

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1426  
Introduction Date: 6/27/18  
Enactment No.: 18-1150  
Enactment Date: 6/27/18  
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**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Sojourner Truth Independent Studies.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Sojourner Truth Independent Studies.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Sojourner Truth Independent Study  
**CDS Code:** 1612596114011  
**Principal:** Willie Thompson  
**Date of this revision:** 5/14/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Willie Thompson	<b>Position:</b> Principal
<b>Address:</b> 8251 Fontaine Street Oakland, CA 94605	<b>Telephone:</b> 510-729-4308 <b>Email:</b> willie.thompson@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Sojourner Truth Independent Study

**Site Number:** 330

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program          | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program            | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** May 10<sup>th</sup> 2018

6. The public was alerted about the meeting(s) through one of the following:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

**Signatures:**

Willie Thompson, School Principal

*Willie Thompson*  
Signature

5/10/2018  
Date

Nareisha Williams  
Name of SSC Chairperson

*Nareisha Williams*  
Signature

5/10/18  
Date

Preston Thomas, Network Superintendent

*Preston Thomas*  
Signature

6/5/18  
Date

Marla Williams  
Marla Williams, Officer, State and Federal Programs

*Marla Williams*  
Signature

6/5/18  
Date



**2018-2019 Final Budget****Programs Included in This Plan**

The School Site Council intends for this school to participate in the following programs:

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$31,040.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$124,160.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$155,200.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$27,215.00	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$669.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$27,884.00</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**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.

#### Family & Student Engagement

### SCHOOL DATA SLIDES

[Sojourner Truth Data Slides](#)

**1B: 18-19 NEEDS ASSESSMENT**

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	We have begun the process of working with RAD to develop accurate, reliable, and relevant indicators to inform our decision making	According to the dashboard data, between 2012 and 2016, Independent Study's average cohort graduation and dropout rate was 21.4 and 43.4 respectively. Due to mitigating factors, such as incorrect use of formulas to track students' graduation rate, the inconsistent process (coding) of tracking student entering and leaving program, the graduation and dropout data is misleading, inaccurate and unreliable. However, we are in the process of working with RAD to identify and develop accurate and relevant indicators that will inform our decision making.	Continue to work with RAD to develop accurate, reliable, and relevant indicators to inform our decision making
<b>On Track to Graduate (11th Grade)</b>	Due to nature the nature of the Independent Study program, the majority of students who enroll in Independent Study are off-track, with 93.2% failing to meet the district's AG requirements. However, with exception of Math at 20.3% and Science at 35.6%, students have made significant progress in meeting AG requirements, with History at 49.3%, English at 50.8%. and Language at 71.2% respectively	The master schedule, students' attendance, resources, and insufficient SEL support have hampered our ability to develop a curriculum and Pathway that meets the A-G requirement (graduating with 230 credits), ensuring our students of becoming college. career, and community ready.	Create a master schedule that maximizes opportunities for students to meet A-G requirements...Strengthen advisory program, hire case managers to provide more SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support
<b>A-G Completion</b>		Approximately 95% of our students are not meeting the A-G requirements	Create a master schedule that maximizes opportunities for students to meet A-G requirements...Strengthen advisory program, hire case managers to provide more SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support
<b>SBAC ELA</b>	Between 2015-16 and 2016-17, approximately 63% of the students scored: nearly met, met, or exceeded standards on the SBAC ELA assessment. Between 2015-16 and 2016-17, when the majority of students have been administered the test, approximately 49% have consistently average one year below, at grade level or above on the Scholastic Reading Inventory.	The master schedule, students' attendance, resources, and insufficient SEL support have hampered our ability to develop a curriculum and Pathway that meets the A-G requirement (graduating with 230 credits), ensuring our students of becoming college. career, and community ready.	Strengthen advisory program: hire case managers to provide more SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support

