

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

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Sojourner Truth Independent Study

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Sojourner Truth Independent Study.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

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

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Sojourner Truth Independent Study.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Sojourner Truth Independent Study**

**6114011**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE

##### CONTEXT

Grades Served: k-12 The Sojourner Truth Academy Independent Study program is a voluntary alternative program designed to enhance the success of students in the Oakland Unified School District. As an alternative to the traditional classroom setting, the methods and strategies of our instruction are unique. Each student's program will be tailored to individual needs, schedule, and learning styles. We make every effort to create a nurturing, supportive environment based on a one-to-one relationship with the teacher. In Sojourner Truth independent Study, the world is our classroom! Since each student's schedule is flexible, the use of various public agencies can provide enrichment of the basic curriculum through: for example, concurrent enrollment in community colleges or adult schools. Students will also have the opportunity to take courses online through Cyber High, an integral new part of our program. Since most of the schoolwork in our program is completed at home, parents play a vital role in the success of Independent Study's students. Students are required to complete a minimum of five hours of homework per course, per week. State standards are followed closely and district textbooks and guidelines utilized. Many find our coursework more challenging than that of the traditional high school. Our most successful students are those who have highly developed time management sense, sound study habits, and solid reading skills. However, we are in the process of modifying our program to meet the needs of students who may have very low literacy skills and/or for those that will need additional tutorial support to access Cyber High's on-line curriculum. To give students another option under Independent Study's umbrella, we will also offer another pathway to graduation... AdvancePath. AdvancePath is a comprehensive on-line program. Classes are more structured, with more support. Also, the courses are integrated with technology and meet the A-G requirements.

##### VISION

Our Vision: Every student will find a renewed educational experience and greater success in school as well as successfully complete a school program that prepares them for a post-secondary pursuit of their choice. Mission Statement: To awaken the minds of our youth by creating a

nurturing environment that empowers students to achieve academic excellence through individualized instructions

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### The School Accountability Plan

1) Maximize community and family involvement: 2) School SMARTE Goal(s): Goals must be: specific, measurable, attainable, relevant, timely, and every student. 3) Develop Comprehensive professional Learning Community, using student data to inform teaching and partner with stakeholders to align and leverage resources

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

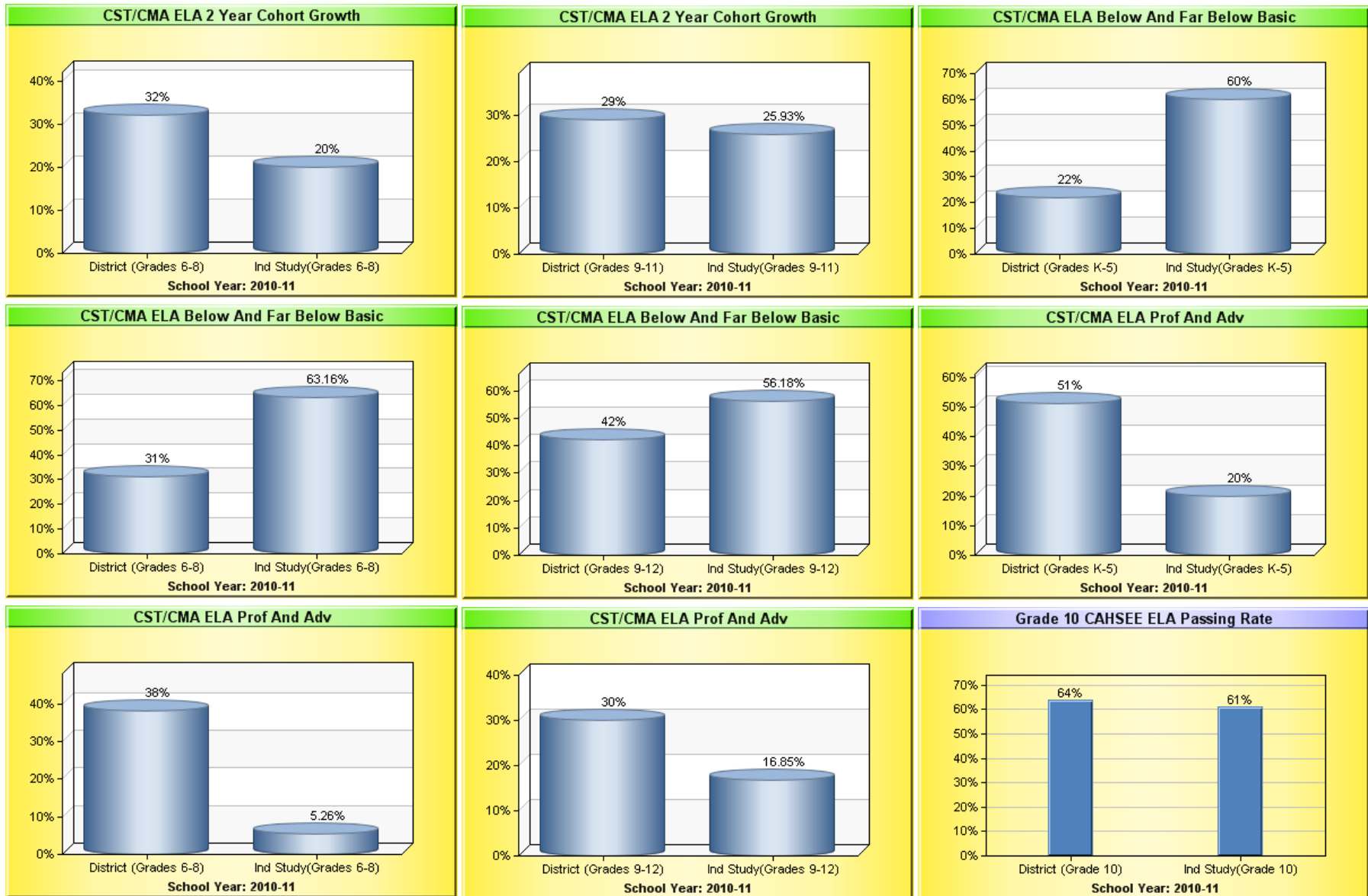
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- According to CST results, 56% of our students are classified BB and FBB, compared to the district's 42% in ELA; 17% of students are classified as proficient/adv., compared to the district's 30% in ELA.

