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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date

Subject August 26, 2020
2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School: Sojourner Truth Independent Study
CDS Code: 1612596114011
Principal: Willie Thompson
Date of this revision: 5/13/2020

The School 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 School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School 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 School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/13/20

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Principal	Willie Thompson	<i>Willie Thompson</i>	Signature	6/10/20
	Lateefa Ali	<i>Lateefa Ali</i>	Signature	6/20/20
SSC Chairperson	Lucia Moritz	<i>Lucia Moritz</i>	Signature	6/22/20
Network Superintendent	Lisa Spielman	<i>Lisa Spielman</i>	Signature	6/29/20
Director, Strategic Resource Planning		<i>Jody London</i>	Signature	8/27/2020
		<i>Kyla Johnson-Trammell</i>	Signature	8/27/2020

Jody London
President, Board of Education

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 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 2020-21 SPSSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$103,400.00
Total Federal Funds Provided to the School from the LEA for CSI	\$61,600.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$409,635.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$40,920.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,300.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$880.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$124,950.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$61,600.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$1,872.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$160,113.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$103,400.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$306,235.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$409,635.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	SBAC interim assessments administered; Onboarded a staff member to lead college and career efforts at SJT; school counselor started a weekly college readiness class for 10th and 11th graders; College/Career Exploration Visits (CEVs)	Assessment teacher lead; addition of new staff members to support work-based learning
<i>Focal Student Supports</i>	Teacher intervention log launched to target students with low attendance; attendance clerk, as well as teachers made phone calls home	Intervention log provided a common way for collecting data and centralizing data; attendance clerks highly effective at family communications (e.g. phone calls home)
<i>Student/Family Supports</i>	Teacher intervention log launched to target students with low attendance; attendance clerk, as well as teachers made phone calls home	Intervention log provided a common way for collecting data and centralizing data; attendance clerks highly effective at family communications (e.g. phone calls home)
<i>Staff Supports</i>	Staff Yoga; Luncheons; Instructional Leadership Team	Self-care
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Analyzing SBAC interim assessment data to inform and drive instruction; Gathering broader scale participation in college and career opportunities	Just launching these new opportunities
<i>Focal Student Supports</i>	Not all students attending one-on-one weekly meetings and in-person classes (e.g. Math, Spanish, Science, Electronic Learning Program)	Lack of formal requirement to attend in-person school; highly varied schedule day to day; lack of student onboarding process
<i>Student/Family Supports</i>	Not all students attending one-on-one weekly meetings and in-person classes (e.g. Math, Spanish, Science, Electronic Learning Program); need to more regularly meet as a COST meeting	Lack of formal requirement to attend in-person school; highly varied schedule day to day; lack of student onboarding process; need to standardize practices across different programs (ISP and ELP)
<i>Staff Supports</i>	Technology support; curricular supports; Examples from Field (Google Chats)	Lack of engagement when provided opportunities to expand or deepen practice

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		Increase reading and writing proficiency and 21st Century Skills, namely: Communication, Collaboration, Critical Thinking, and Community Consciousness (SJT's 4Cs).			
Instructional Focus Goal: All students graduate college-, career-, and community-ready.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	45.0%	n/a	55.0%
On Track to Graduate: 9th Grade	All Students	TBD	9.1%	n/a	19.1%
On Track to Graduate: 11th Grade	All Students	TBD	16.7%	n/a	26.7%
A-G Completion	All Students	TBD	30.6%	n/a	40.6%
College/Career Readiness	All Students	TBD	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-86.2	n/a	-56.2
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	11.3%	n/a	21.3%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Grade 11 Students	+15 points DF3	-168.4	n/a	-138.4
CAST (Science)	All Grade 11 Students	TBD	5.1%	n/a	15.1%
Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Increase reading and writing proficiency and 21st Century Skills, namely: Communication, Collaboration, Critical Thinking, and Community Consciousness (SJT's 4Cs).			

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-126.4	n/a	-86.4
SBAC ELA	Low Income Students	+20 points DF3	-86.4	n/a	-46.4
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	27.8%	n/a	17.81%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-126.4	n/a	-86.4
SBAC Math	Low Income Students	+20 points DF3	-176.5	n/a	-136.5
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	14.3%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	18.2%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Increase student attendance and student-to-teacher contact hours.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	63.8%	n/a	73.8%
Suspensions	All Students	-2pp	0.0%	n/a	< 5%
Suspensions	African-American Students	-2pp	0.0%	n/a	< 5%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	< 5%
Chronic Absence	All Students	-2pp	n/a	n/a	n/a

Chronic Absence	African-American Students	-2pp	n/a	n/a	n/a
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Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:

Increase staff Tech know-how and implementation of Google Classroom and the Google Suite.

