OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date August 9, 2023

Subject   2023-2024 School Plan for Student Achievement (SPSA) for Sojourner Truth
                  Independent Study

Ask of the Board   Approval by the Board of Education of the 2023-2024 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)   ● 2023-2024 School Plan for Student Achievement (SPSA) for Sojourner Truth
                         Independent Study

2023-2024 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: 5/24/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT

Kyla Johnson-Trammell, Superintendent

Mike Hutchinson, Board President

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

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

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

☐ Flyers in students' home languages   ☐ Announcement at a public meeting   ☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

Willie Thompson	*Willie Thompson*	05/24/2023
Principal	Signature	p1DucUWQjK_8cF14C815ve-BsV
Carmela Golden-Reyna	Signature	05/24/23
SSC Chairperson		Date
Vanessa Sifuentes	Signature	6/6/23
Network Superintendent		Date
Lisa Spielman	Signature	6/2/2023
Director, Strategic Resource Planning		Date

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

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

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

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Address:	8251 Fontaine Street	**Telephone:**	510-729-4308
	Oakland, CA 94605	**Email:**	willie.thompson@ousd.org

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2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/2022	SSC Meeting	Budget training and review budget priorities including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
1/10/2023	SSC Meeting	The SSC develops and monitors the implementation of the School Plan for Student Achievement (SPSA), proposes expenditures and evaluates results
01/31/0203	SSC Meeting	The SSC develops and monitors the implementation of the School Plan for Student Achievement (SPSA), proposes expenditures and evaluates results

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$229,320.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,095,272.28

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)	$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$0.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$404,275.00	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)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$229,320.00	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)	$96,612.23	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$365,065.05	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$229,320.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$865,952.28**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$1,095,272.28**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2023-24 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

Mission Statement:

At Sojourner Truth Virtual Academy, all students will engage in a rigorous virtual academic program, enriched with technology, and project-based activities. We meet students where they are and position them to thrive in their genius. Through the development of social-emotional skills, students learn to challenge themselves, become socially responsible and celebrate similarities and differences. We are creating a safe and nurturing environment that welcomes and empowers all students' and families' cultural diversity.

Vision Statement:

The vision of Sojourner Truth is to cultivate student advocates that reflect cultural appreciation, academic resilience, and inclusivity. Our students know they are valuable members of their community. Though their needs may be different, we believe learning in a virtual environment can be not only equal to the traditional classroom, but more effective for students who are not thriving in the traditional learning environment. We are eager to meet the needs of all students, especially those who may thrive under these alternative and dynamic conditions.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
46.7%	53.3%	21.2%	3.0%	3.7%	0.4%	83.8%	11.4%

% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
34.6%	3.3%	32.2%	12.4%	1.4%	1.7%	0.7%	6.9%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:	Due to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, we have delayed trying to implement. However, we have just hired a Career Transition Specialist and will hire two New CTE Staff to make sure all students are engaging in our Technology Pathway

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-83.2	n/a	-80.3	*not available until Fall 2023*	0.7
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	n/a	Did Not Administer	*not available until Fall 2023*	25.3%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-168.4	n/a	-113.1	*not available until Fall 2023*	-78.2
CAST (Science) at or above Standard	All Students	5.1%	n/a	10.6%	*not available until Fall 2023*	19.4%

Graduation Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	50.0%	35.4%	56.7%	*not available until Fall 2023*	Target
On Track to Graduate: 9th Grade	All Students	4.8%	0.0%	8.3%	*not available until Fall 2023*	-163.4
On Track to Graduate: 11th Grade	All Students	9.2%	14.7%	5.3%	*not available until Fall 2023*	At least 10% increase in the number of 11th grade students on track to graduate
A-G Completion	All Students	35.0%	32.1%	31.0%	*not available until Fall 2023*	21%
College/Career Readiness *2018-19 baseline*	All Students	0.0%	n/a	n/a	*not available until Fall 2023*	10%

