

Action Research	Sojourner Truth
School:	Sojourner Truth Independent Study
Pathway/s:	Technology
Outcome Data	Sojourner Truth Data Slides
Top 5 Measure N Funding Commitments	Technology Industry Consultant, Teacher Stipends, Student Internships, College and Career Readiness Support, Technology pathway supplies
What inquiry question is driving your research to develop a quality Linked Learning pathway/school?	How do we create a high-quality Linked Learning pathway in an Alternative Education/Independent Studies setting?
What did you discover in the past year? (Please use data to support.)	Successes: Majority of students participated in a Work-Based Learning Experience. Teachers engaged in bimonthly Measure N pathway design meetings and an Alt Ed Design Retreat. Teachers also went on site visits to other Technology pathways, such as CART in Fresno, to gather ideas for best practices. Had paid internships for students. The Measure N team is also working on a sequence of Technology courses as well. Challenges: SJT has students entering and leaving all year due to its unique model; and so it is difficult to get an accurate count of all students who are participating in a WBL experience and also create a structure that supports all students.
What are you going to <i>do differently</i> or <i>change</i> moving forward?	We will become more intentional in terms of working with RAD to develop a more reliable process or indicators to capture data results that we will be used to inform our decision-making
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Continue to establish clearly define pathway and sequence of courses (Project-based Units), best instructional practices, aligned with CTE skills and work based experiences .

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Sojourner Truth Independent Study

School ID: 330

School Description

This school community is located on the King Estates campus sharing the facility with Rudsdale Continuation High School and the BayTech charter school program. This school campus is located in a safe city neighborhood of middle class homes. While Oakland is considered a major urban city, this school's particular location is away from the high crime that prevails in many areas of the city of Oakland. However, most students who attend come from other poorer and majorly urban neighborhoods of this city. Thus, students may have to take several city buses or find transit across the greater Oakland area to get to this school's campus.

The students who attend Sojourner Truth are generally socially-economically disadvantaged and face challenges to their overall welfare that result from living in high crime-related neighborhoods of poverty. Unemployment within the adult population is pandemic, with sixty percent or more of the households receiving some economic subsidy. Sojourner Truth students are adversely impacted by substantial environment risks and poor health conditions. Students' daily interactions include exposure to gang activities, crime and substance dependency. A significant percentage of students either come from single-parent homes or are being raised by another adult than a parent. All these descriptors are contributing factors that substantially impact student learning. The independent study program, however, seems to enroll students and their families who more readily support and sustain a stable environment and for several, these students come to the independent study program due to cultural and religious safety issues.

Sojourner Truth Independent Study Program follows the guidelines of the California Department of Education and has developed a comprehensive school program. This program offers classes from Kindergarten to twelfth grade. This high school program has weekly curriculum assignments that have been developed and written by the School Pathways Company. This company worked with Sojourner Truth and the Oakland Unified School District to develop independent study modules that are aligned with the Common Core Curriculum Standards, and meet state department of education guideline for independent study regulations. This computer-assisted program allows all students to have access to the core curriculum and matriculate through the high school program within the semester sequence.

The Sojourner Truth Electronic Learning Program (ELP) is an adjunct program that integrates the core curriculum with technology (Blended Learning) or a method that shift teacher instruction and attend to differentiation by incorporating technology in the useful, meaningful ways to enhance student learning. This program has two sections: a morning and an afternoon program that allows up to 45 students at one time to access online computer courses. Students work at their own pace and receive credits following completion of specific course modules and performance assessments.

School Mission and Vision

VISION: Our students will graduate from high school with the tools to further their academic or career goals. They will possess a willingness to continually challenge themselves and become socially responsible. Students will be empathetic citizens with an appreciation for diversity.

MISSION: The mission of Sojourner Truth School Community is to awaken the minds of our students by creating a nurturing environment that empowers students to achieve excellence through individualized instruction.

