PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 330   **School:** Sojourner Truth Independent Study

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$0.00	$0.00	$0.00	Low-Performing Students Block Grant (LPSBG)	$0.00	$0.00	$0.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Comprehensive Support & Improvement (CSI) Grant	$0.00	$0.00	$0.00
General Purpose Discretionary	$165,000.00	$0.00	$165,000.00	Measure G	$0.00	$0.00	$0.00
LCFF Supplemental	$0.00	$0.00	$0.00	Measure N	$177,113.16	$177,113.16	$0.00
LCFF Concentration	$0.00	$0.00	$0.00	Measure G1	$0.00	$0.00	$0.00
Title I: Basic	$0.00	$0.00	$0.00	Perkins	$0.00	$0.00	$0.00
Title I: Parent Participation	$0.00	$0.00	$0.00	California Partnership Academy	$0.00	$0.00	$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, newsletters...etc, to communicate vision to the extent that stakeholders begin taking ownership	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		330-1
		Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	Schoolwide Enabling Conditions			Enter object code at left.		Enter position number at left.		330-2
$0.00		Career Research Project: To write/create the career research assignment to be completed by all students.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		330-3
$0.00		Industry Partnerships: Find/maintain tech industry partners to provide internships and other types of WBL support such as mentorships, job shadows, etc.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		330-4

		Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes and address student language and literacy needs	Language & Literacy	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	330-5
$0.00	Measure N	Revise Orientation to Incorporate Pathway Theme: Give all students Tech pathway requirements and resources	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	330-6
$0.00	Measure N	Senior Portfolio: Develop grade level assignments to include in an e portfolio aligned with Pathway theme	Rigorous Academics	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.	330-7
$0.00	Measure N	Tech CTE Scope and Sequence: Clarify Scope and Sequence of pathway courses.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	330-8
$0.00	Measure N	Student Clubs: Continue with and expand the Computer Club and Anova to provide additional Career Technical Education opportunities to GATE students and students with a high interest in Technology.	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.	330-9
$0.00	Measure N	Independent Learners: Do targeted activities about being an independent learner, in order to increase student responsibility	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	330-10
$0.00	Measure N	Collaboration: Ensure that students learn to collaborate in groups either in person or digitally	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	330-11
$0.00	Measure N	Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.	330-12

$45,382.00	Measure N	STIP Sub: Hire a STIP sub to provide targeted tech skills support for students who need extra assistance and align with WBL opportunities	Language & Literacy	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		Enter position number at left.	330-13
$14,755.00	Measure N	Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	330-14
$10,000.00	Measure N	Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Rigorous Academics	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.	330-15
$10,000.00	Measure N	Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Work-Based Learning	Goal 1: Graduates are college and career ready.	4420	Computer < $5,000		Enter position number at left.	330-16
$2,500.00	Measure N	Teacher Externships: Opportunities for teachers to engage in teacher externships to learn more about the Technology industry in order to incorporate the pathway tech theme into their core content areas	Rigorous Academics	Goal 1: Graduates are college and career ready.	5200	Travel And Conferences		Enter position number at left.	330-17
$5,000.00	Measure N	Travel and Conferences: Learn about best practices to support integrated, rigorous academics with pathway theme	Rigorous Academics	Goal 1: Graduates are college and career ready.	5200	Travel And Conferences		Enter position number at left.	330-18
$10,000.00	Measure N	Collaborative Retreat focused on the 4-pillars of Linked Learning and ensuring the creation of pathway experiences for all students	Rigorous Academics	Goal 1: Graduates are college and career ready.	5220	Conference Expense		Enter position number at left.	330-19
$800.00	Measure N	Student Certifications: Certifications/License Fees for students to participate in and receive IT certification	Rigorous Academics	Goal 1: Graduates are college and career ready.	5300	Dues & Memberships		Enter position number at left.	330-20

$8,000.00	Measure N	Student Internships: Issue student internships as part tech pathway through OUSD's ECCCO program	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.	330-21
$10,000.00	Measure N	Technology Courses and Support: Work with Glover Center, who will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	5825	Central Consultants		Enter position number at left.	330-22
$17,000.00	Measure N	College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students; specifically our Latino and African American students	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Central Consultants		Enter position number at left.	330-23
$36,176.16	Measure N	Expanded Learning - contract services for Tech courses, internships, WBL and industry experiences outside the classroom	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Central Consultants		Enter position number at left.	330-24
$7,500.00	Measure N	Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	Work-Based Learning	Goal 1: Graduates are college and career ready.	5826	External Work Order Services		Enter position number at left.	330-25