School Goal for Targeted Supports for Focal Student Groups:	Due to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, we have delayed trying to implement. However, we have just hired a Career Transition Specialist and will hire two New CTE Staff to make sure all students are engaging in our Technology Pathway

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-126.4	n/a	-169.2	*not available until Fall 2023*	0.4
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-117.3	n/a	-103.4	*not available until Fall 2023*	increase of students who are at grade level
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	n/a	Did Not Administer	*not available until Fall 2023*	At least 10% increase in students who are at grade level on Reading Inventory
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-192.3	n/a	-178.6	*not available until Fall 2023*	increase of students who are at grade level
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-196.8	n/a	-131.6	*not available until Fall 2023*	increase of students who are at grade level

Reclassification Measures & Annual Targets   *Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	37.5%	0.0%	5.1%	*not available until Fall 2023*	29.3%

LTEL Reclassification	Long-Term English Learners	37.5%	0.0%	4.7%	*not available until Fall 2023*	23.2%

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

School Goal for Student & Family Engagement:	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	55.8%	65.6%	40.7%	*not available until Fall 2023*	At least 10 percentage points 50.7%
Out-of-School Suspensions	All Students	0.0%	n/a	0.0%	*not available until Fall 2023*	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	*not available until Fall 2023*	0%%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	*not available until Fall 2023*	42.5%
Chronic Absenteeism	All Students	n/a	n/a	0.0%	*not available until Fall 2023*	42.5%
Chronic Absenteeism	African American Students	n/a	n/a	0.0%	*not available until Fall 2023*	At least 10 percentage point reduction

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

School Goal for High-Quality Staff:	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College, Career & Community Readiness	Due to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, we have delayed trying to implement. However, we have just hired a Career Transition Specialist and will hire two New CTE Staff to make sure all students are engaging in our Technology Pathway	Due to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, we have delayed trying to implement. However, we have just hired a Career Transition Specialist and will hire two New CTE Staff to make sure all students are engaging in our Technology Pathway
LCAP Goal 2: Focal Student Group Supports	We have begun to focus on African American Students who are multiple levels below grade level proficiency.	We have begun to focus on African American Students who are multiple levels below grade level proficiency.
LCAP Goal 3: Student & Family Engagement	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT.	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT. At the moment, we have very little participation or engagement from parents, but are planning more opportunities for families to conncect with SJT...such as offering a Technology Institute for students and parents
LCAP Goal 4: Staff Supports	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation. At the moment, our staff situation is very fluid because student enrollment is very fluid. However, it seems to becoming more stable, which will enabe us to support high quality staff which will reflect Oakland's rich diversity.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College, Career & Community Readiness	The impact of the COVID-19 pandemic, coupled with a significant increase in student enrollment, as well as the need to hire more staff (increasing TSAs from 10 month to 12month and continuing to hire a STIP), the need to expand and create new program systems/structures, the need for more staff training in technlogy 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, professional development and get them college, career, and community ready.	We attribute not making progress to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, which made it difficult to develop our Technology Pathway...with a focus on a seemless integration of our core program with CTE class development,student internship and student support programs, includng 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 particilar, 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.

LCAP Goal 2: Focal Student Group Supports	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	We attribute not making progress to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, which made it difficult to develop our Technology Pathway...with a focus on a seemless integration of our core program with CTE class development,student internship and student support programs, includng 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 particilar, 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. Title I funds will be utilized to provide 1.0 TSA to support SJT. Title I unallocated funds will be used to provide support focal student groups.

LCAP Goal 3: Student & Family Engagement	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. Unallocated Title I - Parnet funds will be used to provide support for parent and family engagement.	We attribute not making progress to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, which made it difficult to develop our Technology Pathway...with a focus on a seemless integration of our core program with CTE class development,student internship and student support programs, includng 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 particilar, 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.

LCAP Goal 4: Staff Supports	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	We attribute not making progress to the uncertainty of the COVID-19 pandemic and a very fluid student enrollment population, which made it difficult to develop our Technology Pathway...with a focus on a seemless integration of our core program with CTE class development,student internship and student support programs, includng 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 particilar, 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.