- 61% of 10th graders passed CAHSEE compared to the district's 64%.

#### Data Analysis

- While the percentage of our 10th graders is relatively the same as the district's average, it is clear that the same results are not reflected on the CST. Students do not seem to take the CST seriously.

#### Theory Action

- Develop a clear and common Literacy Framework that is aligned with and supportive of district vision and goals
- Coherent planning for the implementation of Common Core Curriculum and Standards, Instructional Strategies and Assessments with focus on reading and math
- Teacher PD training centered on the Principles of Quality Teaching for Every Learner (QTEL)
- Timely assessments and feedback coordinated with accountability systems
- Create intervention classes in the master program such as Read 180, Achieve 3000 as well as use Literacy specialist

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

**School:** Sojourner Truth Independent Study

**Principal:** WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

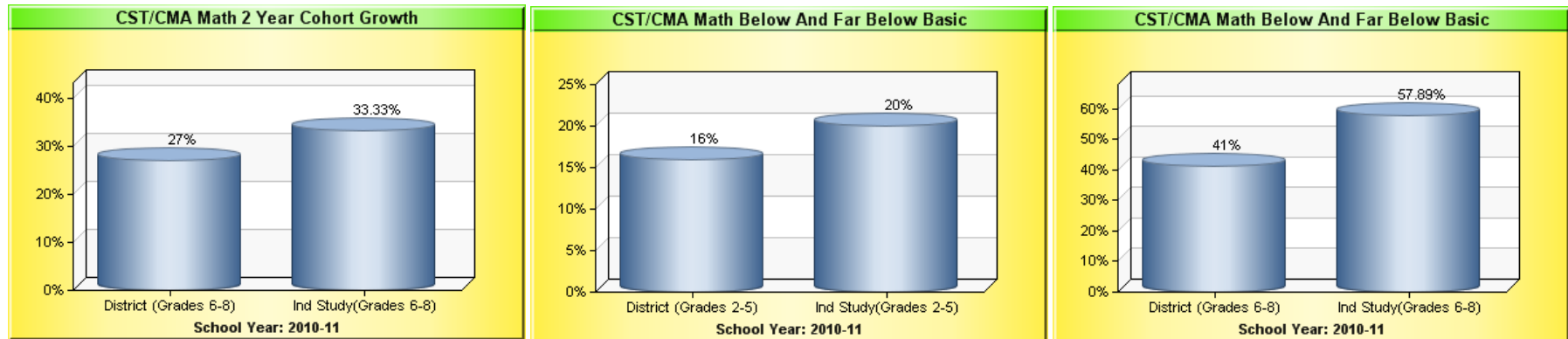
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

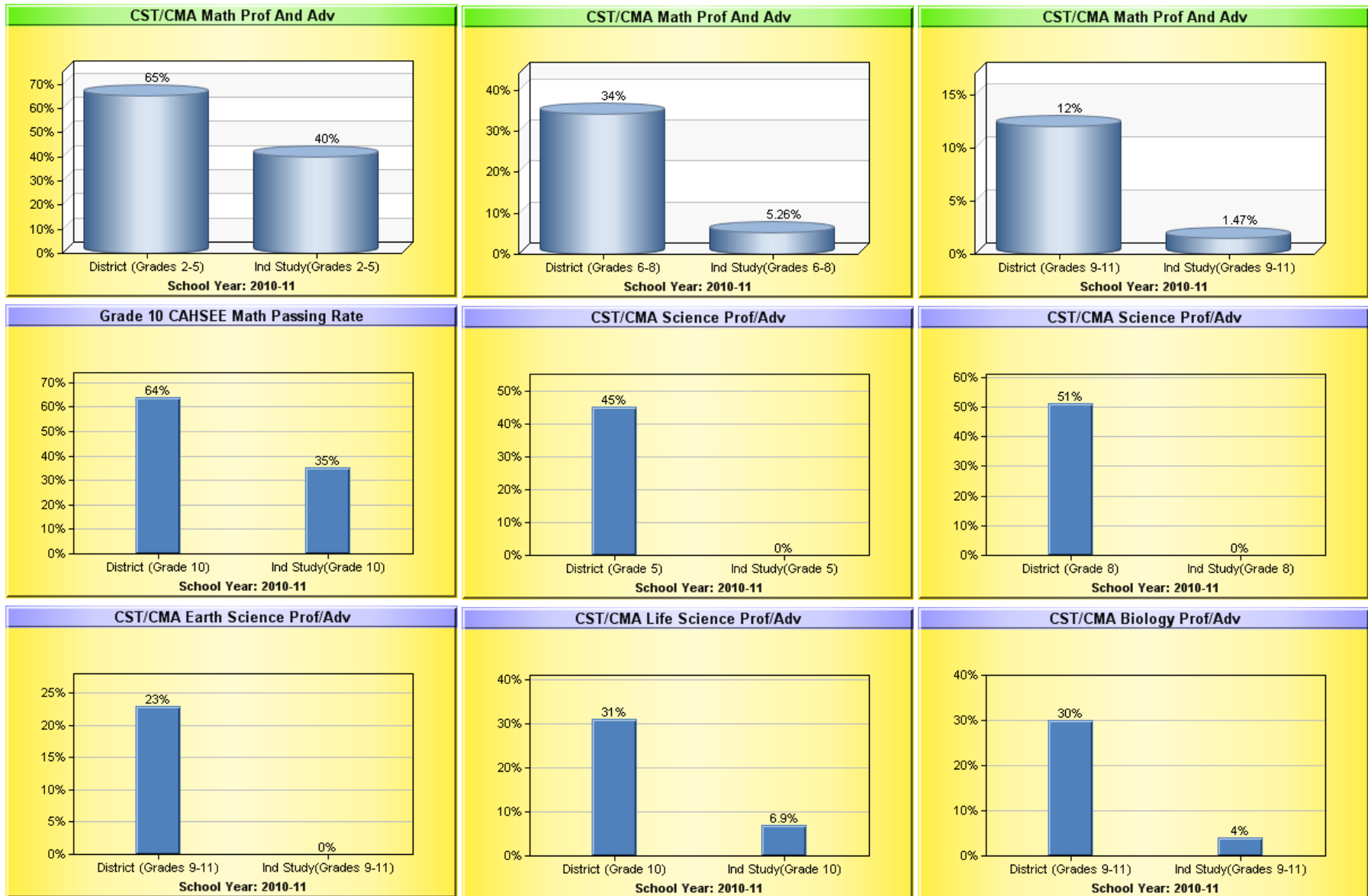
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- According to CST results, 58% of our students are classified BB and FBB, compared to the district's 41% on the math section; and, 1.5% of students classified as prof./adv' compared to the district's 12%