Family & Student Engagement

SCHOOL DATA SLIDES

[Sojourner Truth Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

STRENGTHS & CHALLENGES

Task: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

Instructions:	<p>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</p> <ul style="list-style-type: none">• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals? <p>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>		
State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	We have begun the process of working with RAD to develop accurate, reliable, and relevant indicators to inform our decision making	According to the dashboard data, between 2012 and 2016, Independent Study's average cohort graduation and dropout rate was 21.4 and 43.4 respectively. Due to mitigating factors, such as incorrect use of formulas to track students' graduation rate, the inconsistent process (coding) of tracking student entering and leaving program, the graduation and dropout data is misleading, inaccurate and unreliable. However, we are in the process of working with RAD to identify and develop accurate and relevant indicators that will inform our decision making.	Continue to work with RAD to develop accurate, reliable, and relevant indicators to inform our decision making

On Track to Graduate (11th Grade)	Due to nature the nature of the Independent Study program, the majority of students who enroll in Independent Study are off-track, with 93.2% failing to meet the district's AG requirements. However, with exception of Math at 20.3% and Science at 35.6%, students have made significant progress in meeting AG requirements, with History at 49.3%, English at 50.8%, and Language at 71.2% respectively	The master schedule, students' attendance, resources, and insufficient SEL support have hampered our ability to develop a curriculum and Pathway that meets the A-G requirement (graduating with 230 credits), ensuring our students of becoming college. career, and community ready.	Create a master schedule that maximizes opportunities for students to meet A-G requirements...Strengthen advisory program, hire case managers to provide more SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support
A-G Completion		Approximately 95% of our students are not meeting the A-G requirements	Create a master schedule that maximizes opportunities for students to meet A-G requirements...Strengthen advisory program, hire case managers to provide more SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support
SBAC ELA	Between 2015-16 and 2016-17, approximately 63% of the students scored: nearly met, met, or exceeded standards on the SBAC ELA assessment. Between 2015-16 and 2016-17, when the majority of students have been administered the test, approximately 49% have consistently average one year below, at grade level or above on the Scholastic Reading Inventory.	The master schedule, students' attendance, resources, and insufficient SEL support have hampered our ability to develop a curriculum and Pathway that meets the A-G requirement (graduating with 230 credits), ensuring our students of becoming college. career, and community ready.	Strengthen advisory program: hire case managers to provide more SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support
SBAC Math	We have continued to develop partnerships and leverage resources (including human resources) to strengthen advisory program, to provide more academic and SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support.	On average, over a two year period (2015-16 and 2016-17) approximately 85% of the students are not meeting Math Standards.	We have continued to develop partnerships and leverage resources (including human resources) to strengthen advisory program, to provide more academic and SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support.
AP Pass Rate/Dual Enrollment Pass Rate	We do not have any due enrollment classes. However, we have begun the process of developing partnerships with community colleges in our efforts to leveraging resources (including human resources) to create a dual enrollment program. ,	Because of the uniqueness of Independent Study, we have been challenged in identifying the school's identity, the core curriculum, instructional strategies, and the pathway that we will use to get all students college, career, and community ready. As a result, we do not have any students enrolled in a pathway. However, we have begun a concerted and collaborative effort to start the process.	Continued to develop partnerships and leverage resources (including human resources) to strengthen advisory program, to provide more academic and SEL support as well as create a master schedule that maximize opportunity to provide more time for students to get additional SEL support.

Pathway Participation/CTE Enrollment*	We have made decision to create a Technology Pathway which has enabled us to make concerted and collaborative efforts to start the process of creating systems, processes, and support that will foster a learning community with a focus on students being college, career, and community ready.	Because of the uniqueness of Independent Study, we have been challenged in identifying the school's identity, the core curriculum, instructional strategies, and the pathway that we will use to get all students college, career, and community ready. As a result, we do not have any students enrolled in a pathway. However, we have begun a concerted and collaborative effort to start the process.	Now that we have made decision to create a Technology Pathway, it has enabled us to make concerted and collaborative efforts to start the process of creating systems, processes, and support that will foster a learning community with a focus on students being college, career, and community ready.
English Learner Progress	Over the last three school years, students' slide has	We continue to struggle with students' attendance. Because of the very small # of students in program, varying between 1 and 5 between 2014-15 and 2016-17, the percentages are extreme (66% growth in 2015, 14.3% in 2015-16, and 44.4% in 2016-17) as well, making data unreliable in terms of measuring growth.	Continue to provide students more SEL support
Suspension Rate	We have had a 0% suspension rate for approximately the last seven years.	We continue to struggle with students' attendance	Continue to provide students more SEL support