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

LCAP Goal 1: College/Career Readiness

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Sojourner Truth Independent Study   **SPSA Year Reviewed:** 2022-23

SPSA Link: 2022-23 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.

Enrollment has been fluid, so all plans are not complete at this time. We will likely continue our strategies from last year.

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

Our committee to reflect on effectiveness was recently formed and we are going on retreat in March 2023 to review goals.

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.

We will discuss any changes at upcoming March 2023 retreat.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working/not working? Why? *(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)*	Based on this evaluation, what will you change, continue, or discontinue? Why?
Create a technology institute	Student Connectedness to School	Basic training on navigating Virtual Platform and effective school connectedness using Tech. various software	Too many new students don't understand how to navigate Virtual Platform using various software features. This activity has not occured.Projected to start June 2023.	We have begun to see a pattern of students enrolling in SJT without basic understanding of Virtual Platform using various software features.

Stip Sub	Reading Inventory (RI) Multiple Years Below Grade Level	Hire two Stip staff to provide reading support for students who are multiple years below grade level.	A significant number of students are multiple years below grade levels. Based on Principal observation the STIP subs have been helpful for student achievement by providing one-one-support & pull out classroom support. The STIP Sub have support in class learning by providing support for access to online learning and connectivity.	We will continue to provide support for students who are multiple years below grade level. grade
12 Month Classroom TSA, Cabezudo, C.	Student Connectedness to School	Ongoing tech support for high school SJT teachers, lead Wednesday PDs with a focus on alignment of district curriculum and best instructional practices, coordination with instructional materials, and planning and coordination of assessments	At this point in the school year, most of our staff understand the various connectivity features of online software, such as Seesaw and Google Classroom, as well as a firm grasp or understanding of the district aligned curriculum and high-level instructional strategies. Based on principal observation the TSAs have been integral to providing support to students, families, staff, and faculty for this type of web-based learning. This has occurred at all grade levels, but there has been a specific emphasis on providing support for students by this TSA in grades 6-8.	We will continue to use TSAs to provide this support!

10 Month Classroom TSA, Dos Santos, K.	College/Career Readiness	Ongoing tech support for middle schoolS teachers, lead Wednesday PDs with a focus on alignment of district curriculum and best instructional practices, coordination with instructional materials, and planning and coordination of assessments	At this point in the school year, most of our staff understand the various connectivity features of online software, such as Seesaw and Google Classroom, as well as a firm grasp or understanding of the district aligned curriculum and high-level instructional strategies. Based on principal observation the TSAs have been integral to providing support to students, families, staff, and faculty for this type of web-based learning. This has occurred at all grade levels, but there has been a specific emphasis on providing support for students by this TSA in grades 9-12.	We will continue to use TSAs to provide this support
12 Month Classroom TSA, Jay, H.	Student Connectedness to School	At this point in the school year, most of our staff understand the various connectivity features of online software, such as Seesaw and Google Classroom, as well as a firm grasp or understanding of the district aligned curriculum and high-level instructional strategies	At this point in the school year, most of our staff understand the various connectivity features of online software, such as Seesaw and Google Classroom, as well as a firm grasp or understanding of the district aligned curriculum and high-level instructional strategies. Based on principal observation the TSAs have been integral to providing support to students, families, staff, and faculty for this type of web-based learning. This has occurred at all grade levels, but there has been a specific emphasis on providing support for students by this TSA in grades TK-5.	We will continue to use TSAs to provide this support

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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

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?	
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.	Significant increase in students' agency	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation	Tier 1

