initially budgeted by the site and the actual Salary & Benefit Costs, as well as Mid-Year Salary Adjustments. This justification is to cover negatives in the 1xxx-3xxx object codes only, throughout the 2023-24 fiscal year.	$800.00	1xxx-3xxx	Salary & Benefit Costs Negatives			Whole School	
Strategic Carryover for Fiscal Year 2024-2025: Funds will be strategically carried over and used in fiscal year 2023-24, via the carryover approval process to support expenditures identified as needs at that time.	$205,098.57	4390	Carryover - Future			Whole School	

MEASURE N 2022-23 STRATEGIC CARRYOVER PLAN					
(for Fiscal Year 2023-24)					

Name of School Site	Sojourner Truth Independent Studies			**Site #**	**330**
Approved Strategic Carryover *(from prior years - Carryover Plan)*	**$260,385.34**	**In the box below, please indicate why you decided to allocate Strategic Carryover.**			
Total Budgeted Amount	$260,385.34	Due to COVID-19 and having to transition to a virtual platform with a fluid enrollment made it very challenging to leverage our limited resources last year. We are now able to use the strategic carryover funds to make strategic investments in staffing and professional development to support the new vision for our pathway.			
Remaining Amount to Budget	$0.00				

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measure N Education Improvement Plan (EIP) to support students and pathway development. **Proper justification is required below and should be used when creating an Escape Purchase Order request, Budget Transfer, Journal Entry request, HRA request, Consultant Contracts online, etc. Examples that can be used are available in the Measure N Justification Examples - A Resource for EIP Development document linked below.
Resources:	Measure N 2022-2023 Permissible Expenses
	Measure N Justification Examples - A Resource for EIP Development

BUDGET JUSTIFICATION **For All Budget Line Items,** enter 3-5 sentences to create a Proper Justification that answers the below questions. **For Object Codes 1120, 5825 and all FTE,** please also make sure to respond to the additional Budget Justification questions outlined in the **EIP Budget Justification Instructions.** - What is the specific expenditure or service type? Please provide a brief description (no vague language or hyperlinks) and quantify if applicable. - How does the specific expenditure impact students in the pathway? (Where possible, also consider how the expenditure supports your 3-year goals or 2023-24 strategic actions.) We encourage you to refer to this list **OUSD's Object Codes** if you have questions about which object codes to use. *Please note that this is a comprehensive list of all OUSD's object codes and not all of them are permissible uses of Measure N funds. Please refer to the Measure N Permissible Expenses document to confirm permissibility.*	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE & NUMBER	FTE %	WHOLE SCHOOL OR PATHWAY NAME	Which Linked Learning pillar does this support?

Classified Support Salaries: Hire a College & Career Specialist (CCS), at 1.0 FTE. The College & Career Specialist will provide support to our students to have more success in their college classes. The College & Career Specialist is responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. Responsible for transition to and success for at least one quarter once enrolled in community college, job training or employment. The CCS will establish relationships with community colleges, especially Career Technical Education programs, employers, job training organizations and other entities to ensure successful placements with career pathway opportunities that have clear opportunities for advancement to support employment in livable wage jobs. This person would work with both our concurrent enrollment students as well as our new graduates in the December and May cohorts. The goal is to see these students complete at least one community college course and then have the confidence to continue on this path. This expenditure will support students' access to Technology careers, for students specifically being remote it can be isolating to make the transition to college. The College & Career Specialist will work with the graduating seniors (approximately 100 students). PCN 9337, John Garcia (Salary and benefits included)	$128,278.85	2205	Classified Support Salaries	College & Career Specialist	1.0 FTE	Technology Pathway	Comprehensive Student Supports
Consultant Contract: Hire a Work Based Learning (WBLC) consultant to support of Strategic Goals #2 and #3, which address WBL and College and Career access. The WBL consultant will directly support 200 11th and 12th grade students with their senior portfolios and provide college and career exploration support. The WBL consultant will help develop and maintain industry partnerships aligned with technology careers. Last, the WBL consultant will provide targeted tech skills to support students thrive in a virtual learning environment. (Salary & Benefit Costs Included)	$92,106.49	5825	Consultant Contracts			Technology Pathway	Career Technical Education
Teacher Salaries Stipends: Extended Contracts for 24 Technology Pathway Teachers to participate in extra planning time to collaborate and integrate the technology pathway theme in core classes. 100% of students will benefit from participating in the technology CTE courses and internship experiences to increase their technical skills and knowledge. Students benefit by utilizing the technological tools and software in the CTE Pathway courses in each of their academic core and elective classes, extending their practice and ability to show their growth with a project outcome specific to the Technology goals. There will be twenty-four teachers that will participate (approximately 8.5 hours each) to serve the average of 375 students enrolled. (Salary & Benefits included)	$10,000.00	1120	Teachers Salaries Stipends			Technology Pathway	Enabling Conditions
Conference Expenses: Travel Expenses for the Technology Pathway Teachers to attend Professional Development. Opportunities for teachers to engage in teacher externships to learn more about technology industry in order to incorporate technology into the pathway.	$10,000.00	5220	Conference Expenses			Technology Pathway	Enabling Conditions