<b>SBAC Math</b>	We have continued to develop partnerships and leverage resources (including human resources) to strengthen advisory program, to provide more academic and SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support.	On average, over a two year period (2015-16 and 2016-17) approximately 85% of the students are not meeting Math Standards.	We have continued to develop partnerships and leverage resources (including human resources) to strengthen advisory program, to provide more academic and SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support.
<b>AP Pass Rate/Dual Enrollment Pass Rate</b>	We do not have any due enrollment classes. However, we have begun the process of developing partnerships with community colleges in our efforts to leveraging resources (including human resources) to create a dual enrollment program. ,	Because of the uniqueness of Independent Study,we have been challenged in identifying the school's identity, the core curriculum, instructional strategies, and the pathway that we will use to get all students college, career, and community ready. As a result, we do not have any students enrolled in a pathway. However, we have begun a concerted and collaborative effort to start the process.	Continued to develop partnerships and leverage resources (including human resources) to strengthen advisory program, to provide more academic and SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support.
<b>Pathway Participation/CTE Enrollment*</b>	We have made decision to create a Technology Pathway which has enabled us to make concerted and collaborative efforts to start the process of creating systems, processes, and support that will foster a learning community with a focus on students being college, career, and community ready.	Because of the uniqueness of Independent Study,we have been challenged in identifying the school's identity, the core curriculum, instructional strategies, and the pathway that we will use to get all students college, career, and community ready. As a result, we do not have any students enrolled in a pathway. However, we have begun a concerted and collaborative effort to start the process.	Now that we have made decision to create a Technology Pathway, it has enabled us to make concerted and collaborative efforts to start the process of creating systems, processes, and support that will foster a learning community with a focus on students being college, career, and community ready.
<b>English Learner Progress</b>	Over the last three school years, students' slide has	We continue to struggle with students' attendance. Because of the very small # of students in program, varying between 1 and 5 between 2014-15 and 2016-17, the percentages are extreme(66% growth in 2015, 14.3% in 2015-16, and 44.4% in 2016-17) as well, making data unreliable in terms of measuring growth.	Continue to provide students more SEL support
<b>Suspension Rate</b>	We have had a 0% suspension rate for approximately the last seven years.	We continue to struggle with students' attendance	Continue to provide students more SEL support



**1C: STUDENT PERFORMANCE GOALS & TARGETS**

	<b>June 2021 Goal</b>	<b>Related LCAP Goal</b>	<b>Target Student Group</b>	<b>2016-17 Baseline</b>	<b>2017-18 Target</b>	<b>2018-19 Target</b>	<b>Related WASC Goal</b>
<b>Graduation Rate</b>	At least a 20% percentage increase in students' gra	Goal 2: Students are proficient in state academic standards	All Students	21.40%	25.80%	30.8%	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
<b>On Track to Graduate (11th Grade)</b>	At least 15% increase annually in the # of students who take A-G courses and graduate with 230 credits by 2020..		11th grade students	6.8	8.20%	8.43	Continue to implement Common Core Standards
<b>A-G Completion</b>	Increase in the # of students who take A-G courses and graduate with 230 credits by at least 10 peercentage point annually by 2020	Goal 3: Students are reading at or above grade level	All Students	10%	20%	30%	Continue to implement Common Core Standards
<b>SBAC ELA</b>	. 15% and 10% respectively..student who are 1 year below, at grade level or exceeding on SRI and SBAC for the next two years or 2020	Goal 2: Students are proficient in state academic standards	All Students	48.3%--59.4%	55.5%--61%	63.9%--67.2%	Reading, writing, and speaking grounded in evidence from texts, both literary and informational. ...
<b>SBAC Math</b>	Increase the % of students who are near,,at or above standards on SBAC by at least 10% percent for the next two years	Goal 2: Students are proficient in state academic standards	All Students	16%	17.60%	19.4	The goal is to have a greater but deeper focus on fewer topics in Mathematics, coherence... linking topics and thinking across grades, and conceptual understanding of procedural skills and application
<b>AP Pass Rate</b>	n/A		All Students				
<b>Dual Enrollment Pass Rate</b>	Increase the # of students who are dual enrolled by at least 10 percentage points each year until 2020. Also, increase the number of students entering a two or four-year college/university after graduation by at least 10 percentage points each year until 2020.	Goal 1: Graduates are college and career ready	All Students	N/A	10%	20%	. Increase the links to career and college readiness, and post high school (real-world)

<b>Pathway Participation/ CTE Enrollment*</b>	. 90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, etc...by 2020	Goal 5: Students are engaged in school everyday	All Students	0%	0%	50%	. Increase the links to career and college readiness, and post high school (real-world)
<b>English Learner Progress</b>	Increase ELs and long term ELS' reclassification rate by at least 10 percentage points for the next two years.	Goal 4: English learners are reaching English fluency	All Students	44.40%	48.80%	53.70%	Increase the links to career and college readiness, and post high school (real-world)
<b>Suspension Rate</b>	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	Goal 5: Students are engaged in school everyday	All Students	0%	0.02% or less	0.02% or less	Develop and implement strategies to improve parent engagement