Action Research	Sojourner Truth Independent Study
Pathway/s:	Technology
Top 5 Measure N Funding Commitments	1) Extended Planning time for teachers to develop integrated cross-curricular technology projects 2) Hiring a STIP to provide individualized student support for technology skills and engage in WBL experiences aligned to those skills 3) Continue our partnership with East Bay Consortium for students to research and apply to college and career options especially in the tech industry
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How do we create a high-quality Linked Learning pathway in an Alternative Education/Independent Studies setting?
What did you discover in the past year? *(Please use data to support.)*	Building a shared understanding and cultivating ownership of our teaching staff is critical for pathway development. Furthermore, ownership of the pathway not only means generating ideas, but eventually refining and focusing those ideas. At this point, most teachers are integrating Google Applied Digital Technology skills in their curriculum and instruction (e.g. Google Scavenger Hunt). Moreover, we need to further develop key partnerships (e.g. Glover Center) to make our pathway more robust. Lastly, we have to collect and analyze data to ensure and improve implementation of pathway design features.
What are you going to *do differently* or *change* moving forward?	-Incorporate more student work utilizing Google Applied Skills into students' e-portfolios as evidence of pathway themed student learning. -Explore and deepen potential partnership with Glover Center. -Identify, collect, and analyze implementation data to ensure implementation and improve quality of our pathway.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	If we continue to refine implementation of CTE program of study and integrating CTE Tech standards into core curriculum, then students will be more proficient in the use of technology in college and the workplace.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Sojourner Truth Independent Study   **School ID:** 330

School Description

This school community is located on the King Estates campus sharing the facility with Rudsdale Continuation High School and the BayTech charter school program. This school campus is located in a safe city neighborhood of middle class homes. While Oakland is considered a major urban city, this school's particular location is away from the high crime that prevails in many areas of the city of Oakland. However, most students who attend come from other poorer and majorly urban neighborhoods of this city. Thus, students may have to take several city buses or find transit across the greater Oakland area to get to this school's campus.

The students who attend Sojourner Truth are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime-related neighborhoods of poverty. Unemployment within the adult population is pandemic, with sixty percent or more of the households receiving some economic subsidy. Sojourner Truth students are adversely impacted by substantial environment risks and poor health conditions. Students' daily interactions include exposure to gang activities, crime and substance dependency. A significant percentage of students either come from single-parent homes or are being raised by another adult than a parent. All these descriptors are contributing factors that substantially impact student learning. The independent study program, however, seems to enroll students and their families who more readily support and sustain a stable environment and for several, these students come to the independent study program due to cultural and religious safety issues.

Sojourner Truth Independent Study Program follows the guidelines of the California Department of Education and has developed a comprehensive school program. This program offers classes from Kindergarten to twelfth grade. This high school program has weekly curriculum assignments that have been developed and written by the School Pathways Company. This company worked with Sojourner Truth and the Oakland Unified School District to develop independent study modules that are aligned with the Common Core Curriculum Standards, and meet state department of education guideline for independent study regulations. This computer-assisted program allows all students to have access to the core curriculum and matriculate through the high school program within the semester sequence.

The Sojourner Truth Electronic Learning Program (ELP) is an adjunct program that integrates the core curriculum with technology (Blended Learning) or a method that shift teacher instruction and attend to differentiation by incorporating technology in the useful, meaningful ways to enhance student learning. This program has two sections: a morning and an afternoon program that allows up to 45 students at one time to access online computer courses. Students work at their own pace and receive credits following completion of specific course modules and performance assessments.

School Mission and Vision

VISION: Our students will graduate from high school with the tools to further their academic or career goals. They will possess a willingness to continually challenge themselves and become socially responsible. Students will be empathetic citizens with an appreciation for diversity.

MISSION: The mission of Sojourner Truth School Community is to awaken the minds of our students by creating a nurturing environment that empowers students to achieve excellence through individualized instruction.