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	At least a 20% percentage increase in students' gra	Goal 2: Students are proficient in state academic standards	All Students	21.40%	25.80%	30.8.%	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
On Track to Graduate (11th Grade)	At least 15% increase annually in the # of students who take A-G courses and graduate with 230 credits by 2020..		11th grade students	6.8	8.20%	8.43	Continue to implement Common Core Standards
A-G Completion	Increase in the # of students who take A-G courses and graduate with 230 credits by at least 10 percentage point annually by 2020	Goal 3: Students are reading at or above grade level	All Students	10%	20%	30%	Continue to implement Common Core Standards

SBAC ELA	. 15% and 10% respectively..student who are 1 year below, at grade level or exceeding on SRI and SBAC for the next two years or 2020	Goal 2: Students are proficient in state academic standards	All Students	48.3%--59.4%	55.5%--61.%	63.9%--67.2%	Reading, writing, and speaking grounded in evidence from texts, both literary and informational. ...
SBAC Math	Increase the % of students who are near,,at or above standards on SBAC by at least 10% percent for the next two years	Goal 2: Students are proficient in state academic standards	All Students	16%	17.60%	19.4	The goal is to have a greater but deeper focus on fewer topics in Mathematics, coherence... linking topics and thinking across grades, and conceptual understanding of procedural skills and application
AP Pass Rate	n/A		All Students				
Dual Enrollment Pass Rate	Increase the # of students who are dual enrolled by at least 10 percentage points each year until 2020. Also, increase the number of students entering a two or four-year college/university after graduation by at least 10 percentage points each year until 2020.	Goal 1: Graduates are college and career ready	All Students	N/A	10%	20%	. Increase the links to career and college readiness, and post high school (real-world)
Pathway Participation/ CTE Enrollment*	. 90% of students participate in Technology Pathway experience: project connected to theme, mentorship, job shadow, etc...by 2020	Goal 5: Students are engaged in school everyday	All Students	0%	0%	50%	. Increase the links to career and college readiness, and post high school (real-world)
English Learner Progress	Increase ELs and long term ELS' reclassification rate by at least 10 percentage points for the next two years.	Goal 4: English learners are reaching English fluency	All Students	44.40%	48.80%	53.70%	Increase the links to career and college readiness, and post high school (real-world)
Suspension Rate	Continue with a Suspension rate below the District's 5%. Increase students' attendance rate by at least 10%.	Goal 5: Students are engaged in school everyday	All Students	0%	0.02% or less	0.02% or less	Develop and implement strategies to improve parent engagement

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING**Instructions:**

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)**KEY:**

1: Not at all

3: Mostly

2: Somewhat

4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	Early on, we understood the importance of having a very clear vision for student improvement and sought to facilitate a collective vision by using various platforms such as Google Docs, ,Facebook, and Rudsdale Website to communicate it to most of the stakeholders.	Continue the process of using various platform to communicate vision to the extent that stakeholders begin taking ownership
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Use student data as indicators for ongoing discussions to inform decision-making and alignment of resources (including human resources) to improve student improvement and school's goals.	Continue the process by creating a master schedule to carve out time to have discussions
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	As we use data to drive collaborative decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme, we invariably foster the conditions that facilitates change... that is the best indicator of change leaders.	We want improve on the intentionality of process
School Leadership & Vision Goal for 2018-19:	Use data to drive decision making and research to identify best practices to reach schoolwide goals that are align with pathway theme		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	2: Somewhat	Due to the lack of a very clear pathway theme, we have been limited in creating comprehensive structures and systems that are aligned with school's purpose. This has led to lack of coherence with support staff. The aforementioned has limited our ability to focus on student equity... that is: creating a student individualized plan to be college, career, and community ready	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly	Again, the leadership team has a very clear and shared understanding of school's goals; but, due to not having develop a very clear pathway theme, we have not been intentional in implementing plan.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready

Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly	Again, the leadership team has a very clear and shared understanding of protocols that will drive our decision-making; but, due to not having develop a very clear pathway theme, we have not been intentional in using relevant data to inform us.	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly	Leadership is very clear in terms of leveraging systems and resources to maximize efforts, but due to lack of clarity o pathway, we have been limited in our intentionality	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	Leadership is clear about implementation of policies and procedures that facilitates equity of access, but due to lack of clarity of pathway, we have been limited in our intentionality	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready
Systems & Structures Goal for 2018-19:	Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, news letters...etc, to communicate vision to the extent that stakeholders begin taking ownership	Whole School	All Students					Building the Conditions	A1.1 Pathway Programs
Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	Whole School	All Students	After School Education & Safety (ASES)				Building the Conditions	A2.9 Targeted School Improvement Support

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Partially Implemented	Somewhat Effective	Teachers are beginning to discuss the protocols for the writing process as well as began creating a master schedule for teacher PDs to focus on best practices

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	15% and 10% respectively...students who are 1 year below, at grade level or exceeding on SRI and SBAC	All Students	48.3%	55.5%	63.9%--	Reading, writing, and speaking grounded in evidence from texts, both literary and informational. ...
Common Core	80% of students will move at least one point on the Learning Design Collaborative (LDC) Rubric and a 5% increase in the number of students whose standard near met or standard met on SBAC performance level.	All Students	59.4%	61.1%	67.2%	Continue to implement Common Core Standards

THEORY OF ACTION

Theory of Action	If we continue the process of using writing rubric to get a baseline of students writing and analyzing as a staff to calibrate around high-quality writing coupled with teacher training on best reading and writing practices, we will begin to see significant improvement in students reading and writing skills.			
How are you supporting English Language Learners?	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas and the WBL opportunities; Additionally, the real-world and hands on learning opportunities will support ELL students			
How are you building conditions for students and adult learning?	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	yes	yes	yes	yes

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Performing Students	General Purpose Discretionary	\$5,000.00	1120		Rigorous Academics	A3.2 Reading Intervention
Collaboration Time Benefits: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Performing Students	General Purpose Discretionary	\$1,191.85	3000		Rigorous Academics	A3.2 Reading Intervention
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	English Learners	Other	\$0.00			Rigorous Academics	A4.1 English Learner Reclassification
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Supplies: Purchase supplies and materials to support literacy and writing acceleration support	English Learners	General Purpose Discretionary	\$10,848.15	4310		Rigorous Academics	A3.2 Reading Intervention
Surplus	All Students	LCFF Supplemental	\$27,824.50	4399		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Consultants	Low-Income Students	LCFF Supplemental	\$93,009.00	5825		Rigorous Academics	A1.3 A-G Completion
Equipment Maintenance Agreement	All Students	General Purpose Discretionary	\$5,000.00	5610		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Interprogram Duplicating	All Students	General Purpose Discretionary	\$2,000.00	5716		Rigorous Academics	A1.3 A-G Completion
Interprogram Postage	All Students	General Purpose Discretionary	\$3,000.00	5724		Rigorous Academics	A6.5 Academic Parent-Teacher Communication & Workshops

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION				
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT				
PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	
Pathway Theme	2	2	2	Leadership team just recently finalize the selection of a Technology Pathway and beginning to focus on the development of an aligned curriculum
Integrated Core	2	2	2	Because of the lack of a very clear Pathway Theme early on and students attendance pattern, we have not successfully integrated into Core Program
Cohort Scheduling	2	2	2	The nature of the Sojourner Truth program, with various and unique attendance patterns, makes it very difficult to create a cohort schedule.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	2+	2+	Because of the lack of a very clear Pathway Theme and students attendance pattern, we have not develop or aligned curriculum that is seamless or coherent
Collaborative Learning	2+	2+	2+	Teacher have been working collaboratively; but, due to the lack of a very clear Pathway Theme, we have not leveraged those opportunities when teachers are working collaboratively.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+	2+	2+	Now that teachers have developed a Pathway Theme, they are now beginning to identify and learn best instructional practices
Collaboration Time	3-	3-	3	Now that teachers have developed a Pathway Theme, they are beginning to leverage collaboration time
Professional Learning	3	3	3	As teachers continue to understand the SPSA its purpose... namely, analyzing and using data to inform our decision- making, it get us closer to the development of a Professional Learning Community (PLC)
SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION				
What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?				
Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis	
Writing with Evidence: Identifying a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Train teachers on reading and writing strategies, data analysis and how to apply it to inform instruction	Partially Implemented	Somewhat Effective	Teachers are beginning to discuss the protocols for the writing process as well as began creating a master schedule for teacher PDs to focus on best practices	