**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
<b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Early on, we understood the importance of having a very clear vision for student improvement and sought to facilitate a collective vision by using various platforms such as Google Docs, ,Facebook, and Rudsdale Website to communicate it to most of the stakeholders.	Continue the process of using various platform to communicate vision to the extent that stakeholders begin taking ownership
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 the process by creating a master schedule to carve out time to have discussions
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	As we use data to drive collaborative decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme, we invariably foster the conditions that facilitates change... that is the best indicator of change leaders.	We want improve on the intentionality of process
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	Use data to drive decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
<b>Staffing Structure Aligned to Purpose:</b> 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	Due to the lack of a very clear pathway theme, we have been limited in creating comprehensive structures and systems that are aligned with school's purpose. This has led to lack of coherence with support staff. The aforementioned has limited our ability to focus on student equity... that is: creating a student individualized plan to be college, career, and community ready	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<b>Alignment and Coherence of Leadership Bodies</b> 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	Again, the leadership team has a very clear and shared understanding of school's goals; but, due to not having develop a very clear pathway theme, we have not been intentional in implementing plan.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<b>Decision-Making Structure:</b> 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	Again, the leadership team has a very clear and shared understanding of protocols that will drive our decision-making; but, due to not having develop a very clear pathway theme, we have not been intentional in using relevant data to inform us.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready

<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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, but due to lack of clarity o pathway, we have been limited in our intentionality	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<b>Equity Stance:</b> 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, but due to lack of clarity of pathway, we have been limited in our intentionality	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
<b>Systems &amp; Structures Goal for 2018-19:</b>	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, news letters...etc, to communicate vision to the extent that stakeholders begin taking ownership	Whole School	All Students					Building the Conditions	A1.1 Pathway Programs
Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	Whole School	All Students					Building the Conditions	A2.9 Targeted School Improvement Support

## LANGUAGE & LITERACY

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

Summary of 17-18 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	Teachers are beginning to discuss the protocols for the writing process as well as began creating a master schedule for teacher PDs to focus on best practices

## IMPLEMENTATION GOALS

*Identify two 2018-19 implementation goals related to Language & Literacy.*

	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Reading Level</b>	15% and 10% respectively...students who are 1 year below, at grade level or exceeding on SRI and SBAC	All Students	48.3%	55.5%	63.9%	Reading, writing, and speaking grounded in evidence from texts, both literary and informational. ...
<b>Common Core</b>	80% of students will move at least one point on the Learning Design Collaborative (LDC) Rubric and a 5% increase in the number of students whose standard near met or standard met on SBAC performance level.	All Students	59.4%	61.1%	67.2%	Continue to implement Common Core Standards

## THEORY OF ACTION

<b>Theory of Action</b>	If we continue the process of using 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.			
<b>How are you supporting English Language Learners?</b>	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			
<b>How are you building conditions for students and adult learning?</b>	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	yes	yes	yes	yes

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Collaboration Time:</b> Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Performing Students	General Purpose Discretionary	\$6,191.85	1120		Rigorous Academics	A3.2 Reading Intervention
<b>ELL and Newcomer Literacy Support:</b> Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	English Learners	Other				Rigorous Academics	A4.1 English Learner Reclassification
<b>Students with Disabilities Support:</b> Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities					Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
<b>Supplies:</b> Purchase supplies and materials to support literacy and writing acceleration support	English Learners	General Purpose Discretionary	\$10,848.15	4310		Rigorous Academics	A3.2 Reading Intervention
<b>Surplus</b>	All Students	LCFF Supplemental	\$58,975.50	4399		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
<b>Consultants</b>	Low-Income Students	LCFF Supplemental	\$93,009.00	5825		Rigorous Academics	A1.3 A-G Completion
<b>Equipment Maintenance Agreement</b>	All Students	General Purpose Discretionary	\$5,000.00	5610		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
<b>Interprogram Duplicating</b>	All Students	General Purpose Discretionary	\$2,000.00	5716		Rigorous Academics	A1.3 A-G Completion
<b>Interprogram Postage</b>	All Students	General Purpose Discretionary	\$3,000.00	5724		Rigorous Academics	A6.5 Academic Parent-Teacher Communication & Workshops

