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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study

**Ask of the Board** Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study

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By: er



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Sojourner Truth Independent Study  
**CDS Code:** 1612596114011  
**Principal:** Willie Thompson  
**Date of this revision:** 5/10/20

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

**Position:** Principal

**Address:** 8251 Fontaine Street  
Oakland, CA 94605

**Telephone:** 510-729-4308

**Email:** willie.thompson@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/10/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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                    | <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"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |  |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 5/10/2022

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, ParentSquare blasts, etc.) |
|---|---|---|

**Signatures:**

Willie Thompson <hr/> <i>Principal</i>	Willie Thompson <hr/> Signature	5/12/2022 <hr/> Date
Mia Williams <hr/> <i>SSC Chairperson</i>	Mia Williams <hr/> Signature	5/12/2022 <hr/> Date
Matin Abdel-Qawi <hr/> <i>Network Superintendent</i>	 <hr/> Signature	5/27/2022 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	6/1/2022 <hr/> Date

## 2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
10/13/2021	SSC	Establishment of SSC...Overview of the process and formation of committee
11/9/2021	SSC	Introduction and review of SPSA and parent and Family Engagement Policy with SSC committee
12/14/2021	SSC	Continued review of SPSA, Measure N funding, and Fall budget allocations and adjustments
01/11/2022	SSC	Review and Update on the total budget allocations and expenditures
2/8/2022	SSC	Revisited the review of SPSA, the Formation of SELLS, and the Budget One-pager, and the
3/8/2022	SSC	Review of SELLS and appointment/selection of SELLS Rep and discussion and update of the 2022-23 SPSA
4/12/2022	SSC	Review SPSA
5/10/2022	SSC	Review and finalize SPSA and Budget One-pager

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$308,730.00
Total Federal Funds Provided to the School from the LEA for CSI	\$238,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$776,679.02

### 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)	\$282,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,865.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$7,530.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$109,115.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$18,825.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$238,250.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$104,719.02	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$546,980.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$229,699.02</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$776,679.02</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2022-23 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: STUDENT GOALS & TARGETS

**LCAP Goal 1: All students graduate college, career, and community ready.**

Early Literacy Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	65%	70%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	n/a	18.10%	23%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	n/a	20.3%%	25%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-83.2	n/a	N/A	-78.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	n/a	14.4%%	19.4%
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	6%	11%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-168.4	n/a	<i>not available until Fall 2022</i>	-163.4
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	16%%	21%
CAST (Science) at or above Standard	All Students	5%	n/a	<i>not available until Fall 2022</i>	10%
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	50%	35%	<i>not available until Fall 2022</i>	55%
On Track to Graduate: 9th Grade	All Students	5%	0%	<i>not available until Fall 2022</i>	10%

On Track to Graduate: 11th Grade	All Students	9%	15%	<i>not available until Fall 2022</i>	20%
A-G Completion	All Students	35%	32%	<i>not available until Fall 2022</i>	40%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	0%	n/a	<i>not available until Fall 2022</i>	5%

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-126.4	n/a	<i>not available until Fall 2022</i>	-121.4
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-117.3	n/a	<i>not available until Fall 2022</i>	-112.3
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	n/a	24.30%	29.3%
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	18.20%	23.2%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-192.3	n/a	<i>not available until Fall 2022</i>	-187.3
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-196.8	n/a	<i>not available until Fall 2022</i>	-191.8