1B: 19-20 STRENGTHS & CHALLENGES

Instructions: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	Students coming with some or much of their A-G requirements met largely graduate with a 230 credit high school diploma from Sojourner Truth. We have maintained a graduation rate of above 30% and have decreased our drop out rate by approximately 12%.	On the other hand, when students are far behind, they are less likely to graduate with a 230 credit high diploma and opt for a 190 credit high diploma, without all their A-G requirements met.
On Track to Graduate (11th Grade)	We have increased the percentage of 11th grade students who are on track by approximately 7%.	Our number of off-track students continues to be above 80%.
A-G Completion	Approximately a 5% increase in students graduating with A-G requirements met.	Over 85% of our students continue to graduate without their A-G requirements met.
SBAC ELA	Approximately 60% of students have met or nearly met the standard.	A 10% decrease in students meeting the standard.
SBAC Math	Approximately 25% of students continue to exceeded or met the standard.	Roughly a 3% increase in students not meeting the standard.
AP Pass Rate/Dual Enrollment Pass Rate	We do not have any dual enrollment or AP classes.	Scheduling for AP and dual enrollment classes continues to be challenging as students have individualized schedules.
Pathway Participation/CTE Enrollment*	All students are enrolled in the pathway.	Increasing students to pathway experiences (e.g. WBL and CTE). No Aeries field available for SJT to tag students as enrolled in our pathway.
English Learner Progress	Roughly 64% of students met ELPAC requirement for reclassification.	Roughly 36% of students did not meet ELPAC requirement for reclassification.
Suspension Rate	We have had a 0% suspension rate for approximately the last seven years.	We continue to struggle with student attendance.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	At least a 20% increase in students' graduation rate annually by 2020	All Students	+2pp	55.10%	57.10%	59.10%	
Dropout Rate	Decrease by at least 3%	All Students	-3pp	26.87%	23.87%	20.87%	
A-G Completion Rate	Increase in the # of students who take A-G courses and graduate with 230 credits by at least 10 percentage points annually by 2020.	All Students	+3pp	10.34%	Coming soon	Coming Soon	
FAFSA Completion Rate	Increase by 3%	All Students	+3pp	Coming soon	Coming soon	Coming Soon	
College Enrollment	Increase by 3%	All Students	Coming soon	Coming soon	Coming soon	Coming soon	
Grade 10 Pathway Participation	90% of students participate in Technology Pathway experience (e.g. project connected to theme, mentorship, job shadow, etc. by 2020)	All Students	+5pp	n/a	n/a	90%	

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Increase by 5%	All Students	+5pp	62.60%	67.60%	52.60%	
Suspensions	Maintain a suspension rate below 5%.	African-American Students	-2pp	0.00%	0.00%	0.00%	
Suspensions	Maintain a suspension rate below 5%.	Students with Disabilities	-2pp	1.92%	0.00%	0.00%	
Chronic Absence	Not applicable	African-American Students	-2pp	n/a	n/a	n/a	

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	All Students	+15 points DF3	-58.6	-38.6	coming soon	
ELA SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	
ELA SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	English Learners	+20 points DF3	n/a	n/a	n/a	

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	All Students	+15 points DF3	-148.7	Coming soon	coming soon	
Math SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	Students with Disabilities	+20 points DF3	n/a	n/a	n/a	

| Math SBAC | Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021. | English Learners | +20 points DF3 | n/a | n/a | n/a | |

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)							
Measure	**School Goal**	**Target Student Group**	**District Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**	**Related WASC Goal**
ELL Reclassification	Increase the percentage of students meeting the ELPAC requirement for reclassification by 5% each year and have 75% of students meeting the ELPAC requirement by June 2021.	English Learners	16%	33.33%	16.00%	16.00%	
LTEL Reclassification	Increase the percentage of students meeting the ELPAC requirement for reclassification by 5% each year and have 75% of students meeting the ELPAC requirement by June 2021.	Long-Term English Learners	25%	36.36%	25.00%	25.00%	

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)							
Measure	**School Goal**	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**	**Related WASC Goal**
SRI Growth of One Year or More	Increase percentage of students "above or at grade level" for SRI performance by 5% each year and have 50% of students "above or at grade level" for SRI performance level by June 2021.	All Students	+5pp	15.94%	20.94%	25.94%	
SRI Multiple Years Below Grade Level	Decrease the percentage of students "multiple grade levels below" for SRI performance by 5% each year and have less than 20% of students "multiple grade levels below" on SRI performance by June 2021.	All Students	-5pp	23.30%	18.30%	13.30%	

School:	Sojourner Truth Independent Study	School ID: 330

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

Click here for the full Measure N rubric.