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Every teacher integrates technology-based projects Google Applied Digital Skills https://applieddigitalskills.withgoogle.com/en/apps All students add work samples to ePortfolio including Reflection on growth	All Students	10%	30%	100%	Continue to implement Common Core Standards
CTE	All students will complete all skills in the Google Scavenger Hunt, completing during their first year at SJT. During the second semester, 50% of students will complete the Google Sherpa Certification.	All Students	10%	30%	100%	. Increase the links to career and college readiness, and post high school (real-world)
Graduate Capstone/Culminating Experience	100% of students will embed a unique career project in the Senior Project that demonstrates students' mastery of technology skills.	All Students	10%	30%	100%	Develop concise School-wide Learning Outcomes that are descriptive statements of what students are expected to know, do or be able to understand upon graduation
Course Passage Rates	20% increase in the #of students who complete requirements every year	All Students	0%	20%	80%	Increase the links to career and college readiness, and post high school (real-world)

THEORY OF ACTION

Theory of Action	If we clarify expectations for our Pathway for students and staff then staff and students will participate and exhibit growth.at acquiring technology skills.			
	Identify 1 to 2 ELL strategies teachers will incorporate into their core content areas and the WBL opportunities; Additionally, the real-world and hands on learning opportunities will support ELL students			
How are you building conditions for students and adult learning?	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff			
Engagement: Who do you need to meet with moving	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams

meet with moving forward to develop and then finalize this plan?	yes	yes	yes	yes
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STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Academic Proficiency: Provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas or beyond; especially ELLs, students with disabilities, foster youth, GATE students, and homeless youth	Foster Youth		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Revise Orientation to Incorporate Pathway Theme: Give all students Google Scavenger Hunt at Orientation	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
Senior Portfolio: Develop grade level assignments to include in an e portfolio aligned with Pathway theme	Low-Performing Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
Professional Development: Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Low-Performing Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs
Tech CTE Scope and Sequence: Clarify Scope and Sequence of pathway courses.	Low-Performing Students		\$0.00			Career Technical Education	A1.1 Pathway Programs
Student Clubs: Continue with and expand the Computer Club and Anova	Low-Income Students		\$0.00			Career Technical Education	A1.1 Pathway Programs
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N	\$30,000.00	1120		Rigorous Academics	A1.1 Pathway Programs
Teacher Externships: Opportunities for teachers to engage in teacher externships to learn more about the Technology industry in order to incorporate the pathway tech theme into their core content areas	Low-Income Students	Measure N	\$4,000.00	5826		Career Technical Education	A1.1 Pathway Programs

Technology Courses and Support: Hire an industry Technology consultant who will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas. They will also lead a Technology course for students.	Low-Performing Students	Measure N	\$30,000.00	5825		Career Technical Education	A1.1 Pathway Programs
Summer School: Provide expanded learning time over the summer for student learning and acceleration to ensure students are on track to graduate	Low-Performing Students	Measure N	\$8,000.00	4399		Rigorous Academics	A1.1 Pathway Programs
Travel and Conferences: Learn about best practices to support integrated, rigorous academics	Low-Performing Students	General Purpose Discretionary	\$2,000.00	5200		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Mileage/Reimbursements	All Students	General Purpose Discretionary	\$2,000.00	5210		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
Title I: Surplus to allocated in Fall 2018	Long-Term English Learners	Title I: Basic	\$27,215.00	4399		Rigorous Academics	A4.1 English Learner Reclassification

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1	1	1+	Now that we have a very clear pathway theme, staff are beginning to think about how to design curriculum, CTE courses, and internships, and student outcomes that will be aligned with Pathway Theme.
Pathway Outcomes	2-	2	2+	Now that we have a very clear pathway theme, staff are beginning to think about how to design curriculum, CTE courses, and internships, and student outcomes that will be aligned with Pathway Theme.
Pathway Evaluation	2-	2	2+	After we have designed a curriculum, CTE classes, internships, and student outcomes that aligns with Pathway theme, we can begin to effectively evaluate Pathway

