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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
Board Meeting Date	August 14, 2019
Subject	2019-2020 School Plan for Student Achievement (SPSA)

Action

Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study.

Background

In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment

2019-2020 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2019-2020 School Plan for Student Achievement (SPSA)

School:	**Sojourner Truth Independent Study**
CDS Code:	1612596114011
Principal:	Willie Thompson
Date of this revision:	5/16/2019

The School 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:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2019

The District Governing Board approved this revision of the SPSA on: 8/14/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Sojourner Truth Independent Study **Site Number:** 330

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[ ] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[ ] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] School Improvement Grant (SIG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	[ ] Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School 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: 5/16/19

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

[ ] Flyers in students' home languages [X] Announcement at a public meeting [ ] Other (notices, media announcements, etc.)

Signatures:

Willie Thompson *Principal*	Willie Thompson Signature	5/16/19 Date
Nareisha Williams *SSC Chairperson*	Nareisha Williams Signature	05/16/19 Date
Lucia Moritz *Network Superintendent*	Lucia Moritz Signature	6/6/19 Date
MILDRED OTIS *Officer, State and Federal Programs*	MILDRED OTIS Signature	6/18/19 Date

2019-20 SPSA ENGAGEMENT TIMELINE

School Site: Sojourner Truth Independent Study **Site Number:** 330

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/16/2019	SSC	Review and approve 19-20 SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$32,157.48
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$401,870.50

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$31,551.14	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$165,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$606.34	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$0.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$3,797.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$177,113.16	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$32,157.48**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$345,910.16**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$378,067.64**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

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.

1B: 19-20 STRENGTHS & CHALLENGES

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%	Increase the links to career and college readiness, and post high school (real-world) experiences.
Dropout Rate	Decrease by at least 3%	All Students	-3pp	26.87%	23.87%	20.87%	Increase the links to career and college readiness, and post high school (real-world) experiences.
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	Continue to implement Common Core Standards to have a greater but deeper focus on fewer topics in Mathematics, English, Social Studies and Science.

FAFSA Completion Rate	Increase by 3%	All Students	+3pp	Coming soon	Coming soon	Coming Soon	Increase the links to career and college readiness, and post high school (real-world) experiences.
College Enrollment	Increase by 3%	All Students	Coming soon	Coming soon	Coming soon	Coming soon	Increase the links to career and college readiness, and post high school (real-world) experiences.
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%	Increase the links to career and college readiness, and post high school (real-world) experiences.
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%	Provide a blended platform of resources in order to plan differently and provide access to resources in a creative way for all of our students to ensure equity.
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	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, with particular requirements that demonstrate student's skills in the following starting next school year: Critical Thinking and Research; Creativity which can be demonstrated; Communication and Collaboration; College and Career Readiness; Community Consciousness; and
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	Consciousness, and Through advisory, collaboration and independent work, students will begin to compile a portfolio through Google Drive, completed prior to graduation.
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	Continue to implement Common Core Standards to have a greater but deeper focus on fewer topics in Mathematics, English, Social Studies and Science.
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%	Provide a blended platform of resources in order to plan differently and provide

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%	access to resources in a creative way for all of our students to ensure equity.

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%	Ensure consistent use of school-wide instructional practices and strategies, utilizing District supported professional development, especially for literacy strategies that will improve student achievement to explore, utilize, and analyze practices that are shared cross curriculum to increase literacy.
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%	

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

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?
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.		
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.		
Bus Tickets and Supplies	LCFF Supplemental	$52,000.00	4310	School Office Supplies		Enter position number at left.		
Contracts	LCFF Supplemental	$33,576.00	5825	Consultants		Enter position number at left.		
Clerical Overtime and Benefits	General Purpose Discretionary	$6,529.00	2425	Clerical Salaries Overtime		Enter position number at left.		