KEY:

1: Not at all   *3: Mostly*

2: Somewhat   *4: Completely*

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	The majority of staff meetings address some aspect of our pathway including school goals to address our mission and vision (e.g. weekly email, monthly staff meetings, bimonthly Pathway Design Team meetings, monthly Faculty Council meetings.)	Continue fleshing out implementation of CTE program of study and integrating CTE Tech standards into core curriculum.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Use student data as indicators for ongoing discussions to inform decision-making and alignment of resources (including human resources) to improve student improvement and school's goals.	Continue building a shared understanding of pathway development between both programs, that is: Electronic Learning Program and Independent Study Program.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	We continue to both support and push our staff to take ownership of the school's pathway - in both developing/identify pathway design features and implementing them.	Collect implementation and outcome data for pathway design features.
School Leadership & Vision Goal for 2019-20:	Use data to drive decision making and ensure implementation of design features.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Increased shared understanding of pathway theme.	Continue building a shared understanding of pathway development between both programs, that is: Electronic Learning Program and Independent Study Program.
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Consistent design team membership ensures continued momentum and growth.	Continue building a shared understanding of pathway development between both programs, that is: Electronic Learning Program and Independent Study Program.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	The distinction between providing input, recommending, and making the final decision is more clear in the process of decision-making.	Continue building a shared understanding of pathway development between both programs, that is: Electronic Learning Program and Independent Study Program.

Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	Leadership is very clear in terms of leveraging systems and resources to maximize efforts.	Continue fleshing out implementation of CTE program of study and integrating CTE Tech standards into core curriculum.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	Leadership is clear about implementation of policies and procedures that facilitates equity of access. All students are enrolled in the pathway.	Collect implementation and outcome data for pathway design features.
Systems & Structures Goal for 2019-20:	Use data to drive decision making and ensure implementation of design features.		

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, newsletters...etc, to communicate vision to the extent that stakeholders begin taking ownership				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		
Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready				Enter object code at left.		Enter position number at left.			Schoolwide Enabling Conditions		

LANGUAGE & LITERACY

School: Sojourner Truth Independent Study   Link to 18-19 SPSA

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Partially Implemented	Somewhat Effective	There is now a writing component in most of our courses. We still need to identify a writing rubric.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	All Students	-58.6	-38.6	coming soon	
ELA SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	Students with Disabilities	n/a	n/a	n/a	
ELA SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	English Learners	n/a	n/a	n/a	
SRI Growth of One Year or More	Increase percentage of students "above or at grade level" for SRI performance by 5% each year and have 50% of students "above or at grade level" for SRI performance level by June 2021.	All Students	15.94%	20.94%	25.94%	
SRI Multiple Years Below Grade Level	Decrease the percentage of students "multiple grade levels below" for SRI performance by 5% each year and have less than 20% of students "multiple grade levels below" on SRI performance by June 2021.	All Students	23.30%	18.30%	13.30%	

ELL Reclassification	Increase the percentage of students meeting the ELPAC requirement for reclassification by 5% each year and have 75% of students meeting the ELPAC requirement by June 2021.	English Learners	33.33%	16.00%	16.00%	
LTEL Reclassification	Increase the percentage of students meeting the ELPAC requirement for reclassification by 5% each year and have 75% of students meeting the ELPAC requirement by June 2021.	Long-Term English Learners				

THEORY OF ACTION

Theory of Action	If we identify a writing rubric to get a baseline of students writing and analyzing as a staff to calibrate around high-quality writing coupled with teacher training on best reading and writing practices, we will begin to see significant improvement in students reading and writing skills.
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas and the WBL opportunities; Additionally, the real-world and hands on learning opportunities will support ELL students
How are you building conditions for student and adult learning?	Work more collaboratively with mental health staff to better address students socio-emotional needs.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes and address student language and literacy needs			1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.

RIGOROUS ACADEMICS & CTE

School: Sojourner Truth Independent Study

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2	2	3-	Pathway theme is now clear to staff.
Integrated Core	2	2	2+	Continue fleshing out implementation of CTE program of study and integrating CTE Tech standards into core curriculum.
Cohort Scheduling	2	2	2+	The nature of the Sojourner Truth program, with various and unique attendance patterns, makes it very difficult to create a cohort schedule.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2+	2+	3-	Continue fleshing out implementation of CTE program of study and integrating CTE Tech standards into core curriculum.
Collaborative Learning	2+	2+	2+	Creating more structured opportunities for students to collaborate in person and virtually.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	2+	2+	3-	Teachers are now sharing best practices around addressing our CTE standards in core curriculum.
Collaboration Time	3-	3	3	Teachers have monthly protected time to collaborate.
Professional Learning	3	3	3-	We need to increase teacher involvement and ownership of professional learning.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Partially Implemented	Somewhat Effective	There is now a writing component in most of our courses. We still need to identify a writing rubric.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	All Students	-148.7	Coming soon	coming soon	