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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-2	Provide input into what the revised master schedule might look like	Draft a SJT master schedule based on input from staff	Significant increase in students' agency	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation	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.	Significant increase in students' agency	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority:	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.
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	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 begin transition to the hyprid model	creating more effective student learning conditions will increase students engagement	Tier 1
2-2	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.	Student and parent demonstrate a connectiveness to school. Increase in the student attendance and graduation rate, less student referrals and the dropout rate.	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority:	Family and Student Orientation
School Theory of Change:	If SJT revises and formalizes the process and practice of their Family and Student Orientation, with particular attention to the Master Agreement, Graduated Release and Digital Literacy, families and students will have a better and shared understanding of the expectations, opportunities, and support available at SJT.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	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.	Student and parent demonstrate a connectiveness to school. Increase in the student attendance and graduation rate, less student referrals and the dropout rate.	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1
3-2	Provide input into what the revised master schedule might look like	Draft a SJT master schedule based on input from staff	Student and parent demonstrate a connectiveness to school. Increase in the student attendance and graduation rate, less student referrals and the dropout rate.	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1
3-3	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.	Student and parent demonstrate a connectiveness to school. Increase in the student attendance and graduation rate, less student referrals and the dropout rate.	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	Curriculum and Instruction
School Theory of Change:	If teaching staff attend to the language demands of curriculum (e.g. focus on vocabulary development of content-specific language, complex text sets) students will have have increased access to content as a result of instruction and interventions. Moreover, if announcements, communications, and updates are provided multi-lingually via Talking Points, then students and families will have have increased access to school information and opportunities.

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
	Students to be served by these actions: *All Students*				
4-1	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			
4-2	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			
4-3	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			

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Integrate Social Emotional Learning (SEL) practices into the Curriculum, Culture and Climate

	School Theory of Change:	If we begin to focus on and address Black students physical, emotional, and health needs....they will begin to feel more empowered and engaged, subsequently leading them to feeling more safe and a sense of belonging. This will translate into increase student attendance, engagement, and academic progress as well as parents becoming involved and engaged in SJT's activites and decision-making.			
	Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
	Students to be served by these actions:	*Black students and families*			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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 .	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1
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	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1

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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	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
(see Stages of ELD instructions and resources)

School Priority:	Remote Learning Platform, Digital Literacy, Student Progress Tracker
School Theory of Change:	If SJT provides a clear remote learning platform and method, assesses digital literacy, and utilizes a student data tracker, students will have more access to learning and content when not at school physically (e.g. graduated release, blended learning, or shelter-in-place conditions).
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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.	Students and parents will enroll in summer Technology Institute. One Wednesday of the monthly PD focus on staff technology training and workshops	We will focus on all new incoming students to make sure they get acclimated with our Virtual Platform and the various software features in terms of their Connectedness to SJT	Tier 1

6-2	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.	Students and parents will enroll in summer Technology Institute. One Wednesday of the monthly PD focus on staff technology training and workshops	We will refocus on making sure that our staff are high quality, stable, and reflective of oakland's rich diversity after we stablize our very fluid student enrollment polpulation	Tier 1

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	$134,621	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	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.	330-1
Counselor	$41,920	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	9032	Counselor	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide input into what the revised master schedule might look like	330-2
Pending allocation, may result in non-labor	$94,699	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers must clearly understand the SEL construct and protocol for developing trusting relationships with students	330-3
STIP Teacher	$93,747	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7012	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers must clearly understand the SEL construct and protocol for developing trusting relationships with students	330-4
Early Literacy Tutor	$26,816	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7989	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	N/A	330-5
Early Literacy Tutor	$33,780	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8732	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	N/A	330-6
Supplies	$47,325	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	N/A	330-7