- 35% of 10th graders passed the CAHSEE compared to the district's 64%.

#### Data Analysis

- Based on the data results, it is clear that more focus needs to be on the math and science curriculum.

#### Theory Action

- Teacher collaborative planning, development, and implementation of some components of the STEM curriculum and instructional practices and interactive lessons; and involve parents and community in the planning.
- Use technology to complete project-based activities and investigations with real world connections
- Math and Science teachers aligning and developing units/lesson plans together and taught across curriculum

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

#### School Data

- Core curriculum is not aligned or integrated with support programs...

#### Data Analysis

- Core curriculum is not aligned or integrated with support programs...

#### Theory Action

- After school coordinator to coordinate support programs/partnerships and leverage resources to meet the academic, social and emotional needs of our students
- Offer a comprehensive advisory program to teach students how to take ownership to their learning. This will include teaching students how to their assess academic needs, learning styles, career interest, plan of action, and monitoring processes.
- Partner with CBOs, Community Colleges, and private Agencies to provide the training and internships that leads to college and career pathways.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

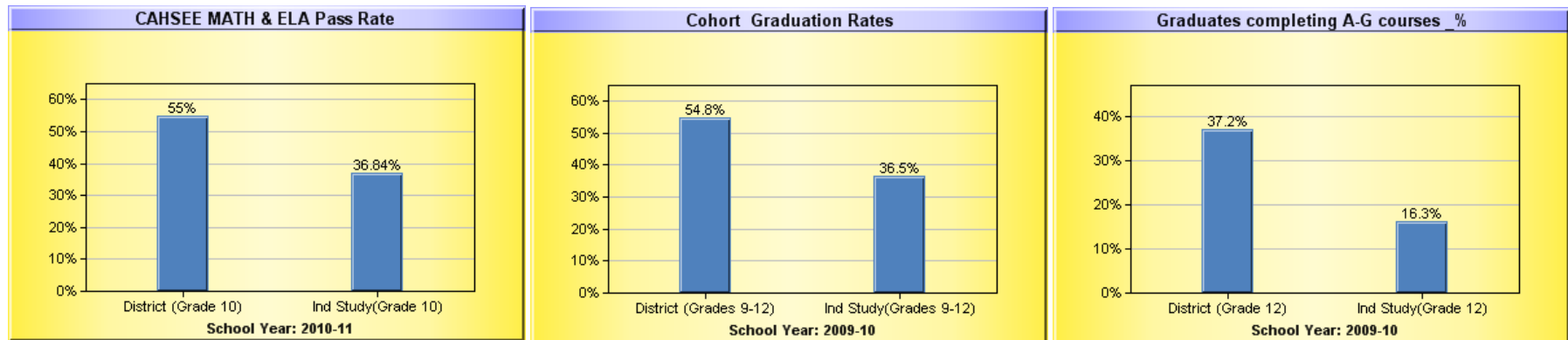
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



#### School Data

- This data clearly may suggest that students have not made a connection between high school graduation, college, careers, and their aspirations or life goals or dreams.

#### Data Analysis

- This data clearly may suggest that students have not made a connection between high school graduation, college, careers, and their aspirations or life goals or dreams.

#### Theory Action

- Offer a comprehensive advisory program to teach students how to take ownership to their learning. This will include teaching students how to their assess academic needs, learning styles, career interest, plan of action, and monitoring processes
- Partner with CBOs, Community Colleges, and private Agencies to provide the training and internships that leads to college and career pathways.



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

**School:** Sojourner Truth Independent Study

**Principal:** WILLIE THOMPSON

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

**School Data**

- 78 % of students that enrolled in ISP are deficient in credits due to a number of factors such as lack of attendance, low literacy skills, or lack of social and emotional needs being met.

**Data Analysis**

- 78 % of students that enrolled in ISP are deficient in credits due to a number of factors such as lack of attendance, low literacy skills, or lack of social and emotional needs being met.

**Theory Action**

- Renew Contract with the National Equity Project to provide Focal 15 support
- Hire a Literacy Specialist to do "pullouts"...
- Continue using on-line technology support such as Read 180, Project 3000, and Cyberhigh
- Create CAHSEE prep classes before and after school to target students who have not passed

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to take an AP class. Professional	GPA, A/P	GATE	2012-2013	Principal	5/17/2012	330SQ1E4597	GATE PROGRAM SERVICES	N/A			0	\$0.00

Development will also be held through the 12-13 school year to support the training of AP teachers to best support the success of students

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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

**School:** Sojourner Truth Independent Study

**Principal:** WILLIE THOMPSON

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.