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	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, with particular requirements that demonstrate student's skills in the following starting next school year: Critical Thinking and Research; Creativity which can be demonstrated; Communication and Collaboration; College and Career Readiness; Community Consciousness; and Through advisory, collaboration and independent work, students will begin to compile a portfolio through Google Drive, completed prior to graduation.
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%	Ensure consistent use of school-wide instructional practices and strategies, utilizing District supported professional development, especially for literacy strategies that will improve student achievement to explore, utilize, and analyze practices that are shared cross curriculum to increase literacy.
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?
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	General Purpose Discretionary	$24,756.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics
Conferences: Travel for staff to attend conferences to learn about best instructional practices	General Purpose Discretionary	$3,735.00	5220	Conference Expense		Enter position number at left.		
Travel: Travel for staff to learn about best instructional practices	General Purpose Discretionary	$3,500.00	5200	Travel And Conferences		Enter position number at left.		
Title I: Surplus to allocated in Fall 2019	Title I: Basic	$31,551.00	4399	Surplus		Enter position number at left.		Comprehensive Student Supports
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes		$0.00		Enter object code at left.		Enter position number at left.		
Lead Teacher: Teacher will lead professional development, PLC's and support colleagues in developing strong instructional practices	LCFF Supplemental	$12,353.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		

RIGOROUS ACADEMICS & CTE	School:	Sojourner Truth Independent Study	Link to 18-19 SPSA

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	Continue to implement Common Core Standards to have a greater but deeper focus on fewer topics in Mathematics, English, Social Studies and Science.
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?

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
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
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
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
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
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
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	Consultants		Enter position number at left.		Career Technical Education
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
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
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

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
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency		$0.00		Enter object code at left.		Enter position number at left.		
Academic Proficiency: 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				Enter object code at left.		Enter position number at left.		
Latino and African American Students: 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 African-American students and Latino students		$0.00		Enter object code at left.		Enter position number at left.		
Economically Disadvantaged Students: Integrate strategies to specifically support economically disadvantaged students reach academic proficiency		$0.00		Enter object code at left.		Enter position number at left.		
Homeless Students: Integrate strategies to specifically support homeless students reach academic proficiency				Enter object code at left.		Enter position number at left.		
Low-Performing Students: Integrate strategies to specifically support low performing students reach academic proficiency				Enter object code at left.		Enter position number at left.		
Foster Youth Students: Integrate strategies to specifically support students with disabilities reach academic proficiency				Enter object code at left.		Enter position number at left.		

Mills Teacher Scholars (MTS) Professional Development consultant contract - Academic Proficiency: MTS will lead monthly inquiry sessions with Sojourner Truth teachers to examine the research question: "How do we integrate technology into core content areas to improve student learning?" as they develop and implement Technology integrated units that are common core standards aligned in order to support all students in reaching academic proficiency within the pathway. MTS will also provide ongoing coaching to the Sojourner Truth leadership team on how to lead inquiry and action research at their site focused on the integration of technology into the core content areas.	LCFF Supplemental	$15,000.00	5825	Consultants		Enter position number at left.		Career Technical Education

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	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?
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
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
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
Student Internships: Issue student internships as part tech pathway through OUSD's ECCCO program	Measure N	$8,000.00	5825	Consultants		Enter position number at left.		Work-Based Learning

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
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
Expanded Learning - contract services for Tech courses, internships, WBL and industry experiences outside the classroom	Measure N	$36,176.16	5825	Consultants		Enter position number at left.		Work-Based Learning

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?
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
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
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	Consultants		Enter position number at left.		Comprehensive Student Supports

Hire an Additional SSO: Hire an additional SSO (school currently has one SSO allocated for 350 students) to support and create a safe culture and climate [funds in surplus to be allocated as described]	LCFF Supplemental	$31,151.00	5743	Afterschool School Security Officer (SSO)		Enter position number at left.		
Title I: Surplus to allocated in Fall 2019	Title I: Parent Participation	$606.34	4399	Surplus		Enter position number at left.		Comprehensive Student Supports
Mental Health Consultant: Provide wraparound mental health supports for students	LCFF Supplemental	$10,000.00	5825	Consultants		Enter position number at left.		
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