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	38%	0%	<i>not available until Fall 2022</i>	43%
LTEL Reclassification	Long-Term English Learners	38%	0%	<i>not available until Fall 2022</i>	43%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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Student Connectedness to School	All Students	56%	66%	<i>not available until Fall 2022</i>	71%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	n/a	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	African American Students	n/a	n/a	<i>not available until Fall 2022</i>	0%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>According to the data, during the last three school years, 2018-19, 2019-20, and 2021-22, the graduation rate increased with a baseline of 3.3% in 2018-19 to a 17.3% average the last two years. Also during the same time, the number of 12th grade students meeting the A-G requirements increased with a 32.5% average rate. With exception of this school year, the high school students pathway average was 96.7% during the three year period. Lastly, with the exception of the 2020-21 school year, when the students' CTE participation rate was 13.3%, the rate increased to an average rate of 26.9%.during 2018-19 and 2019-20 school year.</p>	<p>We attribute this progress to the intentionality of the development of our Technology Pathway, with a focus on a seamless integration of our <b>core program with CTE class development</b>, and the beginning of an intentional focus on the build our of <b>student internship</b> and added <b>student support programs</b>, including the targeting of students with low attendance and those who are not connecting and engaging with their teachers, due to the impact of the COVID-19 pandemic, technology issues, and those that may not be getting SEL support...etc. We have also plan to hire more school support. In particular, we are anticipating hiring another Attendance Specialist, STIP teachers for pullout support, teacher training in SEL features, and more collaborations with internal and external partners to support students in becoming college, career, and comunity ready.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>We are beginning to get district support in creating the conditions for students and families to thrive such as: LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all students and families, especially those with IEPs and from marginalized communities</p>	<p>. We attribute this progress to the intentionality of the development of our Technology Pathway, with a focus on a seamless integration of our core program with CTE class development, and the beginning of an intentional focus on the build our of student internship and added student support programs, including the targeting of students with low attendance and those who are not connecting and engaging with their teachers, due to the impact of the COVID-19 pandemic, technology issues, and those they may not be getting SEL support...etc. We have also plan to hire more school support. In particular, we are anticipating hiring another Attendance Specialist, STIP teachers for pullout support, teacher training in SEL features, and more collaborations with internal and external partners to support students in becoming college, career, and comunity ready.</p>

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>We are beginning to get district support in creating the conditions for students and families thrive such as: LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all students and families, especially those with IEPs and from marginalized communities</p>	<p>We attribute this progress to the intentionality of the development of our Technology Pathway, with a focus on a seamless integration of our <b>core program with CTE class development</b>, and the beginning of an intentional focus on the build our of <b>student internship</b> and added <b>student support programs</b>, including the targeting of students with low attendance and those who are not connecting and engaging with their teachers, due to the impact of the COVID-19 pandemic, technology issues, and those they may not be getting SEL support...etc. We have also plan to hire more school support. In particular, we are anticipating hiring another Attendance Specialist, STIP teachers for pullout support, teacher training in SEL features, and more collaborations with internal and external partners to support students in becoming college, career, and community ready.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>With district support, we are beginning to engage in the study and teacher training centered on: LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration</p>	<p>We attribute this progress to the intentionality of the development of our Technology Pathway, with a focus on a seamless integration of our <b>core program with CTE class development</b>, and the beginning of an intentional focus on the build our of <b>student internship</b> and added <b>student support programs</b>, including the targeting of students with low attendance and those who are not connecting and engaging with their teachers, due to the impact of the COVID-19 pandemic, technology issues, and those they may not be getting SEL support...etc. We have also plan to hire more school support. In particular, we are anticipating hiring another Attendance Specialist, STIP teachers for pullout support, teacher training in SEL features, and more collaborations with internal and external partners to support students in becoming college, career, and community ready.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration development of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.	The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration and development of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.
<i>LCAP Goal 2: Focal Student Supports</i>	We are beginning to get district support in creating the conditions for students and families to thrive such as: LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all students and families, especially those with IEPs and from marginalized communities	The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration de andvelopment of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.
<i>LCAP Goal 3: Student/Family Supports</i>	We are beginning to get district support in creating the conditions for students and families to thrive such as: LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all students and families, especially those with IEPs and from marginalized communities	The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration de andvelopment of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>With district support, we are beginning to engage in the study and teacher training centered on: LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration</p>	<p>The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration de andvelopment of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them</p>
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**1D: IDENTIFIED NEED**

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**

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**

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.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Sojourner Truth Independent Study

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration development of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration development of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.

