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	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Sojourner Truth Independent Study

Ask of the Board	Approval by the Board of Education of the 2021-2022 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	2021-2022 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study

---

2021-2022 School Plan for Student Achievement (SPSA)

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Sojourner Truth Independent Study   **Site Number:** 330

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[ ] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[ ] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant (ELSBG)
[ ] Targeted Support & Improvement (TSI)	[X] 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 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 and 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: _____

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

[ ] Flyers in students' home languages	[x] Announcement at a public meeting	[x] Other (notices, media announcements, etc.)

Signatures:

Willie Thompson	*Willie Thompson*	7/6/2021
Principal	Signature	Date
Lateefa Ali	*Lateefa Ali*	7/7/2021
SSC Chairperson	Signature	Date
Gary Middleton	*Gary Middleton*	7/1/2021
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	7/1/21
Director, Strategic Resource Planning	Signature	Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
09/16/20020	ILT	Establishment meeting with a focus on: SSC responsibilities, composition of the council, selection of the members and officers,rules of order,bylaws and records.
9/29/2020	ILT	ILT met with the Measure N Team to discuss and align goals and strategic actions
9/30/2020	SSC	Establishment meeting with a focus on: SSC responsibilities, composition of the council, selection of the members and officers,rules of order,bylaws and records.
10/21/2020	SSC	We began reviewing the SPSA and Budget alignment
11/18/2020	SSC	We discussed Measure N carryover
1/202021	Measure N	Measure N meeting to begin planning for the SPSA
2/18/2021	Measuren	We continued the discussion and planning with Measure N funds

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.

- *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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$33,620.00
Total Federal Funds Provided to the School from the LEA for CSI	$51,450.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$386,757.00

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)	$30,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$18,985.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$820.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$121,550.00	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)	$2,050.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$51,450.00	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)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$161,152.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$85,070.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$301,687.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$386,757.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	Students graduating meeting the A-G requirements increased every year, starting with a 2.2% 2016-17, 3% 2017-18, 3.3%2018-19, and a whopping 17.6% in 2019-20. 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)	The data sugggests that students are making progress in A-G requirement but there has not been any significant progress in the develpment of our technology pathway. Assessment teacher lead; addition of new staff members to support work-based learning
Focal Student Supports	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)
Student/Family Supports	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)
Staff Supports	Staff Yoga; Luncheons; Instructional Leadership Team	The nature of our program...small with very caring and supportive staff

Focus Area:	Priority Challenges	r
College/Career Readiness	According to the data, 97% to 100% of students did not take CTE classes the last three years, and 100% respectively not enrolled in Technology Pathway the last three years suggest that much work needs to done to develop our Pathway.	The data sugggests that students are making progress in A-G requirement but there has not been any significant progress in the develpment of our technology pathway.
Focal Student Supports	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
Student/Family Supports	Not all students attending one-on-one weekly meetings and in-person classes (e.g. Math, Spanish, Science); need to more regularly meet as a COST meeting	Language barrier has contributed to staff not being able to develop relationships that will lead to parents trusting staff and the efforts to reach out and connect.
Staff Supports	Technology support; curricular supports; Examples from Field (Google Chats)f	Lack of engagement when provided opportunities to expand or deepen practice

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	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	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	50%	50%	55%
On Track to Graduate: 9th Grade	All Students	n/a	0.0%	14.1%	19.10%
On Track to Graduate: 11th Grade	All Students	n/a	9.2%	21,7%	26.70%
A-G Completion	All Students	n/a	0%	36%	40.6%

College/Career Readiness	All Students	n/a	0%	TBD	TBD

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-83.2 (Spring 2019)	-71.2	-56.2
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	16.3%	21.30%
IAB ELA Above Standard	All Students	n/a	n/a	TBD	TBD

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	TBD
IAB Math Above Standard	All Students	n/a	n/a	TBD	TBD
CAST (Science) at or above Standard	All Students	n/a	5.1% (Spring 2019)	n/a	TBD

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

School Goal for May 2024:	Increase staff Tech know-how and implementation of Google Classroom and the Google Suite.