Math SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	Students with Disabilities	n/a	n/a	n/a	
Math SBAC	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.	English Learners	n/a	n/a	n/a	
Standards Based Instruction/ Project-Based Learning	Every teacher integrates technology-based projects Google Applied Digital Skills https://applieddigitalskills.withgoogle.com/en/apps All students add work samples to ePortfolio including Reflection on growth	All Students	30%	100%	100%	Increase the links to career and college readiness, and post high school (real-world) experiences.
Career Technical Education Sequence	Every teacher integrates technology-based projects Google Applied Digital Skills https://applieddigitalskills.withgoogle.com/en/apps All students add work samples to ePortfolio including Reflection on growth	All Students	30%	100%	100%	Increase the links to career and college readiness, and post high school (real-world) experiences.
Graduate Capstone/ Culminating Experience	100% of students will embed a unique career project in the Senior Project that demonstrates students' mastery of technology skills.	All Students	30%	100%	100%	Develop concise School-wide Learning Outcomes that are descriptive statements of what students are expected to know, do or be able to understand upon graduation
Course Passage Rates	10% increase in the #of students who complete requirements every year	All Students	20%	80%	80%	Increase the links to career and college readiness, and post high school (real-world)

THEORY OF ACTION

Theory of Action	If we clarify expectations for our Pathway for students and staff then staff and students will participate and exhibit growth.at acquiring technology skills.
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas and the WBL opportunities; Additionally, the real-world and hands on learning opportunities will support ELL students
How are you building conditions for students and adult learning?	Work more collaboratively with mental health staff to better address students socio-emotional needs.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Revise Orientation to Incorporate Pathway Theme: Give all students Tech pathway requirements and resources	Measure N	$0.00		Enter object code at left.		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.

Activity	Measure	Cost	Object Code	Object Code Description	Position	Position Number	Strategy	Priority	Goal
Senior Portfolio: Develop grade level assignments to include in an e portfolio aligned with Pathway theme	Measure N	$0.00		Enter object code at left.		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Tech CTE Scope and Sequence: Clarify Scope and Sequence of pathway courses.	Measure N	$0.00		Enter object code at left.		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Student Clubs: Continue with and expand the Computer Club and Anova to provide additional Career Technical Education opportunities to GATE students and students with a high interest in Technology.	Measure N	$0.00		Enter object code at left.		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Measure N	$14,755.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.	Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Teacher Externships: Opportunities for teachers to engage in teacher externships to learn more about the Technology industry in order to incorporate the pathway tech theme into their core content areas	Measure N	$2,500.00	5200	Travel And Conferences		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Technology Courses and Support: Work with Glover Center, who will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas	Measure N	$10,000.00	5825	Central Consultants		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Travel and Conferences: Learn about best practices to support integrated, rigorous academics with pathway theme	Measure N	$5,000.00	5200	Travel And Conferences		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Measure N	$10,000.00	4310	School Office Supplies		Enter position number at left.	Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.
Collaborative Retreat focused on the 4-pillars of Linked Learning and ensuring the creation of pathway experiences for all students	Measure N	$10,000.00	5220	Conference Expense		Enter position number at left.	Building the Conditions	Rigorous Academics	Goal 1: Graduates are college and career ready.

Student Certifications: Certifications/License Fees for students to participate in and receive IT certification	Measure N	$800.00	5300	Dues & Memberships		Enter position number at left.		Career Technical Education	Rigorous Academics	Goal 1: Graduates are college and career ready.

WORK-BASED LEARNING		School:	Sojourner Truth Independent Study	Link to 18-19 SPSA

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	1+	2	More WBL opportunities available to students (e.g. career exploration visits, internships, and guest speakers)
Pathway Outcomes	2	2+	3-	We have clearly identified three certifications we can work towards (i.e.Google Sherpa, Google Suite, Google IT).
Pathway Evaluation	2	2+	2+	Need to collect more implementation and outcome data for pathway design features (e.g. number of students earning certification).