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	
Pathway Theme	2	2	2	Leadership team just recently finalize the selection of a Technology Pathway and beginning to focus on the development of an aligned curriculum
Integrated Core	2	2	2	Because of the lack of a very clear Pathway Theme early on and students attendance pattern, we have not successfully integrated into Core Program
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	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Rigorous, Relevant and Integrated Learning	2+	2+	2+	Because of the lack of a very clear Pathway Theme and students attendance pattern, we have not develop or aligned curriculum that is seamless or coherent
Collaborative Learning	2+	2+	2+	Teacher have been working collaboratively; but, due to the lack of a very clear Pathway Theme, we have not leveraged those opportunities when teachers are working collaboratively.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Sharing Best Practice	2+	2+	2+	Now that teachers have developed a Pathway Theme, they are now beginning to identify and learn best instructional practices
Collaboration Time	3-	3-	3	Now that teachers have developed a Pathway Theme, they are beginning to leverage collaboration time
Professional Learning	3	3	3	As teachers continue to understand the SPSA its purpose... namely, analyzing and using data to inform our decision- making, it get us closer to the development of a Professional Learning Community (PLC)

**SUMMARY OF 17-18 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?*

Summary of 17-18 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	Teachers are beginning to discuss the protocols for the writing process as well as began creating a master schedule for teacher PDs to focus on best practices

**IMPLEMENTATION GOALS**

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	Every teacher integrates technology-based projects Google Applied Digital Skills <a href="https://applieddigitalskills.withgoogle.com/en/apps">https://applieddigitalskills.withgoogle.com/en/apps</a> All students add work samples to ePortfolio including Reflection on growth	All Students	10%	30%	100%	Continue to implement Common Core Standards
<b>CTE</b>	All students will complete all skills in the Google Scavenger Hunt, completing during their first year at SJT. During the second semester, 50% of students will complete the Google Sherpa Certification.	All Students	10%	30%	100%	Increase the links to career and college readiness, and post high school (real-world)
<b>Graduate Capstone/Culminating Experience</b>	100% of students will embed a unique career project in the Senior Project that demonstrates students' mastery of technology skills.	All Students	10%	30%	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
<b>Course Passage Rates</b>	20% increase in the #of students who complete requirements every year	All Students	0%	20%	80%	Increase the links to career and college readiness, and post high school (real-world)



**THEORY OF ACTION**

<b>Theory of Action</b>	If we clarify expectations for our Pathway for students and staff then staff and students will participate and exhibit growth at acquiring technology skills.			
	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			
<b>How are you building conditions for students and adult learning?</b>	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	yes	yes	yes	yes

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
<b>Academic Proficiency:</b> Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Foster Youth					Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
<b>Revise Orientation to Incorporate Pathway Theme:</b> Give all students Google Scavenger Hunt at Orientation	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs
Senior Portfolio: Develop grade level assignments to include in an e portfolio aligned with Pathway theme	Low-Performing Students					Rigorous Academics	A1.1 Pathway Programs
<b>Professional Development:</b> Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Low-Performing Students					Rigorous Academics	A1.1 Pathway Programs
<b>Tech CTE Scope and Sequence:</b> Clarify Scope and Sequence of pathway courses.	Low-Performing Students					Career Technical Education	A1.1 Pathway Programs

<b>Student Clubs:</b> Continue with and expand the Computer Club and Anova to provide additional Career Technical Education opportunities to <b>GATE students</b> and students with a high interest in Technology.	All Students					Career Technical Education	A1.1 Pathway Programs
<b>Extended Planning Time:</b> Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N	\$37,151.10	1120		Rigorous Academics	A1.1 Pathway Programs
<b>Teacher Externships:</b> 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	Low-Income Students	Measure N	\$4,000.00	5826		Career Technical Education	A1.1 Pathway Programs
<b>Technology Courses and Support:</b> Hire an industry Technology consultant 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. They will also lead a Technology course for students.	Low-Performing Students	Measure N	\$30,000.00	5825		Career Technical Education	A1.1 Pathway Programs
<b>Summer School:</b> Provide expanded learning time over the summer for student learning and acceleration to ensure students are on track to graduate	Low-Performing Students	Measure N	\$8,000.00	4399		Rigorous Academics	A1.1 Pathway Programs
<b>Travel and Conferences:</b> Learn about best practices to support integrated, rigorous academics	Low-Performing Students	General Purpose Discretionary	\$2,000.00	5200		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
<b>Mileage/Reimbursements</b>	All Students	General Purpose Discretionary	\$2,000.00	5210		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
<b>Title I:</b> Surplus to allocated in Fall 2018	Long-Term English Learners	Title I: Basic	\$27,214.98	4399		Rigorous Academics	A4.1 English Learner Reclassification

