

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Sojourner Truth Independent Studies.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Sojourner Truth Independent Studies.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Sojourner Truth Independent Study
CDS Code: 1612596114011
Principal: Willie Thompson
Date of this revision: 6/6/2017

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

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

Contact: Willie Thompson
Address: 8251 Fontaine Street
Oakland, CA 94605

Position: Principal
Telephone: 510-729-4308
Email: willie.thompson@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Sojourner Truth Independent Study

Site Number: 330

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

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

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

Date(s) plan was approved:

May 18, 2017

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☐ Other (notices, media announcements, etc.)

Signatures:

Willie Thompson

School Principal

Signature

Date

William Norrisisha

Signature

Date

Preston Thomas

Network Superintendent

Signature

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Signature

Date

5/18/17

5/18/17

5/18/17

5/25/17

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Sojourner Truth Independent Study

Site Number: 330

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

[illegible]

2017-2018 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	\$374,291.75	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 ... ASES #6010	\$0.00	TBD
TOTAL:	\$374,291.75	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$14,341.93	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$480.29	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$14,822.22	\$0.00

PART 1: ABOUT THE SCHOOL

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation:

Last WASC Self-Study: 2016-17

Next Self-Study:

School WASC Goal:

Develop concise School-wide Learning Outcomes that are descriptive statements of what students are expected to know, do or be able to understand upon graduation.

Associated LCAP Goal:

Ensure consistent use of school-wide instructional practices utilizing District supported professional development, especially for literacy strategies that will improve student achievement

Continue to implement Common Core Standards

Develop and implement strategies to improve parent engagement

Increase the links to career and college readiness, and post high school (real-world) experiences

Continue to pursue implementation of blended learning strategies to better access to resources in a creative way for all students to ensure equity

Align and ensure Measure N monies are allocated to SJT to continue supporting on and off campus programs

Administration and staff need to put together an annual report that addresses progress on each of the Critical Areas of Follow-up, as well as each section of the Action Plan and to become familiar with all expectations of WASC

Continue to improve student proficiency in mathematics, science and ELA skills, as measured by SRI, SMI, SBAC ELA and math, California Science Test, and/or CELDT English Learner Performance Test

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	Students are motivated to graduate through credit recovery.	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. Majority of graduating Sojourner Truth students are defaulting to 190 credits (continuation school diploma) upon graduation instead of 230. More importantly, the nature of the program is not designed to support students who are more than two grade level proficiency. Also, the enrollment pattern of students (lack of graduation cohort) and ineffective coding system when students leave, make it very difficult to gather reliable graduation and dropout data.
Post-Secondary Readiness	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.

Climate and Culture	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.
Rigorous Academics	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. :
Pathway Development	We have a leadership team and district support staff that have received measure N funding to plan and develop a school pathways	Creating a clearly define Pathway and sequence of course of study

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
Graduate Outcomes	Increase the # of students who graduate with 230 credits and and meet the A-G requirement by at least 10 %	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.	Equity/Access/ Achievement
Post-Secondary Readiness	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.	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	Program of Study & Master Scheduling

Climate and Culture	Align the SEL standards and the CHKS survey and educating students and families on the connection	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%	Personalized Student Support
Rigorous Academics	Student come to us with very low SRI , SMI and SBAC scores due to very low reading and writing skills.	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.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Clearly define the sequence of of pathway coursework	Staff unable to agree on identity of school...Pathway	Program of Study & Master Scheduling

2C. Current Strategy Analysis

Current 16-17 Strategies		Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide 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..	Not Yet	Not Yet	While we are beginning to engage teachers in training of the tool, we still need more training in engaging teachers in authentic conversations
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.	Yes	Yes	The nature of the program enables staff to develop relationships based on trust...
Pathway Development Strategy:	Through the Future Center, we will develop a Technology Pathway that incorporates: Work Based Learning, Career Exploration Visits, and Early College and Career Exposure	Not Yet	Not Yet	We are still in the early stage of developing Pathway with a focus on Technology. We have clearly defined the sequence of the pathway coursework and identify who will teach it and where it will be held
Design Feature #1 (New/Emerging):	Create new Master Schedule (Block Schedule) to maximize student access and accommodations (students working in collaborative groups and projects).	Not Yet	Not Yet	Because of limited floor space, we are still studying the most efficient manner to design master schedule