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Unequal teacher pay across districts, with OUSD paying less. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc).

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Sojourner Truth Independent Study	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
2019-20 Enabling Conditions	
Related School Goals:	<i>Use data to drive decision making and ensure implementation of design features.</i>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Design Team Meetings: Our Sojourner Truth Pathway/Design Team meets once to twice a month to monitor the status of our pathway development, including budgetary expenditures for Measure N. <hr/> Alt Ed Retreat: Our Sojourner Truth Pathway/Design Team goes on an annual retreat with other OUSD Alt Ed schools each year in March to reflect and plan schoolwide improvement efforts. In conjunction with regular site-based meetings, the reflections and thinking done at the retreat largely inform how Measure N monies are allocated.	
What evidence do you see that your strategic actions are effective?	
2019-20 SJT's Linked Learning Pathway	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Continue building a shared understanding of our school priorities and allocation of Measure N monies, not only in Pathway/Design Team meetings and our Alt Ed Design, but also our Professional Development and staff meetings.	
2019-20 Language & Literacy Focal Area	
Theory of Change:	If we identify a 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.

Related School Goals:	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on ELA SBAC by at least 5% each year and have 75% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.
	Increase the percentage of students meeting the ELPAC requirement for reclassification by 5% each year and have 75% of students meeting the ELPAC requirement by June 2021.
	Increase percentage of students "above or at grade level" for SRI performance by 5% each year and have 50% of students "above or at grade level" for SRI performance level by June 2021.
	Decrease the percentage of students "multiple grade levels below" for SRI performance by 5% each year and have less than 20% of students "multiple grade levels below" on SRI performance by June 2021.
Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.	
During on campus PDs we have focused on scaffolding reading strategies, the use of Google apps such as Docs and Classroom.	
Common Instructional Practices: We as a staff are in the process of reviewing our instructional practices to identify those we would want standardize and incorporate into our common instructional practices at SJT, such as those for close reading.	
What evidence do you see that your strategic actions are effective?	
2019-20 SJT PD Agendas	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Rubrics and Student Work Analysis: We will review several rubrics and identify, adapt, and create a rubric to assess the E-Portfolio and our 4 Cs. In particular, we will be using our selected rubric to analyze and score student work collaboratively. In this way, we will be able to align to Common Core Standards and further define what our 4Cs look like in action. That is, we can deepen our shared understanding of what collaboration, critical thinking, creativity, and community consciousness look like in students working and student work.	
2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area	
Theory of Change:	If we clarify expectations for our Pathway for students and staff then staff and students will participate and exhibit growth at acquiring technology skills.

Related School Goals:	Increase the percentage of students "exceeding/meeting/nearly meeting the standard" on Math SBAC by at least 5% each year and have 35% of students or more "exceeding/meeting/nearly meeting the standard" on ELA SBAC by June 2021.
	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
	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
	100% of students will embed a unique career project in the Senior Project that demonstrates students' mastery of technology skills.
	10% increase in the #of students who complete requirements every year
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
School-wide Learning Outcomes/4 Pillars: We have revised our SJT pillars to focus on college, career, and community competencies and serve as our current school wide outcomes. We refer to these competencies as the 4 Cs: Critical Thinking, Creativity, Collaboration, Community Consciousness.	
E-Portfolio: We recently launched the E-Portfolio during the 2019-20 school year. As of now, there are 4 pieces that directly align to the 4 Cs outlined above.	
What evidence do you see that your strategic actions are effective?	
SJT E-portfolio Cover Sheet	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
School-wide Learning Outcomes/4 Pillars: We are planning to update and create new schoolwide SJT Pillar Posters with our updated SJT Pillar Posters/4 Cs and build a shared understanding of the 4 Cs: Collaboration, Critical Thinking, Creativity, & Community Consciousness.	
E-Portfolio: We are launching our E-Portfolio this year and will use the student work collected this year to inform our instruction and curriculum, and the format of the second iteration of the E-Portfolio next year.	