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	1	1+	Now that we have a very clear pathway theme, staff are beginning to think about how to design curriculum, CTE courses, and internships, and student outcomes that will be aligned with Pathway Theme.
Pathway Outcomes	2-	2	2+	Now that we have a very clear pathway theme, staff are beginning to think about how to design curriculum, CTE courses, and internships, and student outcomes that will be aligned with Pathway Theme.
Pathway Evaluation	2-	2	2+	After we have designed a curriculum, CTE classes, internships, and student outcomes that aligns with Pathway theme, we can begin to effectively evaluate Pathway

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 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.	Partially Implemented	Somewhat Effective	Teachers have met periodically to continue the discussion and visiting other schools to identify best practices around Technology Pathways and the development of a sequence of courses that will equip students with the basic skills in technology.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Exploration	100% of students will research a career, develop the career ladder for that area and interview a professional about their career and how they use technology. Paid student internships, school year as well as summer. 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)
Career Preparation	Inform 100% of SJT students about Internship opportunities. Have 3 significant industry partners to provide internships for our pathway students.	All Students	10%	20%	40%	Increase the links to career and college readiness, and post high school (real-world)

<b>Career Training</b>	Research and initiate one certification: create a way for Tech Certification Program at Community College/ online? (Beginning Industry Certifications: ICT, A+- 12 weeks of prep, then Exam)	All Students	0%	0%	20%	Increase the links to career and college readiness, and post high school (real-world)
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**THEORY OF ACTION**

<b>Theory of Action</b>	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.					
<b>How are you supporting English Language Learners?</b>	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					
<b>How are you building conditions for students and adult learning?</b>	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>		<b>Department Teams</b>	
	yes	yes	yes		yes	

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
<b>Career Research Project:</b> To write/create the career research assignment to be completed by all students.	African American Males					Work-Based Learning	A1.1 Pathway Programs
<b>Industry Partnerships:</b> Find/maintain tech industry partners to provide internships and other types of WBL support such as mentorships, job shadows, etc.	Low-Performing Students	Measure N	\$5,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
<b>Industry Class:</b> Incorporate an Intro to Business course.	Low-Performing Students					Work-Based Learning	A1.1 Pathway Programs
<b>Student Internships:</b> Issue student internships as part of the health and tech pathway through a partnership with BACR	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs

<b>Career Exploration Visits:</b> Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N	\$7,000.00	5826		Work-Based Learning	A1.1 Pathway Programs
<b>Technology Equipment:</b> Purchase equipment and supplies to support the buildout of the technology pathway	Low-Income Students	Measure N	\$12,451.00	4310		Work-Based Learning	A1.1 Pathway Programs

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 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	Student folders of planning and participation in the college and career

### SUMMARY OF 17-18 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?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Align the SEL standards and the CHKS survey and educating students and families on the connection	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. As a result, we have had a 0% suspension rate for the past seven years.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 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	50%	75%	100%	Develop and implement strategies to improve parent engagement
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	30%	40%	Double	Increase the links to career and college readiness, and post high school (real-world)
Differentiated Interventions	Increase use of online resources to connects students that addresses student's academic needs. (For example, commonlit.org). Use online resources to deliver curriculum other other sources that	All Students	10%	30%	90%	Increase the links to career and college readiness, and post high school (real-world)

**THEORY OF ACTION**

<b>Theory of Action</b>	If we make resources clearly accessible to our students, then students will be capable of taking ownership of their educational needs.			
<b>How are you supporting English Language Learners?</b>	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			
<b>How are you building conditions for students and adult learning?</b>	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of sta			
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>
	yes	yes	yes	yes

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
<b>Independent Learners:</b> Do targeted activities about being an independent learner, in order to increase student responsibility	Low-Performing Students					Comprehensive Student Supports	A2.2 Social Emotional Learning
<b>Collaboration:</b> Ensure that students learn to collaborate in groups either in person or digitally	Low-Performing Students					Comprehensive Student Supports	A2.2 Social Emotional Learning
<b>College and Career Readiness Support:</b> Create a partnership with East Bay Consortium to provide college and career readiness support for students; specifically our Latino and African American students	African American Males	Measure N	\$8,500.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs
<b>ECCCO Curriculum:</b> Provide the ECCCO curriculum for teachers to use with students as part of an advisory structure in order to prepare students to be college and career ready; especially for our Homeless and Foster Youth students	Foster Youth	Measure N	\$8,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs

<b>Family Engagement:</b> Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Low-Income Students	Other				Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
<b>Title I Parents:</b> Surplus to be allocated in Fall 2018	Long-Term English Learners	Title I: Parent Participation	\$669.33	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
Contracts for Measure G1	All Students	Measure G1	\$2,149.51	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

**School:** Sojourner Truth Independent Study

**School ID:** 330

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	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, news letters... etc. to communicate vision to the extent that stakeholders begin taking ownership	All Students					Building the Conditions	A1.1 Pathway Programs	330-1
Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	All Students					Building the Conditions	A2.9 Targeted School Improvement Support	330-2
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities					Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	330-3
Revise Orientation to Incorporate Pathway Theme: Give all students Google Scavenger Hunt at Orientation	Low-Income Students					Rigorous Academics	A1.1 Pathway Programs	330-4
Senior Portfolio: Develop grade level assignments to include in an e portfolio aligned with Pathway theme	Low-Performing Students					Rigorous Academics	A1.1 Pathway Programs	330-5
Professional Development: Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Low-Performing Students					Rigorous Academics	A1.1 Pathway Programs	330-6
Tech CTE Scope and Sequence: Clarify Scope and Sequence of pathway courses.	Low-Performing Students					Career Technical Education	A1.1 Pathway Programs	330-7
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.	All Students					Career Technical Education	A1.1 Pathway Programs	330-8
Career Research Project: To write/create the career research assignment to be completed by all students.	African American Males					Work-Based Learning	A1.1 Pathway Programs	330-9
Industry Class: Incorporate an Intro to Business course.	Low-Performing Students					Work-Based Learning	A1.1 Pathway Programs	330-10
Independent Learners: Do targeted activities about being an independent learner, in order to increase student responsibility	Low-Performing Students					Comprehensive Student Supports	A2.2 Social Emotional Learning	330-11

Collaboration: Ensure that students learn to collaborate in groups either in person or digitally	Low-Performing Students					Comprehensive Student Supports	A2.2 Social Emotional Learning	330-12
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Performing Students	General Purpose Discretionary	\$6,191.85	1120		Rigorous Academics	A3.2 Reading Intervention	330-13
Supplies: Purchase supplies and materials to support literacy and writing acceleration support	English Learners	General Purpose Discretionary	\$10,848.15	4310		Rigorous Academics	A3.2 Reading Intervention	330-14
Travel and Conferences: Learn about best practices to support integrated, rigorous academics	Low-Performing Students	General Purpose Discretionary	\$2,000.00	5200		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	330-15
Mileage/Reimbursements	All Students	General Purpose Discretionary	\$2,000.00	5210		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	330-16
Equipment Maintenance Agreement	All Students	General Purpose Discretionary	\$5,000.00	5610		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	330-17
Interprogram Duplicating	All Students	General Purpose Discretionary	\$2,000.00	5716		Rigorous Academics	A1.3 A-G Completion	330-18
Interprogram Postage	All Students	General Purpose Discretionary	\$3,000.00	5724		Rigorous Academics	A6.5 Academic Parent-Teacher Communication & Workshops	330-19
Surplus	All Students	LCFF Supplemental	\$58,975.50	4399		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	330-20
Consultants	Low-Income Students	LCFF Supplemental	\$93,009.00	5825		Rigorous Academics	A1.3 A-G Completion	330-21
Contracts for Measure G1	All Students	Measure G1	\$2,149.51	5825		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	330-22
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N	\$37,151.10	1120		Rigorous Academics	A1.1 Pathway Programs	330-23
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Low-Income Students	Measure N	\$12,451.00	4310		Work-Based Learning	A1.1 Pathway Programs	330-24

