

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Sojourner Truth School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Sojourner Truth School.



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 Oakland, CA 94605	Telephone: 510-729-4308 Email: willie.thompson@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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

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

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: 5/19/16

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|--|---|--|

Signatures:

<u>Willie Thompson</u> Print name of School Principal	<u>Willie Thompson</u> Signature	<u>5-19-16</u> Date
<u>Susan Ross</u> Print name of SSC Chairperson	<u>Susan Ross</u> Signature	<u>5-19-16</u> Date
<u>Lucia Maritz</u> Print name of Network Superintendent	<u>Lucia Maritz</u> Signature	<u>5-27-16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	<u>Ruth Alahydoian</u> Signature	<u>5-31-16</u> 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 SPSA. 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:

Date	Stakeholder Group	Engagement Description
Weekly	ILT	Weekly engagements around school planning and Measure N
4/21/2016	SSC	Review 2016-17 draft SPSA
5/19/2016	SSC	Review and approve final 2016-17 SPSA

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 Discretionary #0000	\$372,791.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$0.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$0.00	TBD
TOTAL:	\$372,791.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$25,647.86	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$657.46	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$26,305.32	\$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.	Students 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
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 manner 14.7% California Healthy Kids Survey participation compared to district's average of 52.3%

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

- n/a

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.	
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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. Additionally, there will be support for identifying and implementing acceleration strategies for GATE students and supports for Foster and Homeless youth.	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
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

SCHOOLWIDE PRACTICES

Select Key Practices:

- Hire 1.0 FTE Work Based Learning (WBL) Specialist to develop and coordinate student internships and student internship preparation (e.g. ECCO, student professionalism training); develop and coordinate work shadowing, work mentorships, weekend certification workshops (WCW), and career exploration visits in partnership with the College Transition Specialist and Pathway Lead Teacher.
- Hire 1.0 FTE Science/Biology Teacher
- Provide Internship Stipends to students involved in Work-Based Learning experiences. \$15,000

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$30,000.00	General Purpose Discretionary	Extended contracts for teacher PDs	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.	A1.1: Pathway Programs	1120	n/a	n/a	n/a	330-1	330
\$5,000.00	General Purpose Discretionary	Materials and supplies	Create new Master Schedule (Block Schedule) to accommodate students working in collaborative groups and projects.	A1.1: Pathway Programs	4320	n/a	n/a	n/a	330-2	330
\$55,000.00	General Purpose Discretionary	Purchase computers for career centers	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.	A1.1: Pathway Programs	4420	n/a	n/a	n/a	330-3	330
\$10,000.00	General Purpose Discretionary	Expense for conference and travel to visit other sites prior to creating new Pathway	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	5200	n/a	n/a	n/a	330-4	330
\$5,000.00	General Purpose Discretionary	Reimbursement for travel to visit other sites prior to creating new Pathway	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	5210	n/a	n/a	n/a	330-5	330
\$8,000.00	General Purpose Discretionary	Maintenance expense for copier	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.	A1.1: Pathway Programs	5610	n/a	n/a	n/a	330-6	330
\$189,791.00	General Purpose Discretionary	To hire an external coach to support teachers in planning and coordinating staff PDs	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.	A1.1: Pathway Programs	5825	n/a	n/a	n/a	330-7	330
\$10,000.00	General Purpose Discretionary	Hire Stip Substitute	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.	A1.1: Pathway Programs	1154	n/a	n/a	n/a	330-8	330
\$30,000.00	General Purpose Discretionary	To purchase more text books and computer software	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	4100	n/a	n/a	n/a	330-9	330
\$20,000.00	General Purpose Discretionary	To purchase other materials and supplies to support work	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.	A1.3: A-G Completion	4200	n/a	n/a	n/a	330-10	330
\$10,000.00	General Purpose Discretionary	Food and refreshments for staff and parents PDs as well as luncheons to celebrate student growth	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.	A1.1: Pathway Programs	4311	n/a	n/a	n/a	330-11	330
\$16,830.00	Measure G (TGDS)	Materials and supplies	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	4399	n/a	n/a	n/a	330-12	330
\$40,811.15	Measure N Parcel Tax	Increasing the number of staff to support K-12 Instruction	Low Student to Teacher ratio	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP0366	1	330-13	330
\$42,736.29	Measure N Parcel Tax	Increasing the number of staff to support K-12 Instruction	Individualized Instruction	A1.3: A-G Completion	n/a	TEACHER STIP	TCSTIP0473	1	330-14	330