**School Data**

- 75% of students are FBB and BB;
- 53% of students have not pass CAHSEE

**Data Analysis**

- 85% of students have been identified or classified as being deficient in credits and/or at least two grades below grade level in reading
- Student are in serious need of reading interventions

**Theory Action**

- we will leverage resources by providing summer intervention for all students or the 95% that have been identified

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
intervention tutorial programs identify at-risk and ELL students and intervene to help students through academic intervention and academic literacy supports	CST, CAHSEE, and increase on SRI	FBB, BB and BAS	By the end of the 2012 2013 school year	Principal/A.P.	2/21/2012	330SQI1F693	Provide CAHSEE Prep support for students not meeting grade level standards	3010-Title I		K12TCH0269	0.2	\$18,583.15
intervention tutorial programs identify at-risk and ELL students and intervene to help students through academic intervention and academic literacy supports	CST, CAHSEE, and increase on SRI	FBB, BB and BAS	By the end of the 2012 2013 school year	Principal/A.P.	2/21/2012	330SQI1F694	Provide CAHSEE Prep support for students not meeting grade level standards	3010-Title I		K12TCH1449	0.2	\$18,714.60
intervention tutorial programs identify at-risk and ELL students and intervene to help	CST, CAHSEE, and	FBB, BB	By the end of the 2012				Provide CAHSEE Prep support for students not	7090-EIA -				

students through academic intervention and academic literacy supports	increase on SRI	and BAS	2013 school year	Principal/A.P.	2/21/2012	330SQI1F695	meeting grade level standards	SCE		K12TCH1449	0.15	\$14,035.95
intervention tutorial programs identify at-risk and ELL students and intervene to help students through academic intervention and academic literacy supports	CST, CAHSEE, and increase on SRI	FBB, BB and BAS	By the end of the 2012 2013 school year	Principal/A.P.	2/21/2012	330SQI1F700	Purchase supplemental supplies and materials	7090-EIA - SCE	4310-SUPPLIES		0	\$807.77
intervention tutorial programs identify at-risk and ELL students and intervene to help students through academic intervention and academic literacy supports	CST, CAHSEE, and increase on SRI	FBB, BB and BAS	By the end of the 2012 2013 school year	Principal/A.P.	2/21/2012	330SQI1F789	additional 5% salary related health & welfare benefits expense for the CAHSEE prep support teacher	7090-EIA - SCE	4300-MATERIALS & SUPPLIES		0	\$701.80
Articulate a professional development plan to move toward a Balanced Approach to effective math teaching strategies	CST, CAHSEE, and increase on SRI	All Students	2012/13	Math department head	2/21/2012	330SQI1F696	Professional development focused on small group differentiated instruction	3010-Title I	4310-SUPPLIES		0	\$20.62
Articulate a professional development plan to move toward a Balanced Approach to effective math teaching strategies	CST, CAHSEE, and increase on SRI	All Students	2012/13	Math department head	2/21/2012	330SQI1F697	Professional development focused on small group differentiated instruction	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$2,500.00
intervention tutorial programs identify at-risk and ELL students and intervene to help students through academic intervention and academic literacy supports	CST, CAHSEE, and increase on SRI	English Learners	2012/13	Principal/A.P.	2/21/2012	330SQI1F702	Purchase supplemental supplies and materials for ELLs	7091-EIA - LEP	4310-SUPPLIES		0	\$3,927.94

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

A quality school...

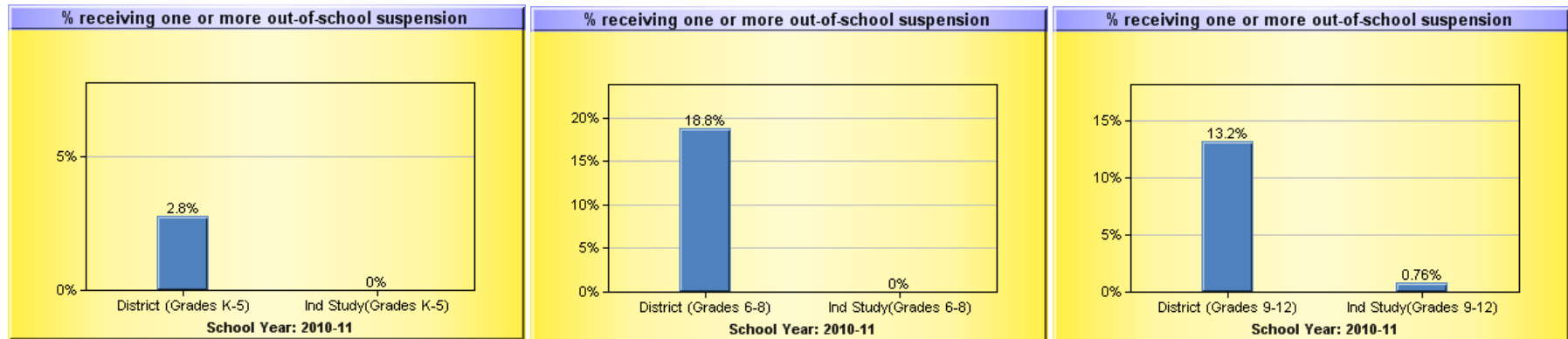
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