Design Feature #2 (New/Emerging):	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.	Not Yet	Not Yet	We are beginning to encumber the funds to begin to establish a Future Center
Design Feature #3 (New/Emerging):	Low Student to Teacher ratio	Yes	Yes	We have a very low student/teacher ratio
Signature Element #1 (Established):	Individualized Instruction	Yes	Yes	The nature of the program enables teachers to have individualized instruction
Signature Element #2 (Established):	SEL	Yes	Yes	The nature of the program (individualize instruction) also enables teachers to develop trusting relationships fosters SEL competencies.

PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase the # of students who take A-G courses and graduate with 230 credits	On Track to Graduate	All Students	0%	50% of students	All students	
Post-Secondary Readiness	Increase the # of students who are dual enrolled by at least 10 percentage points each year. Also, increase the number of students entering a two or four-year college/university after graduation by at least 10% each year.	Concurrent Enrollment	All Students	0%	30% of seniors	60% of students	
Climate and Culture	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	Suspensions	All Students	0%	0%	0%	
Rigorous Academics	Increase the % of students at or Above Grade Level in Reading Proficiency by at least 15 percentage points for the next two years. Increase ELs and long term ELS' reclassification rate by at least 10 percentage points for the next two years.	SRI	All Students	33.1% SRI proficiency, 8.3% EL , and 9.1% Long Term rates respectively	48.1% SRI, 18.3% EL, and 19.1% Long Term EL rates respectively	63.1% SRI, 28.3% EL, and 29.1% rates respectively	

Pathway Development	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	Pathway Participation	All Students	0%	TBD	TBD	
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PART 4: STRATEGIES			
Major Improvement Strategies		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Schoolwide <u>Mathematics</u> Improvement Strategy:	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Culture & Climate/SEL Improvement Strategy:	Align the SEL standards and the CHKS survey and educating students and families on the connection	Personalized Student Support	Equity/Access/ Achievement
Pathway Development/ Implementation Strategy:	Clearly define Technology Pathway and sequence of coursework	School Leadership & School Vision	Work-Based Learning
Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Develop a sequence of courses that equip students basic and advanced technology skills, from calendaring, email, and Google drive apps to programming and digital media.	Program of Study & Master Scheduling	Equity/Access/ Achievement
Measure N Design Feature #2:	Modify master schedule to maximize access to technology and related pathway experiences	Equity/Access/ Achievement	Building a Rigorous Academic Core: Teacher Conditions
Measure N Design Feature #3:	Provide access to computers and/or internet outside of school	Equity/Access/ Achievement	School Leadership & School Vision
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria

Signature Element #1 (Established):	All staff have opportunities to engaged in scheduled PDs to clearly understand how technology will be integrated into curriculum	Program of Study & Master Scheduling	School Leadership & School Vision
Signature Element #2 (Established):	Teacher teaching Bootstrap and use google classroom	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Signature Element #3 (Established):	Blended Learning program - APEX program...technology integrated with curriculum	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy: <i>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
PD: Implement schoolwide professional development focused on literacy and high-quality writing so staff might better assist students in meeting state's academic proficiency and advanced levels of academic achievement in core subjects, especially: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; low performing students and newcomers.	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.1: Implementation of CCSS & NGSS	All Students

<p>School Wide Writing Diagnostic - Administer and score writing diagnostic using a site-based writing rubric to assess writing proficiency and growth and inform curriculum and instructional practice; especially to target low-performing students to ensure academic proficiency</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
<p>ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing to increase staff instructional capacity to assist students in meeting state's academic proficiency and advanced levels of academic achievement in core subjects, especially: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
<p>Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum to support students in meeting state's academic proficiency and advanced levels of academic achievement in core subjects, especially: African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.</p>	<p>Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction</p>	<p>A2.10: Extended Time for Teachers</p>	<p>All Students</p>