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$15,000.00	Measure N Parcel Tax	Continue the research of best practices and visiting school models that would support our vision	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.	A1.1: Pathway Programs	5200	n/a	n/a	n/a	330-15	330
\$6,500.00	Measure N Parcel Tax	Reimbursement for staff who visit others sites for mileage and travel expense	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	5210	n/a	n/a	n/a	330-16	330
\$10,000.00	Measure N Parcel Tax	Purchase Get Focused Stay Focused curriculum for Advisory and supplies to support the course	SEL	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	330-17	330
\$7,000.00	Measure N Parcel Tax	Support SEL activities with refreshments	SEL	A2.2: Social Emotional Learning	4311	n/a	n/a	n/a	330-18	330
\$36,902.56	Measure N Parcel Tax	Hire WBL staff plus continuing EBC partnership.	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	5825	n/a	n/a	n/a	330-19	330
\$23,375.00	Program Investment	Materials and supplies	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	4310	n/a	n/a	n/a	330-20	330
\$10,647.86	Title I Basic	Materials and supplies	Creating Future Center Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	A1.1: Pathway Programs	4310	n/a	n/a	n/a	330-21	330
\$15,000.00	Title I Basic	Hire consultants	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.	A1.1: Pathway Programs	5825	n/a	n/a	n/a	330-22	330
\$657.46	Title I Parent Participation	Food and refreshments for staff and parents PDs as well as luncheons to celebrate student growth	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.	A1.1: Pathway Programs	4311	n/a	n/a	n/a	330-23	330

Sojourner Truth Independent Study School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- 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

As a parent/guardian or family member I will:

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

Family member signature

As a teacher I will:

- 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 partnerships with 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__.

Title I School Parental Involvement Policy 2015-2016

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

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

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

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

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

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

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

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

Name of School: Sojourner Truth 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 (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Title 1 Meeting

This policy was adopted by the (name of school) Sojourner Truth School Site Council on (mm/dd/yy) and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before 1/21/16. It will be made available to the local community on or before 1/22/16. The (*Name of school*) Sojourner Truth's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Principal's Signature

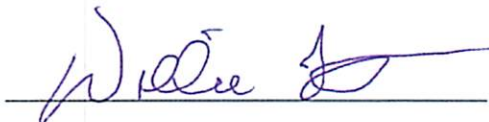
Date

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Title 1 Meeting

This policy was adopted by the (name of school) Sojourner Truth School Site Council on (mm/dd/yy) and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A, children on or before 1/21/16. It will be made available to the local community on or before 1/22/16. The (Name of school) Sojourner Truth's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.



Principal's Signature

1/23/16

Date

School Site Council Membership Roster High School

School Name: Sojourner Truth School Year **2015-2016**

Chairperson : Ms. Vallecillo	
Secretary: Ms. LaRavian Battle	

Check Appropriate Representation

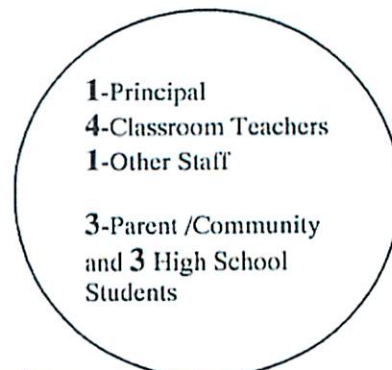
Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm	Student
Ms. Vallecillo	1112 62 nd Avenue Apt 6, Oakland, 94621				X	
Ms. Hill	527 Oakland Ave, Oakland, 94611				X	
Ms. Ross	10900 MacArthur Blvd, Oakland, 94603				X	
Rachel Zarate	1112 62 nd Avenue Apt 6, Oakland, 94621					X
Kyra Jackson	10900 MacArthur Blvd, Oakland, 94603					X
Shauna McQueen	867 37 th Street Apt 6, Oakland, 94608					X
Willie Thompson	8251 Fontaine Street, Oakland, 94605	X				
LaRavian Battle	8251 Fontaine Street, Oakland, 94605		X			
Daniel Manske	8251 Fontaine Street, Oakland, 94605		X			
Diana MacDonald	8251 Fontaine Street, Oakland, 94605		X			
Theresa Stinson	8251 Fontaine Street, Oakland, 94605		X			
Alessandra Cabrera	8251 Fontaine Street, Oakland, 94605			X		
Alternative						
Mia Williams	8251 Fontaine Street, Oakland, 94605		X			
Richard Zarate	1112 62 nd Avenue Apt 6, Oakland, 94621					X

Meeting Schedule	
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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



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