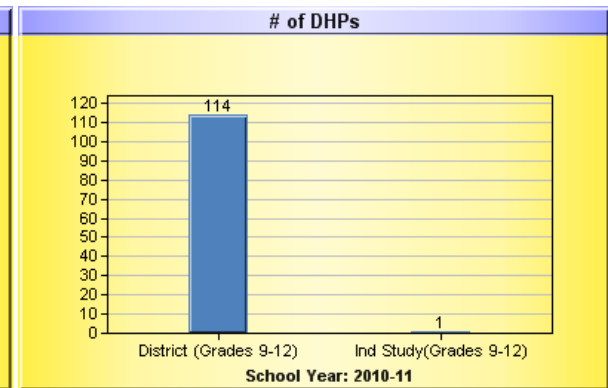
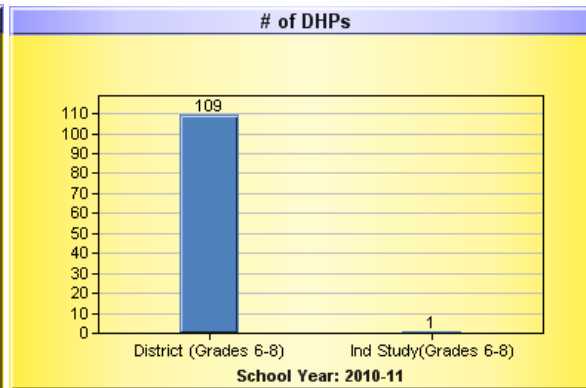
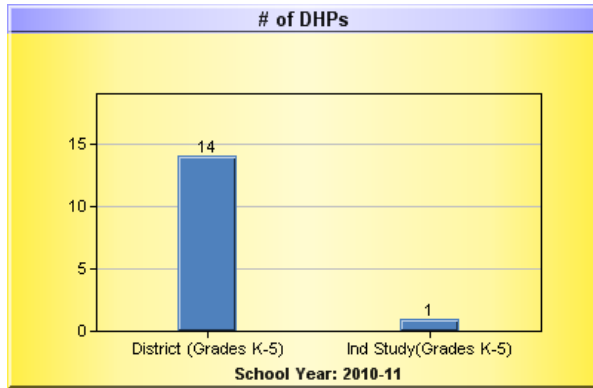
#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





**School Data**

- The data suggests that we have developed and use more interventions to address student behavior in-house.

**Data Analysis**

- The data suggests that we have developed and use more interventions to address student behavior in-house.

**Theory Action**

- Schedule teacher workshops/PD addressing Cultural Competency and develop best practices.
- Participate in and implement district's new "Advisory Matching Showcase."
- Continue to partner and contract with CBOs and Non-Profit Agencies to provide social and emotional support.
- Apply for 21st Century grant or other source of funds to create before and after school programs and activities to engage students

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

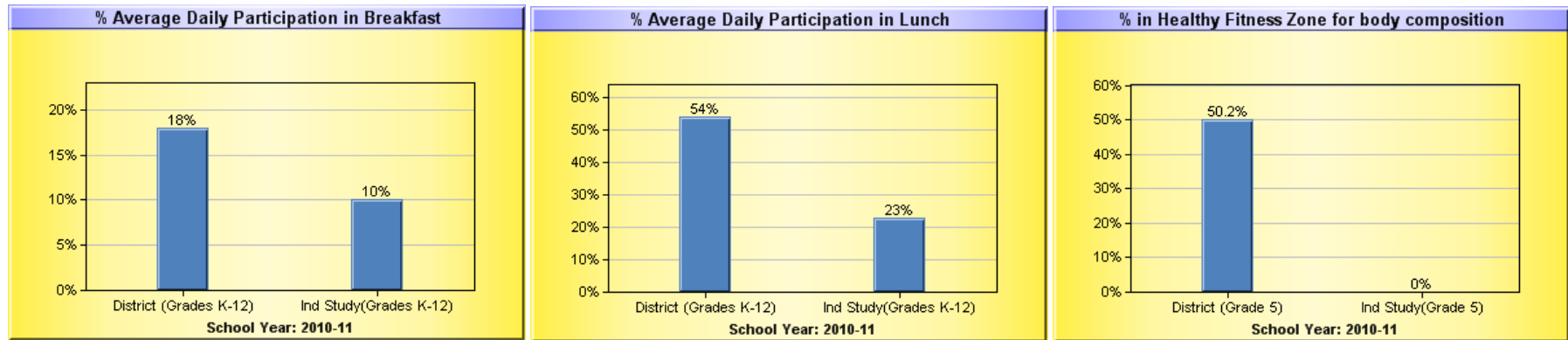
#### School Quality Standards relevant to this Strategic Priority

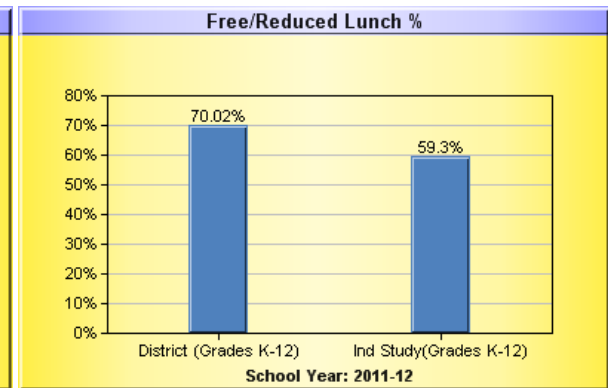
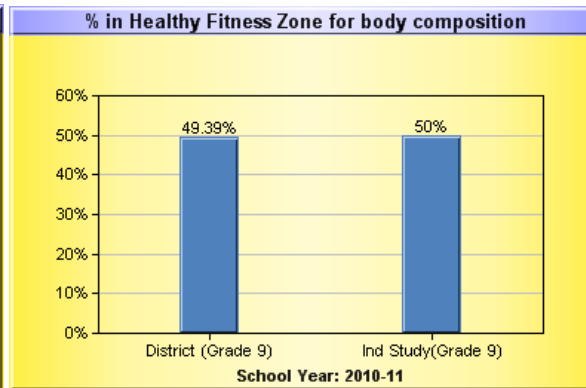
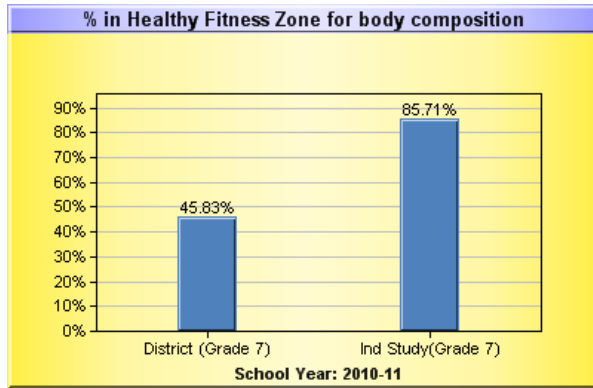
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





**School Data**

- ISP has a 10% average daily participation in Breakfast rate and 23% in lunch compared with the District's 18% and 54% respectively.
- The District has more than double our breakfast and lunch rates.