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

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
$24,756.00	General Purpose Discretionary	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.		330-1
$6,529.00	General Purpose Discretionary	Clerical Overtime and Benefits	Schoolwide Enabling Conditions		2425	Clerical Salaries Overtime		Enter position number at left.		330-2
$3,500.00	General Purpose Discretionary	Travel: Travel for staff to learn about best instructional practices	Language & Literacy		5200	Travel And Conferences		Enter position number at left.		330-3
$3,735.00	General Purpose Discretionary	Conferences: Travel for staff to attend conferences to learn about best instructional practices	Language & Literacy		5220	Conference Expense		Enter position number at left.		330-4
$12,353.00	LCFF Supplemental	Lead Teacher: Teacher will lead professional development, PLC's and support colleagues in developing strong instructional practices	Language & Literacy		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		330-5
$52,000.00	LCFF Supplemental	Bus Tickets and Supplies	Schoolwide Enabling Conditions		4310	School Office Supplies		Enter position number at left.		330-6
$31,151.00	LCFF Supplemental	Hire an Additional SSO: Hire an additional SSO (school currently has one SSO allocated for 350 students) to support and create a safe culture and climate [funds in surplus to be allocated as described]	Comprehensive Student Supports		5743	Afterschool School Security Officer (SSO)		Enter position number at left.		330-7
$10,000.00	LCFF Supplemental	Mental Health Consultant: Provide wraparound mental health supports for students	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Consultants		Enter position number at left.		330-8

$15,000.00	LCFF Supplemental	Mills Teacher Scholars (MTS) Professional Development consultant contract - Academic Proficiency: MTS will lead monthly inquiry sessions with Sojourner Truth teachers to examine the research question: "How do we integrate technology into core content areas to improve student learning?" as they develop and implement Technology integrated units that are common core standards aligned in order to support all students in reaching academic proficiency within the pathway. MTS will also provide ongoing coaching to the Sojourner Truth leadership team on how to lead inquiry and action research at their site focused on the integration of technology into the core content areas.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		330-9
$33,576.00	LCFF Supplemental	Contracts	Schoolwide Enabling Conditions		5825	Consultants		Enter position number at left.		330-10
$3,797.00	Measure G1	Surplus	n/a	n/a	4399	Surplus				330-11
$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.		330-12
$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.		330-13
$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.		330-14
$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.		330-15
$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.		330-16

$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.		330-17
$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.		330-18
$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.		330-19
$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	Consultants		Enter position number at left.		330-20
$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	Consultants		Enter position number at left.		330-21
$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	Consultants		Enter position number at left.		330-22
$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	Consultants		Enter position number at left.		330-23
$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.		330-24
$31,551.00	Title I: Basic	Title I: Surplus to allocated in Fall 2019	Language & Literacy	Goal 1: Graduates are college and career ready.	4399	Surplus		Enter position number at left.		330-25
$606.34	Title I: Parent Participation	Title I: Surplus to allocated in Fall 2019	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.	4399	Surplus		Enter position number at left.		330-26

Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

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

Sojouner Truth 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 once a month, 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.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

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

This policy was adopted by the Sojourner Truth School Site Council on May 16, 2019 and will be in effect for the 2018-19 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 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)

05/16/19
(Date)

1000 Broadway, Suite 450, Oakland, CA 94607

510.879.1046 ph. | 510.879.8497 fax
www.ousd.k12.ca.us

Sojourner Truth ISP/ELP Secondary School Compact (2018-2019)

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 â year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

_____

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** 2018-2019

Chairperson: Ms. Williams	**Vice- Chairperson: TBD**
Secretary: Ms. LaRavian Battle	

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/ Community	Student
Ms. Nareisha Williams				x	
Ms. Fuller				x	
Ms. Bryant				x	
Aria Bendy					x
Cailyn Spigner-Lee					x
Kevin Hernandez					x
Willie Thompson	x				
LaRavian Battle		x			
Juli Bryant		x			
Ida Barnett		x			
Maureen Nixon-Holtan		x			
Alessandra Cabrera			x		
Alternative					
Diana MacDonald			x		
Carmen Cortes					x

Meeting Schedule	**2nd Thursday**

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.

[redacted]

1-Principal
4-Classroom Teachers
1-Other Staff

3-Parent /Community and 3 High School Students

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