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Develop a sequence of courses that equip students basic and advanced technology skills,from calendaring, email, and Google drive apps to programming and digital media.	Fully Implemented	Effective	Each teacher has at least one Google Applied Digital Skill in their curriculum and instruction.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Exploration	Students will use Google Applied Digital Skills to complete career research project. We will continue to have Speakers, Career Visits, and Career Symposium.	All Students	10%	30%	80%	Increase the links to career and college readiness, and post high school (real-world) experiences.
Career Preparation	Students will participate in resume workshops and attend Glover Center Technology courses	All Students	10%	20%	40%	Increase the links to career and college readiness, and post high school (real-world) experiences.
Career Training	1st semester Google Sherpa Certification,1year Google Suite Certification, 1 year IT certification	All Students	0%	0%	20%	Increase the links to career and college readiness, and post high school (real-world) experiences.

THEORY OF ACTION

THEORY OF ACTION	
Theory of Action	If we develop strong community partners, then we will be able to provide our students opportunities to gain industry certifications, internships, and exposure to the tech field.
How are you supporting English Language Learners?	We make sure that students language is not a barrier to students getting their needs met. We make sure students have access to translators if needed and we look for opportunities to be cultural sensitive or competent in that we always try to refer students to staff they trust and more incline to open up in a manner that would facilitate meeting students' needs.
How are you building conditions for student and adult learning?	Work more collaboratively with mental health staff to better address students socio-emotional needs.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Career Research Project: To write/create the career research assignment to be completed by all students.		$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
STIP Sub: Hire a STIP sub to provide targeted tech skills support for students who need extra assistance and align with WBL opportunities	Measure N	$45,382.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Work-Based Learning	Language & Literacy	Goal 1: Graduates are college and career ready.
Industry Partnerships: Find/maintain tech industry partners to provide internships and other types of WBL support such as mentorships, job shadows, etc.		$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Student Internships: Issue student internships as part tech pathway through OUSD's ECCCO program	Measure N	$8,000.00	5825	Central Consultants		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	Measure N	$7,500.00	5826	External Work Order Services		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Measure N	$10,000.00	4420	Computer < $5,000		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Expanded Learning - contract services for Tech courses, internships, WBL and industry experiences outside the classroom	Measure N	$36,176.16	5825	Central Consultants		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS

School: **Sojourner Truth Independent Study** **Link to 18-19 SPSA**

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Support of Student Needs	3+	3+	3+	We have a 0% referral and suspension rate
College & Career Plan	2	2	2	Only seniors have incorporated their college and career plans in their e-portfolio.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Increased one-on-one meetings to provide more differentiated supports to students.	Fully Implemented	Highly Effective	According to our WASC report, the strength of our program is provide SEL or differentiated support services to all students. The nature of our program, which is design to provide one-on-one or small group differentiated curriculum to students in need. This setting and master schedule enable teachers to build positive and trusting relationships with students.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	All students are aware and have access to our academic and SEL counselors. Attendance - a centralized person will message students that miss class.	All Students	N/A	N/A		Develop and implement strategies to improve parent engagement by creating new workshops for families and implementing procedures that work with staff members; by regularly calling parents; and when needed, by setting up face-to-face meetings, to communicate students' successes and/or need of improvements.
College Access	Increase number of College Visits (both field trips and colleges coming to us) Financial Aid Nights to help families complete FAFSA. Include 9-10 graders in college visits and exploration.	All Students	N/A	N/A		Increase the links to career and college readiness, and post high school (real-world) experiences.
Differentiated Interventions	Increase use of online resources to connects students that addresses student's academic needs such as commonlit.org and Google classroom. Google Classroom	All Students	N/A	N/A		Increase the links to career and college readiness, and post high school (real-world) experiences.

THEORY OF ACTION

Theory of Action	If we make resources clearly accessible to our students, then students will be capable of taking ownership of their educational needs.
How are you supporting English Language Learners?	We make sure that students language is not a barrier to students getting their needs met. We make sure students have access to translators if needed and we look for opportunities to be cultural sensitive or competent in that we always try to refer students to staff they trust and more incline to open up in a manner that would facilitate meeting students' needs
How are you building conditions for students and adult learning?	Work more collaboratively with mental health staff to better address students socio-emotional needs.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal

Independent Learners: Do targeted activities about being an independent learner, in order to increase student responsibility	Measure N	$0.00		Enter object code at left.		Enter position number at left.	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Collaboration: Ensure that students learn to collaborate in groups either in person or digitally	Measure N	$0.00		Enter object code at left.		Enter position number at left.	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students; specifically our Latino and African American students	Measure N	$17,000.00	5825	Central Consultants		Enter position number at left.	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Measure N	$0.00		Enter object code at left.		Enter position number at left.	Comprehensive Student Supports	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.