2019-20 Work-Based Learning Focal Area	
Theory of Change:	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.
Related School Goals:	<i>Students will use Google Applied Digital Skills to complete career research project.</i>
	<i>We will continue to have Speakers, Career Visits, and Career Symposium.</i>
	<i>Students will participate in resume workshops and attend Glover Center Technology courses</i>
	<i>1st semester Google Sherpa Certification, 1year Google Suite Certification, 1 year IT certification</i>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<p>Expanded Staff: We have hired two additional staff members: a full-time academic counselor and a work-based learning liaison to provide students with a higher level of support in earning their high school diploma and preparing for college and career while at Sojourner Truth. Additionally, we have continued our partnership with East Bay Consortium for additional college and career advising.</p> <hr/> <p>Career Symposium: We continue to hold an annual Career Symposium to provide opportunities for students to prepare for career and college and network with partners from industry, college, and community.</p>	
What evidence do you see that your strategic actions are effective?	
College & Career Course Curriculum Map	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
<p>WBL and College Prep Activities: Continue to expand and deepen work-based learning and college preparation opportunities, including: a student interest survey, career exploration survey, and college research.</p>	
2019-20 Comprehensive Student Supports (CSS) Focal Area	
Theory of Change:	If we make resources clearly accessible to our students, then students will be capable of taking ownership of their educational needs.

Related School Goals:	<i>All students are aware and have access to our academic and SEL counselors.</i>
	<i>WBL and College Prep Activities: Continue to expand and deepen work-based learning and college preparation opportunities, including: a student interest survey, career exploration survey, and college research.</i>
	<i>Attendance - a centralized person will message students that miss class.</i>
	<i>Increase number of College Visits (both field trips and colleges coming to us)</i>
	<i>Financial Aid Nights to help families complete FAFSA.</i>
	<i>Include 9-10 graders in college visits and exploration.</i>
	<i>Increase use of online resources to connects students that addresses student's academic needs such as commonlit.org and Google classroom.</i>
Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Expanded Staff: We have hired two additional staff members: a full-time academic counselor and a work-based learning liaison to provide students with a higher level of support in earning their high school diploma and preparing for college and career while at Sojourner Truth. Additionally, we have continued our partnership with East Bay Consortium for additional college and career advising.

SJT Orientation: We developed a slide presentation for our Orientation. This is the first year we have required students and parents to attend the orientation, meet all the staff, and learn about our program requirements and offerings. (Evidence: Sojourner Truth Orientation Slides).

Career Symposium: We continue to hold an annual Career Symposium to provide opportunities for students to prepare for career and college and network with partners from industry, college, and community. ma and preparing for college and career while at Sojourner Truth. Additionally, we have continued our partnership with East Bay Consortium for additional college and career advising.

Cash for College: We hold two Cash for College events per year to support families in funding their child's post-secondary education. (Evidence: October 9, 2019 Cash For College Flier, January 29, 2020 Cash for College Flier)

Pathway Exhibition: We will be holding a Pathway Exhibition Night/Science, Technology, Engineering, Arts, and Mathematics (STEAM) Fair this year to showcase student learning.

Student Tracker and Student Intervention Log: This year we have set up a student tracker and student intervention log to keep track of parents contacts about student attendance, citizenship and academic progress. (Evidence: Student Intervention Log Template)

Progress Reports: We are in the process of scheduling dates for sending home progress reports for all students. (Evidence: Progress Report)

What evidence do you see that your strategic actions are effective?

Sojourner Truth Orientation Slides

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student Tracker and Student Intervention Log: Continue to use and refine our process of tracking student data.

Progress Reports: Continue to use and refine our process of writing and sending progress reports home to families.

Family Engagement Events: We will continue with our existing family engagement events and expand them to also include: a) a College Information Night in the spring to support juniors in preparing to apply for college (e.g. SAT/ACT dates); and b) a College Information Night in the fall to support seniors with preparing to apply for college (CSU, UC, FAFSA, California Dream Act deadlines, SAT/ACT dates, early action vs. regular decisions, etc.).