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

The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff, the need to expand and create new program systems/structures, the need for more staff training in technology and using various online applications, not to mentioned the need for more collaboration development of intenal and external partnerships, has clearly affected our ability to sufficiently meet students' needs and get them college, career, and community ready.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Hire a Pathway Coach, at .25 FTE. The pathway coach will support pathway development.	College/Career Readiness	Coordinate School Technology Pathway development	The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.	We will proceed with our plan to rollout and develop our technology Pathway.

Hire a College and Career Readiness Specialist through East Bay Consortium to provide college and career readiness support for all students	College/Career Readiness	To mental and provide support to students to get them college, career, and community ready	The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.	We will proceed with our plan to rollout and develop our technology Pathway.
Computers: for Technology Classes to buildout technology pathway classes, more specifically, Graphic Design.	College/Career Readiness	To to develop, expand and buildout tech. pathway	The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.	We will proceed with our plan to rollout and develop our technology Pathway.
Teacher Salary Stipends: Extended Contracts for Planning Time for teachers to integrate, collaborate, and training for incorporation of technology pathway	College/Career Readiness	ore planning time for teachers to integrate, collaborate, and training for the incorporation of the tech. pathway	The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.	We will proceed with our plan to rollout and develop our technology Pathway.
Conference Expenses: Travel expenses for Teacher Professional Development. Opportunities for teachers to engage in teacher externships to learn more about technology industry in order to incorporate tech pathway	College/Career Readiness	Opportunity for teachers to engage in teacher externships to learn more about the tech. industry in order to incorporate the tech. pathway	The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.	We will proceed with our plan to rollout and develop our technology Pathway.
Consultant Contract for the Exploring College, Career, & Community Options Program (ECCCO) to provide student internships and issue student internship stipends as part of the technology pathway	College/Career Readiness	A program to provide student internships and issue student internship stipends as part of the technology pathway	The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.	We will proceed with our plan to rollout and develop our technology Pathway.

<p>Consultant Contract: to hire a Family Tech Liaison: Liaison will connect with students' parent(s) /guardian(s) to assess and support family digital needs. The vision for the pathway is to have a hub where the family tech liaison and SJT students supporting Oakland families with bridging the Digital Divide that exists--that is: access to hardware, software, online access, maintenance, and repair.</p>	<p>Student Connectedness to School</p>	<p>To create a hub where the family tech liaison to support SJT students and Oakland families with bridging the Digital Divide that exists--that is: access to hardware, software, online access, maintenance, and repair.</p>	<p>The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.</p>	<p>We will proceed with our plan to rollout and develop our technology Pathway.</p>
<p>Licensing Agreements: Northstar Digital Licensure Agreement for one year that assesses students' skill levels in the use of technology. We will utilize the data to focus on gaps to build on students' technology skills through pathway classes and projects such as Graphic Design class and Fab Lab.</p>	<p>The assessment of student skills to get a baseline</p>	<p>We will utilize the data to focus on the gaps in terms of building on students' technology skills through pathway classes and projects such as Graphic Design class and Fab Lab.</p>	<p>The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.</p>	<p>We will proceed with our plan to rollout and develop our technology Pathway.</p>
<p>Meeting Refreshments for the Pathway Exhibition: students share their technology learning with the community. Funds will be used for refreshments for events in which industry and community members will be invited.</p>	<p>College/Career Readiness</p>	<p>Opportunity students for students to share their technology learning with the community. Funds will be used for refreshments for events in which industry and community members will be invited.</p>	<p>The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.</p>	<p>We will proceed with our plan to rollout and develop our technology Pathway.</p>
<p>Facility Rental for the Pathway Exhibition event.</p>	<p>College/Career Readiness</p>	<p>Opportunity students for students to share their technology learning with the community. Funds will be used for refreshments for events in which industry and community members will be invited.</p>	<p>The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.</p>	<p>We will proceed with our plan to rollout and develop our technology Pathway.</p>

