



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Sojourner Truth Independent Study
CDS Code: 1612596114011
Principal: Willie Thompson
Date of this revision: 6/10/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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	Telephone: 510-729-4308
Oakland, CA 94605	Email: willie.thompson@ousd.org

The District Governing Board approved this revision of the SPSA on:

6/29/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Sojourner Truth Independent Study

Site Number: 330

☐ Title I Schoolwide Program

☐ Local Control Funding Formula (LCFF) Base Grant

☐ Title I Targeted Assistance Program

☐ LCFF Supplemental Grant

☐ 21st Century

☐ After School Education & Safety Program (ASES)

☐ LCFF Concentration Grant

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

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

Date(s) plan was approved: _____

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

☐ Fliers in students' home languages

☐ Announcement at a public meeting

☐ Other (Notices and Media Announcements, etc.)

Signatures:

Print name of School Principal

Signature

Date

Print name of SSC Chairperson

Signature

Date

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian, Chief Financial Officer

Signature

Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

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 SPISA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

[illegible]

2016-2017 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010		TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010		TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124		TBD
TOTAL:	\$0.00	\$0.00

ABOUT THIS SCHOOL

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.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	43.5%	56.5%		14.9%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		14.3%		
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	40.3%	0.0%	3.9%	44.2%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	2.6%	1.3%	4.5%	1.3%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Students are motivated to graduate through credit recovery.	Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills..	The majority of our students are re-directed to Independent Study because they need additional SEL support and seriously deficient (more than two grade levels below proficient) in credits and/or GPA . Majority of graduating Sojourner Truth students are defaulting to 190 credits (continuation school diploma) upon graduation instead of 230. Also, few students are completing all of their A-G college preparatory classes. More importantly, the nature of the program is not designed to support students who are more than two grade level proficiency.

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
26.5% SRI score is similar to district's 29.3% average	: On average 52% of SJT students enter a two or four-year college/university after graduation. However, after six years (past students' graduation) no evidence exist that students graduate with a degree.	On average 52% of SJT students enter a two or four-year college/university after graduation. However, after six years (past students' graduation) no evidence exist that students graduate with a degree. Program size, master schedule, and school funding, makes it challenging to offer all courses that meet A_G requirements. Also, the nature of program makes it challenging to design a Pathway that will meet the needs of all students

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
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SJT's has 0% suspension rate compared to the district's average of 4.1%	The nature of the program (one-on-one and small group support) enables teachers to establish trusting relationships (SEL) and personalized or differentiated support to meet the needs of our students.	Students are showing up to Sojourner Truth, but have not completed independent study work (students attendance is based on work completed, not seat time), or not matriculating through the Electronic Learning Curriculum in a timely manner14.7% California Healthy Kids Survey participation compared to district's average of 52.3%
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Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students are enrolled in A-G courses.	SJT has 8.3% reclassification rate compared to dist. 15.4% rate; long term...11.1% rate compared to 21% for district. Also, SBAC ELA Prof. rate is 8.1% compared to dist. 28%. For math the rate is 0% compared to dist. 22.7% rate. :	Students arrive below grade-level and have deficient literacy and math skills. Program size, master schedule, and school funding, makes it challenging to offer all courses that meet A_G requirements. Also, the nature of program makes it challenging to design a Pathway that will meet the needs of all students.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- Please forward your WASC report to Joanna.Vazquez@ousd.org and she will populate this section. (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)
- (Related to LCAP Goal)

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	Increase the # of students who graduate with 230 credits	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Increase the # of students who are dual enrolled by at least 10 percentage points. Also,increase the number of students entering a two or four-year college/university after graduation by at least 10%.	1: Graduates are college and career ready.	

Climate and Culture:	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	5: Students are engaged in school everyday.	
Rigorous Academics:	Increase A-G completion by 10-15%	2: Students are proficient in state academic standards.	

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	On Track to Graduate	All Students	At least 10% increase	50% increase	1: Graduates are college and career ready.	Graduation Rate
Post-Secondary Readiness:	Pathway Participation	All Students	At least 10% in both areas	At least 10% in both areas	1: Graduates are college and career ready.	Number of Students Enrolling in Two-Year Colleges
Climate and Culture:	Culture/Climate: Student	All Students	suspension rate under 5% and increase attendance rate by at least 10%	suspension rate under 5% and increase attendance rate by at least 10%	5: Students are engaged in school everyday.	Attendance Rate
Rigorous Academics:	A-G Completion	All Students	At least 10% increase	At least 10% increase	2: Students are proficient in state academic standards.	A-G Completion

School Theory of Action

The majority of students who are re-directed to Sojourner Truth, a program that is not designed to support students who are more than two grade level below proficiency, have very similar needs of students who are referred to Continuation schools... have extreme socio-emotional needs, which contributes to major academic deficiencies. Also, the present nature of program makes it very challenging to create a safety net that will meet students' academic needs. It is very clear that if we are going to build the collective school capacity and scale up the support to meet students' SEL needs, become more intentional about using the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices that support students reading at grade level and writing with evidence, coupled with the development of a pathway that focuses on Dual Enrollment, Work Based Learning, Career Exploration Visits, and Early College and Career Exposure, we must radically re-design the program to accelerate the creation of a school culture/climate that maximizes staff efforts and school resources to significantly increase the number of students who will graduate college, career, and community ready. If students are engaged in a personalized learning approach to their experience at Sojourner Truth High, and if they are offered opportunities to engage in real-world experiences, including gaining expertise in technology, and are able to collaborate with other students and adults to further pursue their career and college interests, then students will achieve greater mastery, self-determination, and autonomy to be successful and ready upon graduation for their post-secondary future.

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Use the TGDS tool to engage teachers in an authentic conversation that leads to best instructional practices to support students reading and writing with evidence..	Increase the # of students who graduate by at least 10 %	Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
Culture & Climate Improvement Strategy:	Increase staff, modify master schedule and create new structures, processes/systems to scale up SEL (students and staff) competencies to meet students' socio-emotional and academic needs.	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	Personalized Student Support	Personalized Student Support
Pathway Development/ Implementation Strategy:	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	Increase the # of students who are dual enrolled by at least 10 percentage points	Work-Based Learning	Personalized Student Support
New or Emerging Design Feature #1:	Create new Master Schedule (Block Schedule) to accommodate students working in collaborative groups and projects.	Increase the # of students who graduate with 230 credits and and meet the A-G requirement by at least 10 %.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #2:	Set up site for Sojourner Truth College and Career Readiness Center – to establish a student-learning lab and electronic library to support student research of careers, their community service projects, work on Advisory curriculum, to prepare for college admission and careers, and to collaborate with adults and peers.	Increase the # of students who are dual enrolled by at least 10 percentage points. Also, increase the number of students entering a two or four-year college/university after graduation by at least 10%.	Equity/Access/ Achievement	Building a Rigorous Academic Core: Student Conditions
New or Emerging Design Feature #3:				
Established Signature Element #1:	Low Student to Teacher ratio	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Established Signature Element #2:	Individualized Instruction	Increase A-G completion by 10-15%	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling

Established Signature Element #3:	SEL	Increase the # of students who graduate with 230 credits	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
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