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Develop a sequence of courses that equip students basic and advanced technology skills, from calendaring, email, and Google drive apps to programming and digital media.	Partially Implemented	Somewhat Effective	Teachers have met periodically to continue the discussion and visiting other schools to identify best practices around Technology Pathways and the development of a sequence of courses that will equip students with the basic skills in technology.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Exploration	100% of students will research a career, develop the career ladder for that area and interview a professional about their career and how they use technology. Paid student internships, school year as well as summer. We will continue to have Speakers, Career Visits, and Career Symposium.	All Students	10%	30%	80%	Increase the links to career and college readiness, and post high school (real-world)

Career Preparation	Inform 100% of SJT students about Internship opportunities. Have 3 significant industry partners to provide internships for our pathway students.	All Students	10%	20%	40%	Increase the links to career and college readiness, and post high school (real-world)
Career Training	Research and initiate one certification: create a way for Tech Certification Program at Community College/ online? (Beginning Industry Certifications: ICT, A+- 12 weeks of prep, then Exam)	All Students	0%	0%	20%	Increase the links to career and college readiness, and post high school (real-world)

THEORY OF ACTION

Theory of Action	If we develop strong community partners, then we will be able to provide our students opportunities to gain industry certifications, internships, and exposure to the tech field.					
How are you supporting English Language Learners?	We make sure that students language is not a barrier to students getting their needs met. We make sure students have access to translators if needed and we look for opportunities to be cultural sensitive or competent in that we always try to refer students to staff they trust and more incline to open up in a manner that would facilitate meeting students' needs					
How are you building conditions for students and adult learning?	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of staff					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	yes	yes	yes		yes	

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Career Research Project: To write/create the career research assignment to be completed by all students.	African American Males		\$0.00			Work-Based Learning	A1.1 Pathway Programs

Industry Partnerships: Find/maintain tech industry partners to provide internships and other types of WBL support such as mentorships, job shadows, etc.	Low-Performing Students	Measure N	\$5,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Industry Class: Incorporate an Intro to Business course.	Low-Performing Students		\$0.00			Work-Based Learning	A1.1 Pathway Programs
Student Internships: Issue student internships as part of the health and tech pathway through a partnership with BACR	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N	\$7,500.00	5826		Work-Based Learning	A1.1 Pathway Programs
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Low-Income Students	Measure N	\$12,451.00	4310		Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS				
COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT				
COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3+	3+	3+	We have a 0% referral and suspension rate
College & Career Plan	2-	2	2	Student folders of planning and participation in the college and career

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Align the SEL standards and the CHKS survey and educating students and families on the connection	Fully Implemented	Highly Effective	According to our WASC report, the strength of our program is provide SEL or differentiated support services to all students. The nature of our program, which is design to provide one-on-one or small group differentiated curriculum to students in need. This setting and master schedule enable teachers to build positive and trusting relationships with students. As a result, we have had a 0% suspension rate for the past seven years.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	All students are aware and have access to our academic and SEL counselors. Attendance - a centralized person will message students that miss class.	All Students	50%	75%	100%	Develop and implement strategies to improve parent engagement
College Access	Increase number of College Visits (both field trips and colleges coming to us) Financial Aid Nights to help families complete FAFSA. Include 9-10 graders in college visits and exploration.	All Students	30%	40%	Double	Increase the links to career and college readiness, and post high school (real-world)

Differentiated Interventions	Increase use of online resources to connects students that addresses student's academic needs. (For example, commonlit.org). Use online resources to deliver curriculum other other sources that	All Students	10%	30%	90%	Increase the links to career and college readiness, and post high school (real-world)
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THEORY OF ACTION

Theory of Action	If we make resources clearly accessible to our students, then students will be capable of taking ownership of their educational needs.					
How are you supporting English Language Learners?	We make sure that students language is not a barrier to students getting their needs met. We make sure students have access to translators if needed and we look for opportunities to be cultural sensitive or competent in that we always try to refer students to staff they trust and more incline to open up in a manner that would facilitate meeting students' needs					
How are you building conditions for students and adult learning?	Completing SEL competency training for all staff, with a focus on self-management and self-awareness, and integrating them into all their core content areas in addition to having teachers reflect on how they are modeling the SEL competencies and the effectiveness of how they are integrating it into their classes. Transformation of students begins with transformation of sta					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	yes	yes	yes		yes	