<p>Equipment Rental: chairs, tables, and Audio Visual for the Pathway Exhibition event.</p>	<p>College/Career Readiness</p>	<p>Opportunity students for students to share their technology learning with the community. Funds will be used for refreshments for events in which industry and community members will be invited.</p>	<p>The impact of the COVID-19 pandemic and the need to substantially increase student enrollment in a very short period of time has clearly made the rollout and development of our Technology Pathway.</p>	<p>We will proceed with our plan to rollout and develop our technology Pathway.</p>
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**2022-23 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](#)

**LCAP Goal 1: All students graduate college, career, and community ready.**

**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.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers must clearly understand the SEL construct and protocol for developing trusting relationships with students	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.	T2.1 Standards-aligned curriculum, lessons/tasks (ELA, Math, Science, SS, ELD). We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	n/a	Tier 1
1-2	Provide input into what the revised master schedule might look like	Draft a SJT master schedule based on input from staff	T2.1 Standards-aligned curriculum, lessons/tasks (ELA, Math, Science, SS, ELD). We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	N/A	Tier 1

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.	T2.1 Standards-aligned curriculum, lessons/tasks (ELA, Math, Science, SS, ELD). We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	N/A	Tier 1
1-4	N/A	Present master schedule to all staff		n/a	Tier 1

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Master Agreement and Graduated Release
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers must clearly understand the SEL construct and protocol for developing trusting relationships with students	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.	We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress across the board in terms academic performance.	n/a	Tier 1

2-2	Provide input into what the revised master schedule might look like	Draft a SJT master schedule based on input from staff	We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	n/a	Tier 1
2-3	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.	We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	n/a	Tier 1
2-4	N/A	Present master schedule to all staff		n/a	Tier 1

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Family and Student Orientation
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	N/A	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.	We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	n/a	Tier 1

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.	We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress.	n/a	Tier 1
3-3	N/A	Present Family and Student Orientation agenda and slideshow and one-on-one follow-up to all staff.		n/a	Tier 1

**Complete and submit School Site Safety Response Plan and Discipline Matrix**

<b>School Priority:</b>	Curriculum and Instruction
<b>School Theory of Change:</b>	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 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 increased access to school information and opportunities.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Identify language demands of and supports for curriculum and instruction	Create professional development opportunities for teacher to attend to language demands	"We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress. "	n/a	Tier 1
4-2	Learn Talking Points for student and family communications	Create professional development opportunities to learn Talking Points	"We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress. "	n/a	Tier 1

<b>CONDITIONS FOR BLACK STUDENTS (<a href="#">instructions &amp; resources</a>)</b>					
<b>School Priority:</b>		Integrate Social Emotional Learning (SEL) practices into the Curriculum, Culture and Climate			
<b>School Theory of Change:</b>		If we begin to focus on and address Black students physical, emotional, and health needs....they will begin to feel more empow			
<b>Related Goals:</b>		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	IP1.1 Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	LP1.1 Centering Relationships: Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	Black students and families can advocate for themselves and negotiate power in relationships. ● Black students and families engage in school improvement and decision making efforts	n/a	Tier 2
5-2	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices	● Black students and families engage in school improvement and decision making efforts		Tier 2
5-3	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	● Black students have choices, voices and are encouraged to cultivate positive connections within the community		Tier 2

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (<a href="#">secondary instructions &amp; resources</a>)</b>	
<b>School Priority:</b>	Remote Learning Platform, Digital Literacy, Student Progress Tracker

<b>School Theory of Change:</b>	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).				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	N/A	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.	"We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress. "	n/a	Tier 2
6-2	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.	"We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress. "	n/a	Tier 2
6-3	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.	"We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress. "	n/a	Tier 2

6-4	N/A	Present online learning platform and approach to all staff	"We will see a significant increase in student attendance and more student engagement as well as at least a 5 percentage increase in their baseline academic progress. "	n/a	Tier 2
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**ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)**

<b>School Priority:</b>	n/a
<b>School Theory of Change:</b>	
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	n/a				