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

MEASURE N 2023-24 STRATEGIC CARRYOVER PLAN										
Effective: July 1, 2024 - June 30, 2025										
Name of School Site	SOJOURNER TRUTH INDEPENDENT STUDIES								Site #	330
Approved Strategic Carryover *(from prior years - Carryover Plan)*	$205,098.57	**In the box below, please indicate why you decided to allocate Strategic Carryover.**								
Total Budgeted Amount	$205,098.57	We decided to allocate strategic carryover to ensure we had enough funding for Pathway/College & Career personnel. In addition we wanted to allocate specific funding to support teacher planning time as we continue to navigate administering our Pathway on a virtual educational platform.								
Remaining Amount to Budget	$0.00									

NOTE:	Measure N funds are to be expended during the fiscal year for which the Measure N Education Improvement Plan was approved. Expenses from previous fiscal years cannot be paid for from Carryover funds.
Directions:	Please provide a detailed explanation as to how the carryover amount will be used to help you achieve your theory of action, address your root cause analysis, and how it supports and aligns to specific parts of your Measures N and 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 Measures N and H Proper Budget Justification Examples - A Resource for EIP, SCO, C/O and Budget Modification Development document linked below.
Resources:	Measures N and H 2024-2025 Permissible Expenses
	Measures N and 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 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 **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 Measure N funds. Please refer to the Measures N/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** (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)*
Classified Support Salaries: Hire a College and Career Readiness Specialist (CCRS), at 1.0 FTE. The College & Career Readiness Specialist will provide support to our students in the transition to postsecondary opportunities. The College & Career Readiness Specialist is responsible for supporting students in all aspects of transition to post-secondary with a focus on students entering community college, Career Technical Education, and job training, including pre-apprenticeship or apprenticeship readiness, job search and application skills, job placement success, and work-based learning experiences. 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 specifically being remote it can be isolating to make the transition to college. The College & Career Readiness Specialist will work with the graduating seniors (approximately 100 students). PCN 9337, John Garcia (Salary and benefits included)	$120,639.54	1105	Classified Support Salaries	College & Career Readiness Specialist	100.00%	Technology	Comprehensive Student Supports	Approved	