Reading Strategies: Implement annotation strategies such as: Talking to the Text and Technical Writing Tools. Writing: Focus on Claim-Evidence-Reasoning (CER)	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A3.2: Reading Intervention	All Students
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Schoolwide Mathematics Improvement Strategy:	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life
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Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
STIP Sub: Hire a STIP sub to do classroom support and pull-outs to providing intensive math support to low-performing students, especially: African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	A2.9: Targeted School Improvement Support	All Students
Collaboration Time: Teachers have extended PD planning time to create and integrate math strategies into their core curriculum; with a specific focus on supporting African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	A2.1: Implementation of CCSS & NGSS	All Students
STIP Sub: Hire a .5 STIP sub to do classroom support and pull-outs to provide intensive math support with students, especially African-American and Latino students;children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.9: Targeted School Improvement Support	Other

STIP Sub: Hire a .5 STIP sub to do classroom support and pull-outs to provide intensive literacy support, especially African-American and Latino students; children with disabilities; economically disadvantaged students; homeless and foster youth; ELL students; and newcomers.	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A3.2: Reading Intervention	Other
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Culture & Climate/SEL Improvement Strategy: Align the SEL standards and the CHKS survey and educating students and families on the connection			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Master Schedule: Modify master schedule to reflect addition of advisory classes	Align the SEL standards and the CHKS survey and educating students and families on the connection	A2.2: Social Emotional Learning	All Students
RJ & SEL PDs: Teacher PD's and workshops focusing on SEL, RJ Protocols and Equity	Align the SEL standards and the CHKS survey and educating students and families on the connection	A2.2: Social Emotional Learning	All Students
School and Pathway Orientation: Provide school and pathway orientation as a strategy to welcome and build relationships with students and families to increase family and parent engagement.	Align the SEL standards and the CHKS survey and educating students and families on the connection	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Parent and Family Engagement: Includes school activities (e.g. SSC, open house, instructional leadership teams, back to school nights) to involve parents and family in school decision making and school wide activities to increase parent and family engagement in order to best support student achievement	Align the SEL standards and the CHKS survey and educating students and families on the connection	A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Pathway Development/Implementation Strategy: 90% of students participate in a technology pathway experience: project connected to theme, mentorship, job shadow, course etc.			

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Work-Based Learning Liaison (.1.0 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Develop a sequence of courses that equip students basic and advanced technology skills, from calendaring, email, and Google drive apps to programming and digital media.	A1.1: Pathway Programs	All Students
Design Team: Extended planning time for the pathway design team to meet and plan pathway development		A1.1: Pathway Programs	All Students
School Site Visits: Visit and learn from high-quality school models		A1.1: Pathway Programs	All Students
Advisory Books		A1.1: Pathway Programs	All Students
Student Internships: Issue student stipends as part of the Pathway internship program		A1.1: Pathway Programs	All Students
Future Center: Begin developing a College and Career Center for youth to secure internships, complete college applications and financial aid forms, and receive support from SJT staff.		A1.1: Pathway Programs	All Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School:

Sojourner Truth Independent Study

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$15,000.00	General Purpose Discretionary	ILT Planning Time: Extended work time for the ILT members to design and create professional development focused on literacy and writing	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.1: Implementation of CCSS & NGSS	1120				330-1
\$10,000.00	General Purpose Discretionary	.PD: Implement schoolwide professional development focused on literacy and high-quality writing; including strategies for supporting ELL, GATE and foster youth student	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.1: Implementation of CCSS & NGSS	1320				330-2
\$30,000.00	General Purpose Discretionary	Textbooks	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A1.1: Pathway Programs	4100				330-3
\$20,000.00	General Purpose Discretionary	Books other than textbooks	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.5: Teacher Professional Development for CCSS & NGSS	4200				330-4
\$80,000.00	General Purpose Discretionary	Supplies for overall school operation	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				330-5
\$5,000.00	General Purpose Discretionary	Refreshments	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A1.1: Pathway Programs	4311				330-6
\$30,000.00	General Purpose Discretionary	Computers	Provide access to computers and/or internet outside of school	A5.1: School Culture & Climate (Safe & Supportive Schools)	4420				330-7
\$5,000.00	General Purpose Discretionary	Travel and Conferences	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A2.9: Targeted School Improvement Support	5200				330-8
\$2,000.00	General Purpose Discretionary	Mileage Reimbursements	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A2.9: Targeted School Improvement Support	5210				330-9
\$5,000.00	General Purpose Discretionary	Conference Expenses	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A2.9: Targeted School Improvement Support	5220				330-10
\$1,800.00	General Purpose Discretionary	Dues and Memberships	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.5: Teacher Professional Development for CCSS & NGSS	5300				330-11