**PROPOSED 2022-23 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 TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Assistant Principal, High School	\$87,701	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	1554	Assistant Principal, High School	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Sojourner Truth Independent Study	330-1
Contracts	\$21,414	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Sojourner Truth Independent Study	330-2
Unallocated	\$18,825	Title IV: Student Support & Academic Enrichment	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	330-3
Unallocated	\$7,530	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	330-4
Unallocated	\$282,375	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	330-5



## Title I, Part A School Parent and Family Engagement Policy

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### Sojourner Truth

agrees to implement the following engagement practices, in keeping with Oakland Unified School District’s Standards for Meaningful Family Engagement:

**OUSD Family Engagement Standard 1: Parent/Caregiver Education Program** *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

- Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse,Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetin

The school provides parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse,Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetin

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by: ■

- Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse,Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetings.

- .

**OUSD Family Engagement Standard 2: Communication with Parents and Caregivers** *Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs.

The school communicates to families about the school's Title I, Part A programs by:

We communicate with families by newsletter, emails, ROBOCALLs, Zoom, and various social media platforms.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- We communicate with families by newsletter, emails, ROBOCALLs, Zoom, and various social media platforms.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and*

*other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

**OUSD Family Engagement Standard 5: Shared Power and Decision Making** *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

The school provides support for parent and family engagement activities requested by parents

by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

Parents can be actively involved and support the improvement of their student's academic skills periodically and at scheduled times by attending SSC, SSTs, Open House, ILTs, SCCLTs, and PLCs..

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was adopted by the **Sojourner Truth Independent Study** on **December 14, 2022**, and will be in effect for the period August 9, 2021 through **May 25, 2022**.

**The school will distribute this policy to all parents on or before Dec. 17, 2021**

**Principal Signature**

*Willie Thompson*

Date: 12/14/2021



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

## **School-Parent Compact**

**Sojourner Truth**

**2021-2022**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2021-22 school year.*

### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

[ Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meengs. ]

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

[ Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meengs. ]

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

[ Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meengs. ]

**4) Provide parents reasonable access to staff.**

[ Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meengs. ]

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

[ Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meengs. ]

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

We invite parents and students to periodically and ongoing information about schedules, dates and mes for Chromebook distributions/Hotspots on site as well as through Family Central available resources/training and updates to support them, especially through the COVID-19 and Distant learning.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

We have weekly Staff Professional Development with a focus on ILTs, SCCLTs, PLCs, Family Engagement...etc.

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

[[ Parents are invited to periodically and on-going SSC , SELL, SSTs, Back to School/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meengs. ]]

**Teacher Responsibilities**

We have weekly Staff Professional Development with a focus on ILTs, SCCLTs, PLCs, Family Engagement...etc.

*Examples:*

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[With scheduled student progress Reports and opportunity to discuss with teachers]*
- Participate in decisions related to the education of my child. *[With scheduled student progress Reports and opportunity to discuss with teachers]*
- Promote positive use of my child's extracurricular me. *[With scheduled student progress Reports and opportunity to discuss with teachers.]*
- *[Add other responsibilities at school's discretion]*

### **Student Responsibilities**

*[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]*

*Examples:*

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

- Get connected to school. Teachers and support staff by making sure that they have access...Chromebook/Hotspots
- Get to school with me every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all mes.

This Compact was adopted by the *(Sojourner Truth Independent Study)* on *Dec 14, 2021)* , and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before .

### **Signature of Principal**

*Willie Thompson*

Date: 12/14/2021



Strategic Resource Planning (SRP)

**Sojourner Truth**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Tihanna McCleese
Vice Chairperson:	
Secretary:	Hilda Ortiz-DeCoots

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Willie Thompson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mia Williams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Deborah Mata	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sunni James-Holifield	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kelli Dos Santos	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tihanna McCleese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Lateefa Ali/Zayed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Jaime Burnell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Aisha [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
May [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Yousriah [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Hilda Ortiz-DeCoots	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>					
	<input type="checkbox"/>					

<b>SSC Meeting Schedule:</b> (Day/Month/Time)
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