Teacher, Structured English Immersion	$13,893	LCFF Supplemental	1105	Certificated Teachers' Salaries	8928	Teacher, Structured English Immersion	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	330-8
Teacher, Structured English Immersion	$26,736	LCFF Supplemental	1105	Certificated Teachers' Salaries	9137	Teacher, Structured English Immersion	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	330-9
Teacher, Structured English Immersion	$115,516	LCFF Supplemental	1105	Certificated Teachers' Salaries	270	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Review first draft of master schedule and provide individualized, public, and written feedback during comment period	330-10
10-Month Classroom Teacher on Special Assignment (TSA)	$128,472	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	1205	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide Google classroom training and refine SJT online learning platform and approach based on staff input.	330-11
Community Relations Assistant II, Bilingual	$51,678	LCFF Supplemental	2205	Classified Support Salaries	2173	Community Relations Assistant II, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	N/A	330-12
Supplies	$67,981	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.	Student Connectedness to School	N/A	330-13
Teacher, Structured English Immersion	$80,207	Measure G1	1105	Certificated Teachers' Salaries	9137	Teacher, Structured English Immersion	0.75	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide Google classroom training and refine SJT online learning platform and approach based on staff input.	330-14

Supplies	$16,406	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	N/A	330-15
Teacher, Structured English Immersion	$89,510	Measure N	1105	Certificated Teachers' Salaries	8933	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Review first draft of online learning platform and approach and provide individualized, public, and written feedback during comment period	330-16
Teacher, Structured English Immersion	$101,379	Measure N	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	A-G Completion	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.	330-17
Teacher, Structured English Immersion	$101,379	Measure N	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	A-G Completion	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.	330-18
Teacher, Structured English Immersion	$158,884	Measure N	1105	Certificated Teachers' Salaries	8977	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers must clearly understand the SEL construct and protocol for developing trusting relationships with students	330-19
Specialist, College/Career Readiness	$128,279	Measure N	2205	Classified Support Salaries	9337	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Review first draft of online learning platform and approach and provide individualized, public, and written feedback during comment period	330-20
Coach, College/Career Pathways	$23,408	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.13	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration	330-21
Consultants	$22,612	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	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.	330-22

Early Literacy Tutor	$3,831	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7989	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	330-23
Early Literacy Tutor	$4,826	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8732	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	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.	330-24
To be allocated in Fall 2023.	$5,730	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Teachers must clearly understand the SEL construct and protocol for developing trusting relationships with students	330-25
To be allocated in Fall 2023.	$46,989	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	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.	330-26
12-Month Classroom Teacher on Special Assignment (TSA)	$167,886	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8338	12-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	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.	330-27
To be allocated in Fall 2023.	$14,325	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	A-G Completion	Provide input into what the revised master schedule might look like	330-28

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) meeting

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) meeting

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 SchoolWide 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 November 8, 2022 and will be in effect for the period August 08, 2022 through May 27, 2023.

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 11/08/2022

Please attach the School-Parent Compact to this document.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Sojourner Truth

2022-23

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 2022-23 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) meetings.

    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 times.

This Compact was adopted by the (Sojourner Truth Independent Study on (Nov. 08, 2022, and will be in effect for the period of August 10, 2022 to May 28, 2023.

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 (Nov. 08, 2022).

Willie Thompson

Signature of Principal   **Date November 08, 2023**

SJT INDEPENDENT STUDY
SCHOOL SITE COUNCIL MEMBERSHIP ROSTER
2022 – 2023

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SSC Officers

Chairperson	Carmela Golden-Reyna
Vice Chairperson	James Funston
Secretary	

SSC Members

	Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Studentt
1	Willie Thompson	✅				
2	Carmela Golden-Reyna		✅			
3	James Funston		✅			
4	Trevor Doyle (Alternte)		✅			
5	Allison Martin - TK-5 (Alternate)		✅			
6	Britney Houston TK-5		✅			
7	Patricia Navarro			✅		
8	Jamela Spears				✅	
9	Lateefa Ali				✅	
10	Mark Brustman				✅	
11	Dr. Cesar Cruz, Homies Empowerment				✅	
12	Bushra Obad					✅
13	Haifa Obad (Alternate)					✅
14						
15						

SSC Meeting Schedule: (Day/Month/Time)	Every 3rd Tuesday of the Month 3:00 PM

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups.
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers
4. Except where school has been approved for a smaller SSC.
5. **Secondary SSC's must have student member(s);** and Parents/community cannon be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)