Student Achievement and Character Awards 4x per year (twice per semester) that include awards for subject achievement, honor roll, attendance, and character.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

No.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS				
School: Sojourner Truth Independent Study			School ID: 330	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)				
School Priority:	Program Design and Master Schedule			
School Theory of Change:	If we revise the master schedule and establish regularly scheduled classes, study groups, and one-on-ones, then students will have more interactions with their teachers, students, and disciplinary content until they are ready to work more independently. That is, lots of brick and mortar learning at first, then less and less as students develop the skills and mindset to be independent learners. Thereafter, students can utilize more long distance/remote learning and less brick and mortar learning.			
Related School Goal:	Increase student attendance and student-to-teacher contact hours.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	NA	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	Purpose, quality criteria and timeline of Master Schedule revision	
1-2	Provide input into what the revised master schedule might look like	Draft a SJT master schedule based on input from staff	Staff input regarding revision of master schedule; draft of master schedule	
1-3	Review first draft of master schedule and provide individualized, public, and written feedback during comment period	Review feedback from comment period and create final master schedule.	Final master schedule with rationale for design features.	

1-4	NA	Present master schedule to all staff	Staff meeting agenda; master schedule	
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Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Priority:	Master Agreement and Graduated Release			
School Theory of Change:	If we revise and differentiate students' master agreements every three weeks based on student demonstration of self-directedness, organization, and independence, then student needing the most support, will receive it, while those that functioning more independently have more flexibility in their schedule--an earned autonomy.			
Related School Goal:	Increase reading and writing proficiency and 21st Century Skills, that is: Communication, Collaboration, Critical Thinking, and Community Consciousness (SJT's 4Cs).			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	NA	Share purpose, quality criteria, and timeline with staff for the revision of SJT master agreement and graduated release process. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	Purpose, quality criteria and timeline of master agreement and graduated release process	
2-2	Review existing master agreement and a sample graduated release process and provide input into what the revised master agreement and graduated release process might look like	Draft a SJT master agreement and graduated release process based on input from staff	Staff input regarding revision of master agreement and graduated release process; draft of master agreement	

2-3	Review first draft of master agreement and graduated release process and provide individualized, public, and written feedback during comment period	Review feedback from comment period and create final master agreement and graduated release process	Final master agreement and graduated release process with rationale for design features.	
2-4	NA	Present master agreement and graduated release process to all staff	Staff meeting agenda; master agreement and graduated release protocol and process	

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:	Family and Student Orientation
School Theory of Change:	If SJT revises and formalizes the process and practice of their Family and Student Orientation, with particular attention to the Master Agreement, Graduated Release and Digital Literacy, families and students will have a better and shared understanding of the expectations, opportunities, and support available at SJT.
Related School Goal:	Increase student attendance and student-to-teacher contact hours.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	NA	Share purpose, quality criteria, and timeline with staff for the revision of SJT Family and Student Orientation--including one-on-one follow-up meetings. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	Purpose, quality criteria and timeline of SJT Family and Student Orientation	

3-2	Review existing Family and Student Orientation agenda and slide show and one-on-one follow up meetings and provide input into how it might be revised.	Revise Family and Student Orientation agenda and slideshow and one-on-one follow-up based on input from staff input.	Revised agenda and slidedeck.	
3-3	Review revised Family and Student Orientation agenda and slideshow and one-on-one follow-up and provide individualized, public, and written feedback during comment period	Review feedback from comment period and create final Family and Student Orientation agenda and slideshow and one-on-one follow-up process.	Final master agreement and graduated release process with rationale for design features.	
3-4	NA	Present Family and Student Orientation agenda and slideshow and one-on-one follow-up to all staff.	Staff meeting agenda; master agreement and graduated release protocol and process	

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Priority:	Remote Learning Platform, Digital Literacy, Student Progress Tracker			
School Theory of Change:	If SJT provides a clear remote learning platform and method, assesses digital literacy, and utilizes a student data tracker, students will have more access to learning and content when not at school physically (e.g. graduated release, blended learning, or shelter-in-place conditions).			
Related School Goal:	Increase staff Tech know-how and implementation of Google Classroom and the Google Suite.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	NA	Share purpose, quality criteria, and timeline with staff for the creation and formalization of an online learning platform and student progress tracker. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	Purpose, quality criteria and of online learning platform services	
4-2	Do an online training and lit review of best practices using Google Classroom and student data tracker and provide input into SJT online learning platform and approach.	Provide Google classroom training and refine SJT online learning platform and approach based on staff input.		
4-3	Review first draft of online learning platform and approach and provide individualized, public, and written feedback during comment period	Review feedback from comment period and create SJT learning platform and approach.	Final online learning platform and approach with rationale for design features.	
4-4	NA	Present online learning platform and approach to all staff	Staff meeting agenda; master agreement and graduated release protocol and process	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	Curriculum and Instruction
School Theory of Change:	If teaching staff attend to the language demands of curriculum (e.g. focus on vocabulary development of content-specific language, complex text sets) students will have have increased access to content as a result of instruction and interventions. Moreover, if announcements, communications, and updates are provided multi-lingually via Talking Points, then students and families will have have increased access to school information and opportunities.

Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Identify language demands of and supports for curriculum and instruction.	Create professional development opportunities for teacher to attend to language demands	PD agenda	
5-2	Learn Talking Points for student and family communications	Create professional development opportunities to learn Talking Points	Usage of talking points	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 330
School: Sojourner Truth Independent Study

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Provide additional academic and socio-emotional support to students who are off track and deficit in credits	\$64,350	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7012	STIP Teacher	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-1
Non-contracted services	\$4,084	Comprehensive Support & Improvement (CSI) Grant	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master agreement and graduated release process. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-2
Student supplies	\$19,300	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-3
Student supplies	\$55,059	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-4
To be allocated in Fall 2020.	\$69,891	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	330-5
Providing students opportunities to accelerate academic options	\$1,872	Measure G1	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-6

Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway	\$12,590	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Share purpose, quality criteria, and timeline with staff for the creation and formalization of an online learning platform and student progress tracker. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-7
Student computer supplies	\$21,680	Measure N	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-8
TBD	\$366	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-9
Chromebooks to support students' Distance Learning	\$30,000	Measure N	4420	Computer < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-10
Teacher travel expenses focusing on build out school pathway	\$5,000	Measure N	5200	Travel And Conferences	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Share purpose, quality criteria, and timeline with staff for the creation and formalization of an online learning platform and student progress tracker. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-11
Teacher conference expenses focusing on build out school pathway	\$3,500	Measure N	5220	Conference Expense	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Share purpose, quality criteria, and timeline with staff for the creation and formalization of an online learning platform and student progress tracker. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-12

Hire academic, social, and emotional mentors and advocates	\$62,343	Measure N	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master agreement and graduated release process. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-13
Hire academic, social, and emotional mentors and advocates	\$30,566	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7830	Coach College/Career Pathways	0.17	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master agreement and graduated release process. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-14
Providing students opportunities to accelerate academic options	\$10,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master agreement and graduated release process. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-15
Student computer supplies	\$20,000	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master schedule. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-16
Non-contracted services	\$10,920	Title I: Basic	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Share purpose, quality criteria, and timeline with staff for the creation and formalization of an online learning platform and student progress tracker. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-17
SSC meeting	\$880	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Share purpose, quality criteria, and timeline with staff for the revision of SJT Family and Student Orientation--including one-on-one follow-up meetings. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-18

Providing students opportunities to accelerate academic options	\$2,750	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Share purpose, quality criteria, and timeline with staff for the revision of SJT master agreement and graduated release process. Additionally, inform staff of the decision-making process: that is: role of staff input, who will decide, how they will decide, and when and how the decision will be shared once made.	330-19
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Title I School Parental Involvement Policy 2019-2020

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 (SJT) 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 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(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.

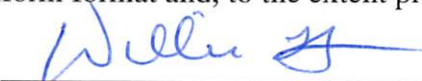


Adoption

- ☐ 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 SojournerTruthIndependentStudy School Site Council on Feb. 19, 2020 and will be in effect for the 2019-2020 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The Sojourner Truth Independent Study'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)

02/19/2020

(Date)

Sojourner Truth ISP/ELP Secondary School Compact (2019-2020)

School Name

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 19 day of Febr, 20 20.

A handwritten signature in blue ink, appearing to read "Willie", followed by a horizontal line.

School Site Council Membership Roster **High School**

School Name: Sojourner Truth **School Year** **2019-2020**

Chairperson: Lateefa Ali	Vice Chairperson: Ashea Fuller
Secretary: Ms. Battle	

Check Appropriate Representation					
Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Community	Student
Ms. Ashea Fuller				X	
Lateefa Ali				X	
Yousriah Ali					X
Aloliyah Clemons					X
Willie Thompson	X				
Ms. Battle		X			
Ms. Nixon		X			
Alessandra Cabrera			X		
Alternative					
Ms. Mata		X			

Meeting Schedule	2nd Wednesday @ 8:15 am
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SSC Legal Requirements:

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. **Students are required members of the High School SSC**
6. Parent/community members cannot be employees at the site.

1-Principal
2-Classroom Teachers
1-Other Staff

2-Parent /Community and 2 High School Students