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-126.4 (Spring 2019)	n/a	TBD
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-117.3 (Spring 2019)	n/a	TBD
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	TBD
IAB ELA Above Standard	Latino/a Students	n/a	n/a	n/a	TBD
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	27.8%	n/a	TBD

Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-192.3 (Spring 2019)	n/a	TBD
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-196.8 (Spring 2019)	n/a	TBD
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	TBD
IAB Math Above Standard	English Learners	n/a	n/a	n/a	TBD

Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	14.3%	n/a	AT least 5 percentage points = 19.3%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	18.2%	n/a	At least 5 percentage points = 23.2%

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

School Goal for May 2024:	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	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	63.8%	n/a	TBD
Suspensions	All Students	-2pp	0.0%	n/a	TBD
Suspensions	African-American Students	-2pp	0.0%	n/a	TBD
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	TBD
Chronic Absence	All Students	-2pp	n/a	n/a	TBD
Chronic Absence	African-American Students	-2pp	n/a	n/a	TBD
UCP Complaints	All Students	n/a	n/a	N/A	TBD

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal for May 2024:		Increase staff Tech know-how and implementation of Google Classroom and the Google Suite.			
Measure	**Target Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	TBD
Teacher Retention	All Teachers	n/a	87.6% (Fall 2020)	n/a	TBD

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.

School: Sojourner Truth Independent Study	**SPSA Year Reviewed:** 2020-21	**SPSA Link:** <u>20-21 SPSA</u>

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready	**Program Design and Master Schedule**
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.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the COVID-19 pandemic and the challenges associated the rollout of the Distant Learning platform, we were unable to make the necessary student academic process that would enable them to graduate college, career, and communtiy ready

What evidence do you see that your practices are effective?

At this point, we do not have enough data or evidence that will inform our decision making.....

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.

We do not plan to make any changes at this point!

20-21 Priority for Proposed LCAP Goal:Focus on students school-wide outcomes	**20-21 Priority for Proposed LCAP Goal:Focus on students school-wide outcomes**
Theory of Change:	If we revise and diffferentiate 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).

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the COVID-19 pandemic and the challenges associated the rollout of the Distant Learning platform, we were unable to make the necessary student academic process that would enable them to graduate college, career, and communtiy ready

What evidence do you see that your practices are effective?

At this point, we do not have enough data or evidence that will inform our decision making.....

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.

We do not plan to make any changes at this point!

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged	Improve the culture and climate of school campus by focusing on more effective communications and outreach programs that lead to significant parent engagement in school activities and decision-making.
Theory of Change:	If we develop a more robust Alternative ED. web-site that clearly defines the role of all alternative programs and how the programs are designed to support students and families in their efforts to support their students in graduating being college, career and community ready.
Related School Goal:	Collaborate with all Alt. ED. schools and programs to develop a comprehensive Web-site with a menus of options and support servi

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the COVID-19 pandemic and the challenges associated the rollout of the Distant Learning platform, we were unable to make the necessary student academic process that would enable them to graduate college, career, and communtiy ready

What evidence do you see that your practices are effective?

 At this point, we do not have enough data or evidence that will inform our decision making.....

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.

We do not plan to make any changes at this point!

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff	Curriculum and Instruction
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 School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the COVID-19 pandemic and the challenges associated the rollout of the Distant Learning platform, we were unable to make the necessary student academic process that would enable them to graduate college, career, and communtiy ready

What evidence do you see that your practices are effective?

At this point, we do not have enough data or evidence that will inform our decision making...

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.

We do not plan to make any changes at this point!

20-21 Conditions for English Language Learners Priority: focus on students school-wide outcomes	Remote Learning Platform, Digital Literacy, Student Progress Tracker
Theory of Change:	If we continue to develop the distant learning platform with a focus on technology pathway with robust support services that track students attendance,academic progress and socio-emtional needs, all students, including EL student, will graduate with a baseline of technology skills that will prepare them for the 21st century.
Related School Goal:	#REF!

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Due to the COVID-19 pandemic and the challenges associated the rollout of the Distant Learning platform, we were unable to make the necessary student academic process that would enable them to graduate college, career, and communtiy ready

What evidence do you see that your practices are effective?

At this point, we do not have enough data or evidence that will inform our decision making...

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.

We do not plan to make any changes at this point!

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

There are no significant changes in budget!

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Sojourner Truth Independent Study	**School ID:** 330

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

School Priority ("Big Rock"):	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 Goal(s):	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-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.	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.		