**Data Analysis**

- Our low lunch rate may be attributed to the fact that nature of our program ( students coming and going throughout the day) is very unique. Also, we have to make the menus more to attractive to students.

**Theory Action**

- Ensure that school meal program is aligned with the district's policy.
- Ensure that appropriate site staff receives centrally provided PD around student health/behavioral health topics.
- Partner with CBOs, Community Colleges, and Private Agencies to provide the training and internships centered around health and wellness.



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

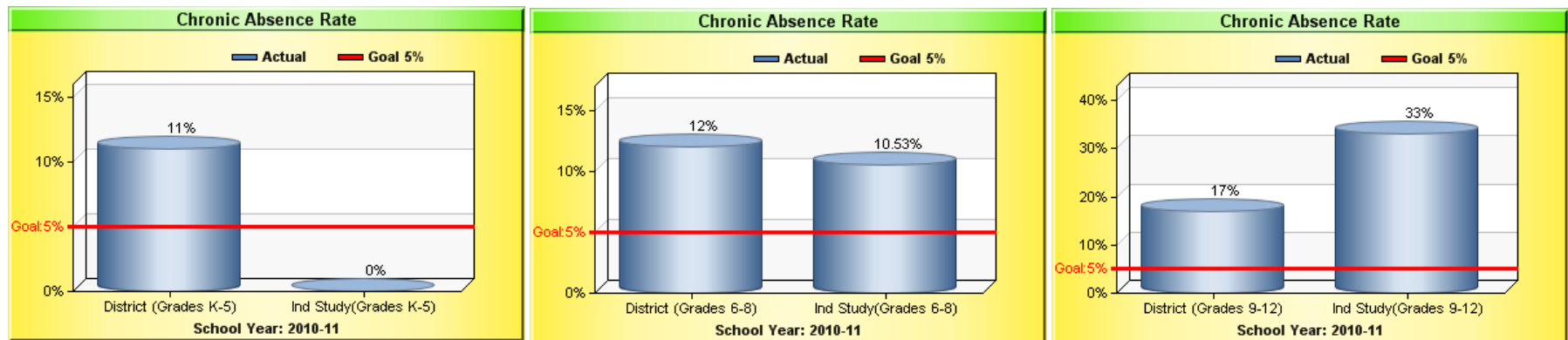
A quality school...

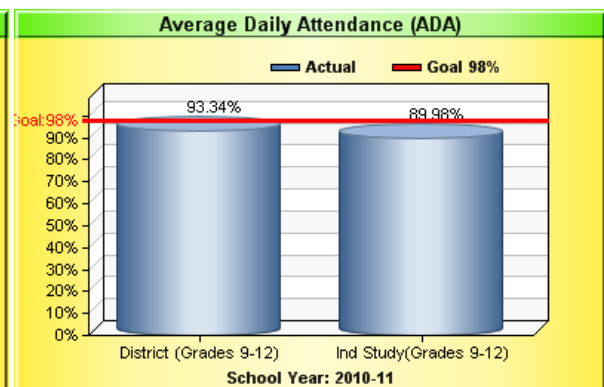
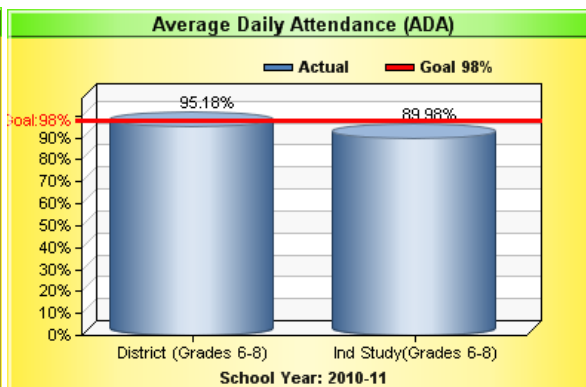
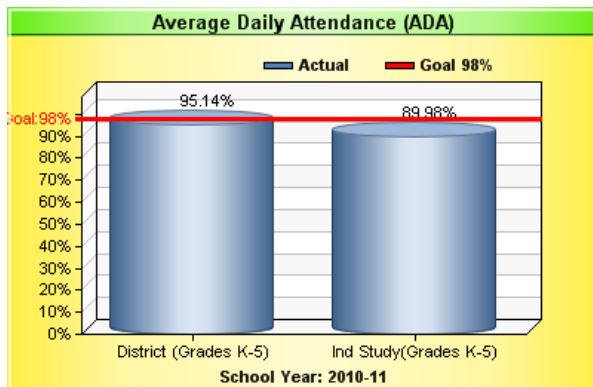
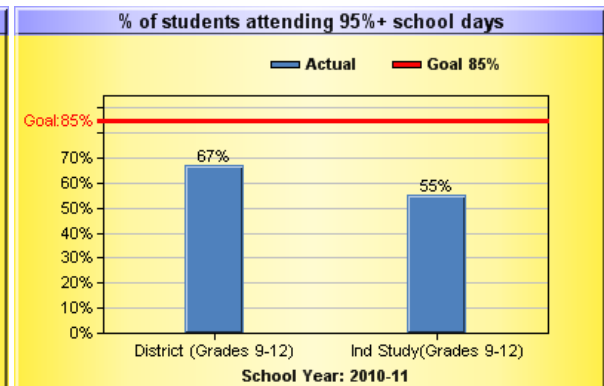
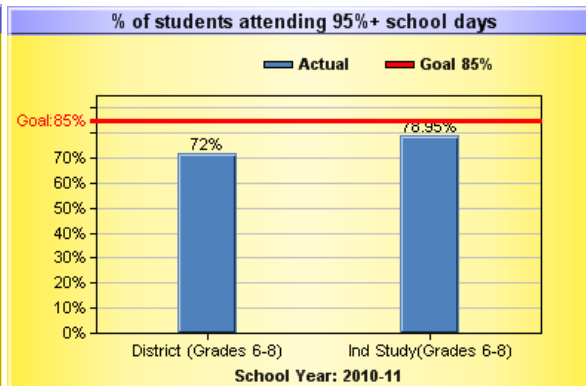
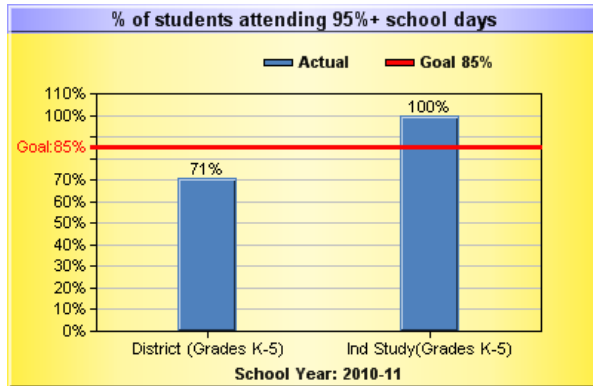
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