\$7,000.00	General Purpose Discretionary	Copier maintenance contract	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				330-12
\$3,000.00	General Purpose Discretionary	Rentals and Equipment	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5622				330-13
\$5,000.00	General Purpose Discretionary	Interprogram Program Maintenance Orders	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5720				330-14
\$3,000.00	General Purpose Discretionary	Interprogram Program Postage	Align the SEL standards and the CHKS survey and educating students and families on the connection	A6.5: Academic Parent-Teacher Communication & Workshops	5724				330-15
\$120,303.91	General Purpose Discretionary	Consultants	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A1.1: Pathway Programs	5825				330-16
\$15,913.19	General Purpose Discretionary	Community Relations Assistant	Align the SEL standards and the CHKS survey and educating students and families on the connection	A5.1: School Culture & Climate (Safe & Supportive Schools)		CRAIIB	CRAIIB9999	0.20	330-17
\$16,274.65	General Purpose Discretionary	STIP Sub: Hire a STIP sub to do classroom support and pull-outs to providing intensive math support	Create real-world math learning opportunities (project-based) to engage students in how to apply key mathematical skills to real life	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0366	0.50	330-18
\$1,185.35	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				330-19
\$16,274.65	Measure G: TGDS	STIP Sub: Hire a .5 STIP sub to support teacher release time for TGDS and provide classroom support and pull-outs to provide intensive literacy support	Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0366	0.50	330-20
\$1,563.83	Measure N	Advisory Books	Align the SEL standards and the CHKS survey and educating students and families on the connection	A1.1: Pathway Programs	4310				330-21
\$97,886.17	Measure N	Work-Based Learning Liaison (.1.0 FTE): Hire a WBL Liaison to coordinate and develop the development of work-based learning continuum and student internships	Develop a sequence of courses that equip students basic and advanced technology skills, from calendaring, email, and Google drive apps to programming and digital media.	A1.1: Pathway Programs		STLWBL	STLWBL0004	1.00	330-22
\$24,250.00	Supplemental Program Investment	Supplies	90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, course etc.	A1.1: Pathway Programs	4310				330-23
\$14,341.93	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				330-24
\$480.29	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				330-25

Sojourner Truth

School Name

Secondary School Compact

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20____.



Title I School Parental Involvement Policy 2016-17

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

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

Involvement of Parents in the Title I Program

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

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 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 Independent Study.

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



Building Parent Capacity for Involvement

(Name of school) Sojourner Truth Independent Study .

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

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

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

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

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

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

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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

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



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

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

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

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

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

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

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

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

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

Accessibility

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

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

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



Adoption

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

This policy was adopted by the (Name of School) Sojourner Truth Independent Study School Site Council on (Date) 4/27/2017 and will be in effect for the 2016-17 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 (Name of school) Sojourner Truth Independent Study's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

4/27/2017
(Date)



OFFICE OF ACCOUNTABILITY PARTNERS

School Site Council Membership Roster – High School

School Name: Sojourner Truth

School Year: 2016-2017

Chairperson : Nareisha Williams	Vice Chairperson:
Secretary: Alessandra Cabrera	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Willie Thompson		X				
Alessandra Cabrera				X		
LaRavian Battle			X			
Daniel Manske			X			
Theresa Stinson			X			
Juli Bryant			X			
Nareisha Williams					X	
Ms. Harrison					X	
Mary Thomas					X	
Adriana Galvez						X
Rayven Daniels						X
Montserrat Robles						X

Meeting Schedule (day/month/time)	
----------------------------------------------	--

SSC Legal Requirements: (Ed. Code 52852)

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 an equal number of students and Parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom
Teachers
1-Other Staff
AND
3-Parent

Revised 8/22/2016