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Independent Learners: Do targeted activities about being an independent learner, in order to increase student responsibility	Low-Performing Students		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning
Collaboration: Ensure that students learn to collaborate in groups either in person or digitally	Low-Performing Students		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning
College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students; specifically our Latino and African American students	African American Males	Measure N	\$8,500.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs

ECCCO Curriculum: Provide the ECCCO curriculum for teachers to use with students as part of an advisory structure in order to prepare students to be college and career ready; especially for our Homeless and Foster Youth students	Foster Youth	Measure N	\$8,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs
Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Low-Income Students	Other	\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
Title I Parents: Surplus to be allocated in Fall 2018	Long-Term English Learners	Title I: Parent Participation	\$669.00	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops
Hire an Additional SSO: Hire an additional SSO (school currently has one SSO allocated for 350 students) to support and create a safe culture and climate	All Students	LCFF Supplemental	\$31,151.00	5741		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET
School: Sojourner Truth Independent Study

School ID: 330

<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$0.00	\$0.00	\$0.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$31,040.00	\$31,040.00	\$0.00
LCFF Supplemental	\$124,160.00	\$151,984.50	-\$27,824.50
LCFF Concentration	\$0.00	\$0.00	\$0.00
Title I: Basic	\$27,215.00	\$27,215.00	\$0.00
Title I: Parent Participation	\$669.00	\$669.00	\$0.00
Measure N	\$113,433.00	\$133,451.00	-\$20,018.00
TOTAL	\$296,517.00	\$344,359.50	-\$47,842.50

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Associated Pathway (if relevant)	Budget Action Number
Continue the process of using various platforms such as emails, google docs, website, PDs, SSC meetings, leadership meetings, one conversations, robocall process, news letters... etc, to communicate vision to the extent that stakeholders begin taking ownership	All Students					Building the Conditions	A1.1 Pathway Programs		
Create very clear Pathway theme with a sequence of coursework that gets students college, career, and community ready	All Students	After School Education & Safety (ASES)				Building the Conditions	A2.9 Targeted School Improvement Support		
Collaboration Time: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Performing Students	General Purpose Discretionary	\$5,000.00	1120		Rigorous Academics	A3.2 Reading Intervention		
Collaboration Time Benefits: Teachers have extended planning time to create and integrate literacy and writing strategies into their core curriculum and develop new curriculum	Low-Performing Students	General Purpose Discretionary	\$1,191.85	3000		Rigorous Academics	A3.2 Reading Intervention		
ELL and Newcomer Literacy Support: Integrate literacy strategies to specifically support ELL and newcomer students into their core classes	English Learners	Other	\$0.00			Rigorous Academics	A4.1 English Learner Reclassification		
Students with Disabilities Support: Integrate strategies to specifically support students with disabilities reach academic proficiency	Students with Disabilities		\$0.00			Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Supplies: Purchase supplies and materials to support literacy and writing acceleration support	English Learners	General Purpose Discretionary	\$10,848.15	4310		Rigorous Academics	A3.2 Reading Intervention		

Surplus	All Students	LCFF Supplemental	\$27,824.50	4399		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Consultants	Low-Income Students	LCFF Supplemental	\$93,009.00	5825		Rigorous Academics	A1.3 A-G Completion		
Equipment Maintenance Agreement	All Students	General Purpose Discretionary	\$5,000.00	5610		Rigorous Academics	A2.3 Standards-Aligned Learning Materials		
Interprogram Duplicating	All Students	General Purpose Discretionary	\$2,000.00	5716		Rigorous Academics	A1.3 A-G Completion		
Interprogram Postage	All Students	General Purpose Discretionary	\$3,000.00	5724		Rigorous Academics	A6.5 Academic Parent-Teacher Communication & Workshops		
Revise Orientation to Incorporate Pathway Theme: Give all students Google Scavenger Hunt at Orientation	Low-Income Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs		
Senior Portfolio: Develop grade level assignments to include in an e portfolio aligned with Pathway theme	Low-Performing Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs		
Professional Development: Develop a coherent professional development scope and sequence aligned to school goals in order to strengthen the core academic program and improve classroom instruction	Low-Performing Students		\$0.00			Rigorous Academics	A1.1 Pathway Programs		
Tech CTE Scope and Sequence: Clarify Scope and Sequence of pathway courses.	Low-Performing Students		\$0.00			Career Technical Education	A1.1 Pathway Programs		
Student Clubs: Continue with and expand the Computer Club and Anova	Low-Income Students		\$0.00			Career Technical Education	A1.1 Pathway Programs		
Extended Planning Time: Extended planning time for teachers to collaborate and integrate the pathway theme into their core content classes	Low-Performing Students	Measure N	\$30,000.00			Rigorous Academics	A1.1 Pathway Programs		
Teacher Externships: Opportunities for teachers to engage in teacher externships to learn more about the Technology industry in order to incorporate the pathway tech theme into their core content areas	Low-Income Students	Measure N	\$4,000.00	5826		Career Technical Education	A1.1 Pathway Programs		
Technology Courses and Support: Hire an industry Technology consultant who will help train the staff on building out a technology CTE scope and sequence, along with supporting them with integrating technology into their core content areas. They will also lead a Technology course for students.	Low-Performing Students	Measure N	\$30,000.00	5825		Career Technical Education	A1.1 Pathway Programs		