#		TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-4	N/A		Present master schedule to all staff	Staff meeting agenda; master schedule		

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority ("Big Rock"):	Master Agreement and Graduated Release
School Theory of Change:	If we revise and diffferentiate 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 Goal(s):	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:	*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?
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.	Purpose, quality criteria and timeline of Master Schedule revision		
2-2	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		
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.	Final master schedule with rationale for design features.		
2-4	N/A	Present master schedule to all staff	Staff meeting agenda; master schedule		

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

School Priority ("Big Rock"):	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 Goal(s):	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-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.	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	N/A	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		

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority ("Big Rock"):	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):	Increase staff Tech know-how and implementation of Google Classroom and the Google Suite.
Students to be served by these actions:	*English Language Learners*

#	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	PD agenda		
4-2	Learn Talking Points for student and family communications	Create professional development opportunities to learn Talking Points	Usage of talking points		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*Increase staff Tech know-how and implementation of Google Classroom and the Google Suite.*

#	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	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.	Purpose, quality criteria and of online learning platform services		
5-2	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.			
5-3	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.		
5-4	N/A	Present online learning platform and approach to all staff	Staff meeting agenda; master agreement and graduated release protocol and process		

PROPOSED 2021-22 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
Extended contracts	$51,450	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide Google classroom training and refine SJT online learning platform and approach based on staff input.	330-1
School Office Supplies	$5,071	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	330-2
Dues & Memberships	$1,100	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	330-3
Copier maintenance agreement	$7,115	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	330-4
External Work Order Services	$1,000	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	330-5
Certificated Teachers' Salaries: Stipends	$7,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Create professional development opportunities for teacher to attend to language demands	330-6
Classified Support Salaries: Stipends	$5,000	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Create professional development opportunities to learn Talking Points	330-7
Classified Support Salaries: Overtime	$5,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Create professional development opportunities to learn Talking Points	330-8
Clerical Substitutes	$10,000	LCFF Supplemental	2450	Clerical Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Create professional development opportunities to learn Talking Points	330-9

Books other than Textbooks	$1,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Identify language demands of and supports for curriculum and instruction	330-10
Supplies	$12,500	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Identify language demands of and supports for curriculum and instruction	330-11
To be allocated in Fall 2021.	$36,779	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	330-12
Computer < $5,000	$2,000	LCFF Supplemental	4420	Computer < $5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Present online learning platform and approach to all staff	330-13
Furniture < $5,000	$2,771	LCFF Supplemental	4432	Furniture < $5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	tbd	330-14
Consultants	$35,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	tbd	330-15
External Work Order Services	$1,500	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	tbd	330-16
TBD	$24,800	Measure N	2405	Clerical Salaries	TBD	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	tbd	330-17
Meeting Refreshments	$1,000	Measure N	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Create professional development opportunities for teacher to attend to language demands	330-18
Computer < $5,000	$15,000	Measure N	4420	Computer < $5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Create professional development opportunities for teacher to attend to language demands	330-19

Conference Expense	$1,039	Measure N	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Create professional development opportunities for teacher to attend to language demands	330-20
Rentals: Facility	$1,500	Measure N	5624	Rentals: Facility	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	tbd	330-21
Consultants	$96,500	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	tbd	330-22
External Work Order Services	$2,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	tbd	330-23
Licensing Agreements	$500	Measure N	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Present online learning platform and approach to all staff	330-24
STIP	$30,750	Title I: Basic	1105	Certificated Teachers' Salaries	7012	STIP Teacher	TBD	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Create professional development opportunities for teacher to attend to language demands	330-25
To be allocated in Fall 2021.	$820	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	330-26
To be allocated in Fall 2021.	$2,050	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	330-27

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:

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:

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 September 30, 2020 and will be in effect for the period August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal

Willie Thompson

Signature of Principal

Willie Thompson

Date 02/17/2021

Please attach the School-Parent Compact to this document.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Sojourner Truth

2020-21

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 2020-21 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

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 (September 30,2020) , and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 (Oct. 30,2020) .

Signature of Principal

Willie Thompson

Date September 30, 2020

School Site Council Membership Roster
High School

School Name: _____Sojourner Truth_____ **School Year 2020-2021**

Chairperson: Laravian Battle	Vice Chairperson: Lateefa Ali
Secretary: Malia Lehman	

Check Appropriate Representation

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/ Community	Student
Willie Thompson	x				
Lateefa Ali				x	
Yousriah Ali					x
Zachary Lenton					x
Roxanne Lenton				x	
Laravarian Battle		x			
Malia Lehman		x			
Einam Livnat		x			
Alternative					
Mia Williams		x			
Alessandra Cabrera			x		
Aisha Ali					x

Meeting Schedule	3rd Wednesday @ 3:00 PM

SSC Legal Requirements:
- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- There must be equal number of students and parents/community members
- Majority of school staff members must be classroom teachers;
- **Students are required members of the High School SSC**
- 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

OUSD – FINANCIAL SERVICES - State & Federal Compliance
Submit a copy of this Completed Form to State & Federal
Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a High School SSC Composition