**School Data**

- ISP has a 90% attendance rate, 4 percentage points below the District's average of 93.94%.

**Data Analysis**

- ISP has a 90% attendance rate, 4 percentage points below the District's average of 93.94%.

**Theory Action**

- Attendance clerk will track students attendance daily and contract parents.
- Weekly (Tues. and Thursday) SART and SST meetings for students that fall below 85 % attendance rate.
- Bi-weekly attendance team to review student attendance and patterns; and develop strategies to respond to trends.
- Comprehensive attendance policy...with attendance incentives and engaging parents and CBOs in effort.

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

#### School Quality Standards relevant to this Strategic Priority

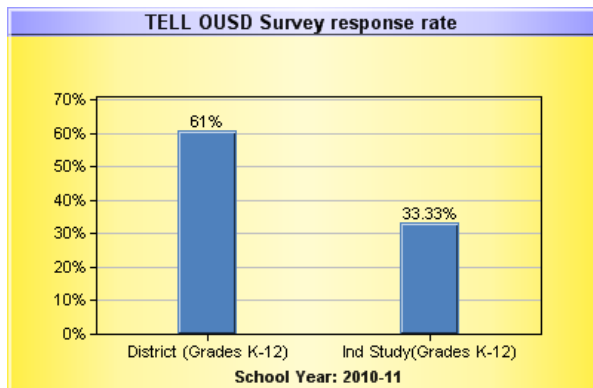
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers



#### School Data

- Our Professional Learning Community (PLC) is not a collaborative, sustained, or comprehensive.

#### Data Analysis

- Our Professional Learning Community (PLC) is not a collaborative, sustained, or comprehensive.

### Theory Action

- Comprehensive organizational vision and planning for increase student achievement
- Sustained and coordinated effort (develop PLC) to improve student achievement
- Contract with internal (teachers) and external consultants to facilitate weekly PDs
- Partner with district to develop a master staff development calendar
- Teacher PDs centered on the development of best instructional practices...researched-based.

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

**School:** Sojourner Truth Independent Study

**Principal:** WILLIE THOMPSON

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

**School Data**

- Very minimum percentage of parents participating in school activities

**Data Analysis**

- we have not maximize our efforts to communicate with parents

**Theory Action**

- We will build or develop a Website as well as send out monthly newsletters to engage and communicate with parents
- hold monthly sessions after every SSC meeting to engage parents and community on being actively involved in school activities

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
facilitate workshops on how to become more effective advocates for their students	More parents actively engage and participating in open-house and "back to school-night"	All Students	2012/13		2/14/2012	330SQI4A698	provide refreshments for parent workshops	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$905.86
facilitate workshops on how to become more effective advocates for their students	More parents actively engage and participating in open-house and "back to school-night"	All Students	2012/13		2/14/2012	330SQI4A699	provide refreshments for SSC meetings	7090-EIA - SCE	4311-MEETING REFRESHMENTS		0	\$1,000.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Sojourner Truth Independent Study

Principal: WILLIE THOMPSON

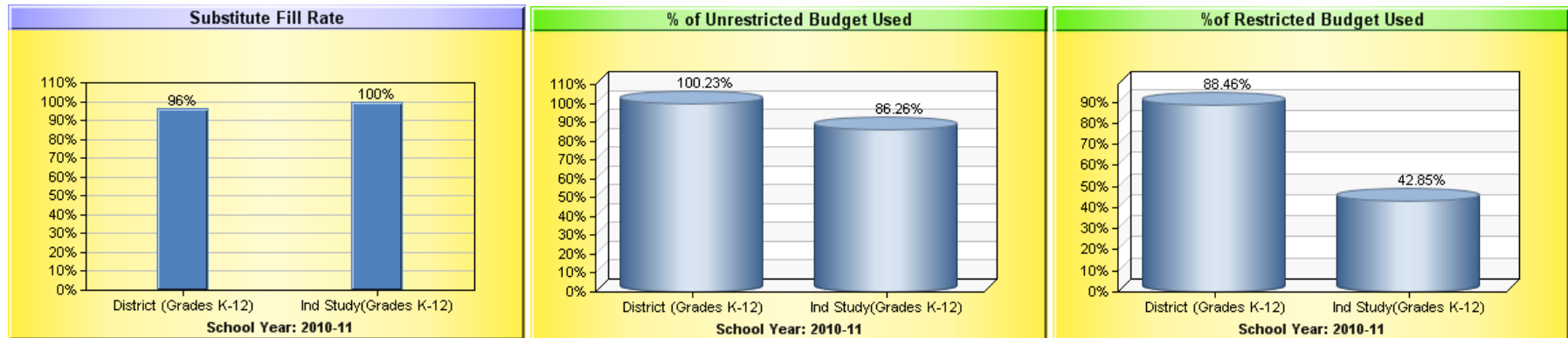
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

#### From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



#### School Data

- According to data, we did not allocate all resources in an effort to address students' academic, social and emotional needs.