Summer School: Provide expanded learning time over the summer for student learning and acceleration to ensure students are on track to graduate	Low-Performing Students	Measure N	\$8,000.00	4399		Rigorous Academics	A1.1 Pathway Programs		
Travel and Conferences: Learn about best practices to support integrated, rigorous academics	Low-Performing Students	General Purpose Discretionary	\$2,000.00	5200		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Mileage/Reimbursements	All Students	General Purpose Discretionary	\$2,000.00	5210		Rigorous Academics	A2.1 Implementation of the CCSS & NGSS		
Title I: Surplus to allocated in Fall 2018	Long-Term English Learners	Title I: Basic	\$27,215.00	4399		Rigorous Academics	A4.1 English Learner Reclassification		
Career Research Project: To write/create the career research assignment to be completed by all students.	African American Males		\$0.00			Work-Based Learning	A1.1 Pathway Programs		
Industry Partnerships: Find/maintain tech industry partners to provide internships and other types of WBL support such as mentorships, job shadows, etc.	Low-Performing Students	Measure N	\$5,000.00	5825		Work-Based Learning	A1.1 Pathway Programs		
Industry Class: Incorporate an Intro to Business course.	Low-Performing Students		\$0.00			Work-Based Learning	A1.1 Pathway Programs		
Student Internships: Issue student internships as part of the health and tech pathway through a partnership with BACR	Low-Income Students	Measure N	\$20,000.00	5825		Work-Based Learning	A1.1 Pathway Programs		
Career Exploration Visits: Students will explore various technology career options and funding will be used for transportation	English Learners	Measure N	\$7,500.00			Work-Based Learning	A1.1 Pathway Programs		
Technology Equipment: Purchase equipment and supplies to support the buildout of the technology pathway	Low-Income Students	Measure N	\$12,451.00	4310		Work-Based Learning	A1.1 Pathway Programs		
Independent Learners: Do targeted activities about being an independent learner, in order to increase student responsibility	Low-Performing Students		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning		
Collaboration: Ensure that students learn to collaborate in groups either in person or digitally	Low-Performing Students		\$0.00			Comprehensive Student Supports	A2.2 Social Emotional Learning		
College and Career Readiness Support: Create a partnership with East Bay Consortium to provide college and career readiness support for students; specifically our Latino and African American students	African American Males	Measure N	\$8,500.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs		

ECCCO Curriculum: Provide the ECCCO curriculum for teachers to use with students as part of an advisory structure in order to prepare students to be college and career ready; specifically for our Homeless and Foster Youth students	Foster Youth	Measure N	\$8,000.00	5825		Comprehensive Student Supports	A1.1 Pathway Programs		
Family Engagement: Plan more Family Engagement Nights: Financial Aid/ College information, Tech skills, Transcript Review, Community Building	Low-Income Students	Other	\$0.00			Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops		
Title I Parents: Surplus to be allocated in Fall 2018	Long-Term English Learners	Title I: Parent Participation	\$669.00	4399		Comprehensive Student Supports	A6.5 Academic Parent-Teacher Communication & Workshops		
Hire an Additional SSO: Hire an additional SSO (school currently has one SSO allocated for 350 students) to support and create a safe culture and climate	All Students	LCFF Supplemental	\$31,151.00	5741		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		