Summer School: Provide expanded learning time over the summer for student learning and acceleration to ensure students are on track to graduate	Low-Performing Students	Measure N	\$8,000.00	4399		Rigorous Academics	A1.1 Pathway Programs	330-25
Industry Partnerships: Find/maintain tech industry partners to provide internships and other types of WBL support such as mentorships, job shadows, etc.	Low-Performing Students	Measure N	\$5,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	330-26
ECCCO Curriculum: Provide the ECCCO curriculum for teachers to use with students as part of an advisory structure in order to prepare students to be college and career ready; specifically for our Homeless and Foster Youth students	Foster Youth	Measure N	\$8,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	330-27
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	African American Males	Measure N	\$8,500.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs	330-28
Student Internships: Issue student internships as part of the health and tech pathway through a partnership with BACR	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs	330-29
Technology Courses and Support: Hire an industry Technology consultant 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. They will also lead a Technology course for students.	Low-Performing Students	Measure N	\$30,000.00	5825		Career Technical Education	A1.1 Pathway Programs	330-30
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	Low-Income Students	Measure N	\$4,000.00	5826		Career Technical Education	A1.1 Pathway Programs	330-31
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N	\$7,000.00	5826		Work-Based Learning	A1.1 Pathway Programs	330-32
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	English Learners	Other				Rigorous Academics	A4.1 English Learner Reclassification	330-33
Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Low-Income Students	Other				Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	330-34
Title I: Surplus to allocated in Fall 2018	Long-Term English Learners	Title I: Basic	\$27,214.98	4399		Rigorous Academics	A4.1 English Learner Reclassification	330-35

Title I Parents: Surplus to be allocated in Fall 2018	Long-Term English Learners	Title I: Parent Participation	\$669.33	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops	330-36
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## Title I School Parental Involvement Policy 2017-2018

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

### **Involvement of Parents in the Title I Program**

Sojourner Truth (SJT) Independent Study agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional Leadership Team.

Offer a

flexible number of meetings for parents.

(In the box below, briefly describe or bullet how this happens at your school.)

These meetings are scheduled once a month. We will contact you by e-mail, school newsletters, school postings, flier home with student, web-site, and robo calls.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional leadership Team.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

These meetings are scheduled once a month. We will contact you by e-mail, school newsletters, school postings, flier home with student, web-site, and robo calls.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional leadership Team.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC meetings, attend parent institute workshops, and/or join Schools' Instructional leadership Team.

### School-Parent Compact

(Name of school) Sojourner Truth Independent Study:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



### Building Parent Capacity for Involvement

(Name of school) Sojourner Truth Independent Study:

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California’s academic content standards
  2. The State of California’s student academic achievement standards
  3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child’s progress

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.
- (In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- (In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.

### **Accessibility**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to attend and engage in SSC and ELAC meetings, attend Parent Institute Workshops, and/or join Schools' Instructional leadership Team.





## Adoption

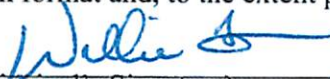
- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

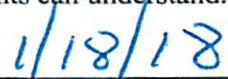
School Site Council on January 18, 2018

This policy was adopted by the SojournerTruthIndependentStudy

and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The Sojourner Truth Independent Study's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

  
\_\_\_\_\_  
(Date)

Sojourner Truth Independent Study **Secondary School Compact**

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

---

Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

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Parent/Guardian or Family member signature

## Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

---

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

## School Site Council Membership Roster **High School**

School Name: Sojourner Truth High School School Year **2017-2018**

<b>Chairperson: Ms. Williams</b>	
<b>Secretary: Ms. LaRavian Battle</b>	

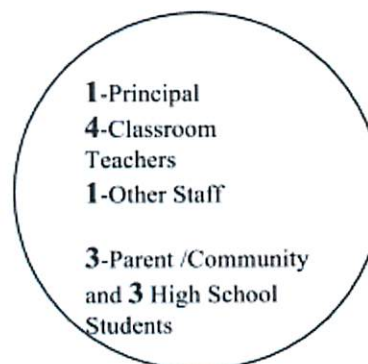
Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Community	Student
Ms. Florentina Bautista				x	
Ms. Nareisha Williams				x	
Ms. Tina Woods				x	
Raymond Daniels					x
Brenda Escobar					x
Laura Hernandez Munoz					x
Willie Thompson	x				
LaRavian Battle		x			
Daniel Manske		x			
Theresa Stinson		x			
Maureen Nixon-Holtan		x			
Alessandra Cabrera			x		
<b>Alternative</b>					
Zyrria Rosales					x
Veronica Carrillo				x	
Ms. Diana Rosales				x	

<b>Meeting Schedule</b>	
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**SSC Legal Requirements:**

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site.



**OUSD – FINANCIAL SERVICES - State & Federal Compliance**  
**Submit a copy of this Completed Form to State & Federal**

Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a High School SSC Composition