#### Data Analysis

- However, due to the many unanticipated projected budget cuts, we became very conscious of deficit spending and acted accordingly by holding a reserve to deal with any unforeseen mid-year budget cuts to schools.

#### Theory Action

- Use data and inquiry cycle to support collaborative (students, parents, school, and community) decision-making about resource allocations
- Use PDs to develop, identify (research-based), and support best instructional practices.
- Implement Advisory Matching School Ambassador protocol

Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

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

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 01/18/2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 04/26/2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
 \_\_\_\_\_  
 SSC Chairperson's Signature

SSC Chairperson's Name (printed)

4-26-12  
 \_\_\_\_\_  
 Date

n-a  
 \_\_\_\_\_  
 ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

\_\_\_\_\_ Date

  
 \_\_\_\_\_  
 Principal Signature

Principal's Name (printed)

4/26/12  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Executive Officer's Signature

Alison McDonald  
 \_\_\_\_\_  
 Executive Officer's Name (printed)

5-14-12  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Director, State & Federal Compliance Signature

Suzanne Ramirez  
 \_\_\_\_\_  
 Director, State & Federal's Name (printed)

6/8/12  
 \_\_\_\_\_  
 Date



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

**School Name:** Sojourner Truth ISP 330

**School Year** **2011-12**

<b>Chairperson: Mrs. Mimi Rohr</b>	<b>Vice Chairperson Ms. Brooklyn Williams</b>
<b>Secretary: Daniela Carpio</b>	<b><u>DAC Representative:</u></b>

Check Appropriate Representation

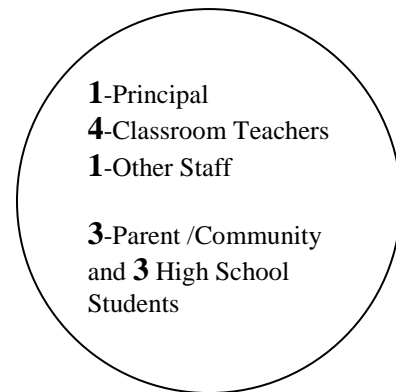
Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Ms. Williams	8251 Fontaine Street, Oakland, 94605				x	
Ms. Christian	8251 Fontaine Street, Oakland, 94605				x	
Ms. Rohr	8251 Fontaine Street, Oakland, 94605				x	
Daniela Carpio	8251 Fontaine Street, Oakland, 94605					x
Brooklyn Haynes	8251 Fontaine Street, Oakland, 94605					x
Nataniel Ward	8251 Fontaine Street, Oakland, 94605					x
Willie Thompson	8251 Fontaine Street, Oakland, 94605	x				
Daniel Manske	8251 Fontaine Street, Oakland, 94605		x			
Sherry Coleman	8251 Fontaine Street, Oakland, 94605		x			
Josie Ramirez	8251 Fontaine Street, Oakland, 94605		x			
Theresa Stinson	8251 Fontaine Street, Oakland, 94605		x			
Alessandra Cabrera	8251 Fontaine Street, Oakland, 94605			X		
<b>Alternative</b>						
Ms. Haynes	8251 Fontaine Street, Oakland, 94605					

<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.

## Example High School Composition



# Title I School Parental Involvement Policy 2012 - 2013

**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 Independent Study)* agrees to implement the following statutory requirements:

- 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.

After our second SSC meeting, we will convene the Annual Title I meeting. We will inform parents of the SSC and Title 1 meeting by announcing it at the students' orientation and back to school night, posting it on our Web-Site, and in newsletter that will be sent home.

- 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.

After every third SSC meeting, we will convene a Title 1 meeting to discuss the CSSSP and make modifications or adjustments if necessary

- Provides parents of Title I students with timely information about Title I programs.

*(Sojourner Truth Independent Study)* will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

We will offer a parent institute on Saturdays with a comprehensive curriculum on being an effective advocate their children.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

We will offer a parent institute on Saturdays with a comprehensive curriculum on being an effective advocate their children.

## **School-Parent Compact**

*(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.

## **Building Parent Capacity for Involvement**

*(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

We will offer a parent institute on Saturdays with a comprehensive curriculum on being an effective advocate their children.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 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.
- 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.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

We will offer a parent institute on Saturdays with a comprehensive curriculum on being an effective advocate their children.

### **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.

We will offer a parent institute on Saturdays with a comprehensive curriculum on being an effective advocate their children.

### **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 (name of school) School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 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)* 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)

# School – Parent Compact

*Independent Study High School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect during the 2011-2021 school year.*

## **School Responsibilities - Independent Study High School will:**

**1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**

- *A coherent standards-based curriculum and instructional strategies with focus on reading and math*
- *Will use pacing guide to develop unit or less plans*
- *Develop and use alternative curriculum to support students in their efforts to excel academically*
- *Implement the Assessment for Learning and Strategies of Learning Targets and Formative Assessments*
- *We will incorporate the Professional Learning Community (PLC) Model in looking at students' data to drive decision making and align school's resources to support effect*

**2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**

*We will hold parent-teacher conferences every semester to discuss students' achievement*

**3) Provide parents with frequent reports on their children's progress.**

*We will provide parents a progress report every six weeks*

**4) Provide parents reasonable access to staff.**

*Teachers will have common prep periods every day to discuss parent concerns*

**5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

*During parent-teacher conferences parents will be actively recruited to volunteer and participate in student's class.*

## **Parent Responsibilities –**

**We, as parents will support our children's learning in the following ways:**

*Describe the ways in which parents will support their children's learning, such as:*

- *Monitoring attendance*
- *Make sure homework is completed*
- *Monitoring amount of television viewing time*
- *Promoting positive use of child's out of school time*

**Student Responsibilities –**

**We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:**

*Describe the ways in which students will support their academic achievement, such as:*

- *Attend school daily and do my homework every day*
- *Respect and follow school rules and procedures*
- *Take ownership of our learning by being actively involved and engage in academic progress*
- *Ask for help when I need it*
- *Read for at least 30 minutes every day outside of school*