Supervisor & Administrative Salaries: Hire a Pathway Coach, .25 FTE. The Pathway Coach will support with building and maintaining industry relationships, linking community based organizations with at-risk youth, providing career exploration opportunities, and supporting CTE teachers over the course of the school year. The Pathway Coach will support all of the Alternative Education Schools by ensuring their access to community college opportunities for youth. The Pathway Coach will also ensure fidelity with programming, transition, graduation rates, and dropout rates. All of the students will be impacted because this employee will support them with opportunities to explore careers, get internships, have fulfilling CTE classes, and link their learning in high school to a pathway to college and career. PCN 2803 - Lauren Reid (Salary & Benefits Costs)	$44,847.61	2305	Supervisor & Administrative Salaries	College & Career Pathway Coach	25.00%	Technology	Enabling Conditions	Approved	
Teacher Salaries Stipends: Teacher Extended Contracts for 2 Teachers leading the Summer 2024 Induction Program Funding for two teachers to lead two summer technology literacy courses . The purpose of the summer induction program will focus on preparing students to be successful in the Pathway and general participation in an online coursework. Duties include teaching the course and providing individualized assistance to students in the course. Increased digital proficiency among our students will empower them to effectively use technology for learning and productivity. Improving digital literacy among high school students in our Technology Pathway program is essential to their academic and career success in the digital age. We aim to serve 150 of our most high-need transfer students . Our objectives are to support students acclimate to the SJT online environment, thereby getting them back on track to graduate. Students will receive a certification in Google WorkSpace -Applied Digital Skills after finishing the training and passing a certification assessment. Budget: 2 teachers at $38.50 hourly rate x 6 hours each + 25% benefit costs x 20 days = $11,550.00	$11,550.00	1120	Teacher Salary Stipeneds			Technology	Integrated Program of Study	Approved	
Teacher Salaries Stipends: Teacher Extended Contract for 2 teachers leading Summer Digital Literacy Professional Development. The Technology Institute's Digital Literacy Program will offer two distinct two week-long courses, one tailored for high school staff and the next for families. On completion of the training and passing a certification assessment, they will receive a certification in Google WorkSpace -Applied Digital Skills. This expenditure will support students by informing teachers and families of all necessary SJT tech platforms. The overall goal of the program is to reduce inequities, by enhancing the technology literacy of our school staff and families, we aim to reduce inequities in a technology-driven world. This initiative embodies our commitment to providing equitable opportunities for all members of our school community. The program will foster digital literacy, collaboration, and success in our virtual learning environment. Lastly, this expenditure supports Strategic Goal #1 in supporting students to achieve graduation with a baseline of technical knowledge and skill development to be college and career ready. Budget: 6 hours at $38.50 hourly rate + 25% Benefit Costs x 20 days x 2 teachers =$11,550.00.	$11,550.00	1120	Teacher Salary Stipeneds			Technology	Integrated Program of Study	Approved	
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 issue the 9th-12th grade 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 25 high school students participating in various summer internships approximately $500 per stipend. ($12,500 + admin fees, $1875)	$14,375.00					Technology		Approved	

Transportation Costs: Charter Bus Rentals for students to participate in Career Exploration. Including trips to Pixar and Google for career exploration and exposure for 20-30 10th-12th graders. 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.	$2,136.42				Technology		Approved	

Sojourner Truth
Technology: Programming and Software

Integrated Program of Study (CTE + Integrated Academics)	Work-Based Learning (WBL)	Student Supports

Integrated Program of Study (CTE + Integrated Academics)

Measure N H Investments
- Technology to support advanced CS classroom curriculum
- Contract CTE curriculum resources (codehs.com. codecombat)
- Computer applications and aligned standards based virtual curriculum
- Training and planning time for cross-curricular Technology Pathway integration

CTE Course Sequence

CS Principles, CS Programming, Senior CS Capstone Project

Cohorted Academic Classes, by Grade Level

- 10th ELA, Math/ Science, CS Principles
- 11th ELA, Math/ Science, CS Programming
- 12th ELA, Math/ Science, CS Senior Course

Pillar Components/Activities
- Utilizing technology applications to support students learning and accessibility:
- Dual Enrollment
- Computer Education Induction Programs for teachers and students
- Computer Applications courses w/CS components
- Ongoing professional development series for staff that focus on technology integration and instruction
- Basic coding and computer application courses that offer certifications
  - CodeHS
  - Code.org
  - Tynker.com
  - CodeCombat

Work-Based Learning (WBL)

Measure N/H Investments
- College & Career Readiness Specialist
- Pathway Coach
- Student internship stipends

Partnerships
- ECCCO
- Cypress Mandela Training Center
- Ignite Worldwide (Women in Tech)
- The Last Mile
- Salesforce
- CodeCombat (AI league)
- National Center for Women & Information Technology (NCWIT)
- Pathful Connect

Pillar Components/Activities
- Weekly Career Seminars
- ECCCO Internships
- Internship Peer Tech-hub
- Apprenticeship Opportunities (OUSD /Oakland Undivided)
- College & Career opportunities
- Career exploration visits

Student Supports

Measure N/H Investments
- Contracted East Bay Consortium services

Partnerships
- East Bay Consortium
- OUSD Linked Learning Office
- Inroads/College Link (Michael Raines, Volunteer)
- UC/CSU/Peralta Comp Sci Student Volunteers to push into Comp App/Sci classes
- Boomerang Project Link-in

Pillar Components/Activities
- Post-Secondary Advisory
- Senior Advisory
- Student Recognitions and Awards
- College and Career Center
- College Application Workshops
- FAFSA workshops
- Oakland Promise support
- Career Advisory
- College Visits & HBCU