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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study



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

2024-25 School Plan for Student Achievement (SPSA)

School: Sojourner Truth Independent Study
CDS Code: 1612596114011
Principal: Willie Thompson
Date of this revision: 5/28/2024

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Willie Thompson

Position: Principal

Address: 8251 Fontaine Street
Oakland, CA 94605

Telephone: 510-729-4308

Email: willie.thompson@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/28/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/28/2024

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 <i>Principal</i>	<u>Willie Thompson</u> Signature	<u>5/28/2024</u> Date
Shantel Watson <i>SSC Chairperson</i>	<u>Shantel Watson</u> Signature	<u>5/28/2024</u> Date
Vanessa Sifuentes <i>Network Superintendent</i>	<u>Vanessa Sifuentes</u> Signature	<u>5/28/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>5/29/24</u> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/31/2024	Faculty TK-12	Conducted faculty focus groups for self-study report to isolate site wide performance, governance and school culture practices.
2/15/2024	Students grades 5-6-7-8-9-10-11-12	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
3/5/2024	Site Leadership Team	Session focused on analyzing schoolwide CA Schools Dashboard data and reviewing intervention strategies as outlined in the School Plan for Student Achievement (SPSA). Discussion centered on aligning budget priorities and resource allocation with targeted areas needing improvement.
4/18/2024	Faculty 6-8	Convened to to discuss and review sitewide CA Schools Dashboard data results in targeted areas and possible interventions as highlighted in the SPSA.
4/22/2024	Faculty & SSC Combined	Meeting addressed incorporating new/revised school improvement goals for the 2024-2025 LCAP, focusing on specific budgetary actions for enhancing the performance of lower student groups.
4/29/2024	SELLS Meeting	(Future) Meeting will be held to discuss strategies and initiatives aimed at supporting SJT's English Language Learners (ELLs). Items of discussion will involve: Curriculum adaptations, language support programs, cultural competency training for staff, parent involvement strategies, and other efforts to ensure the academic success and socio-emotional well-being of ELL students.
5/20/2024	SSC Meeting	(Future) Meeting will be held to finalize and receive endorsement of 2023-24 Title I fund allocation along with the implementation of the School Plan for Student Achievement (SPSA), proposes expenditures and evaluates results as needed.

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$208,955.00
Total Federal Funds Provided to the School from the LEA for CSI	\$144,126.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,499,700.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$190,440	LCFF Discretionary (General Purpose Discretionary #0000)	\$41,705
Title I, Part A Parent & Family Engagement (Title I #3010)	\$5,290	LCFF Supplemental (LCFF Supplemental #0002)	\$375,975
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	LCFF Equity Multiplier	\$1,004,190
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$13,225	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$144,126	California Community Schools Partnership Program (CCSPP #6332)	\$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$122,918
		Measure H (Measure H #9339)	\$240,690
		Measure G1 (Measure G1 #9332)	\$91,141
SUBTOTAL OF FEDERAL FUNDING:	\$353,081		\$2,146,619

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,499,700.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Sojourner Truth Independent Study		School ID: 330
CDS Code: 1612596114011	SSC Approval Date: 5/28/2024	Board Approval Date: 8/14/2024

School Mission and Vision

Mission Statement: *At Sojourner Truth, our mission is to cultivate a vibrant online school community that ignites the intellectual curiosity of our students. Through a nurturing environment and innovative instructional practices, we empower our students to achieve excellence. We are dedicated to providing relevant, reflective, project, and work-based learning opportunities that equip students with the tools to excel academically and professionally.*

Vision Statement:

Sojourner Truth envisions graduates who are equipped with the skills and mindset necessary to pursue their academic and career aspirations. Our students will embrace a spirit of continuous growth, constantly challenging themselves to reach new heights. They will embody social responsibility and empathy, celebrating and valuing diversity in their communities. We strive to foster a culture where

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Grad

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
43.9%	36.2%	31.5%	1.7%	8.0%	18.7%	94.4%	21.3%	9.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
55.7%	7.0%	7.4%	1.3%	0.6%	1.0%	88.8%	2.0%	61.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	<p>By June 2025, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system.</p> <p>Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>
Identified School Need:	<p>Because site wide reading inventory assessments were not conducted, detailed performance metrics are unavailable. Regular assessments are essential to identify and address the shared academic challenges among students. According to the CA School Dashboard, only 24% of students (169 in total) took the SBAC Math Test, with just 14% achieving proficiency, leaving 86% below the proficient standard.</p>

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-58.8	not available until fall 2024	not available until fall 2025	-48.8
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.0%	not available until fall 2024	not available until fall 2025	10.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-94.0	not available until fall 2024	not available until fall 2025	-84.0
California Science Test (CAST) Standard Met or Exceeded	All Students	11.3%	not available until fall 2024	not available until fall 2025	21.3%

Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	44.7%	not available until fall 2024	not available until fall 2025	54.7%
On Track to Graduate: 9th Grade	All Students	25.0%	not available until fall 2024	not available until fall 2025	35.0%
On Track to Graduate: 11th Grade	All Students	15.5%	not available until fall 2024	not available until fall 2025	25.5%
A-G Completion	All Students	31.3%	not available until fall 2024	not available until fall 2025	41.3%
College/Career Readiness	All Students	6.4%	not available until fall 2024	not available until fall 2025	16.4%

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

School Goal:	By June 2025, enhance the academic performance of Black/African American and English Learner students by raising their achievement levels by 10% or more across all subject areas in each grade level, as determined through embedded interim assessments in Math and comprehensive evaluations in other key academic disciplines.
Identified School Need:	CA School Dashboard indicates that Black/African American and English Learner student groups exhibit low proficiency levels in Math and other content areas.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-109.0	not available until fall 2024	not available until fall 2025	-99.0
SBAC ELA Distance from Standard Met	African American Students	-76.6	not available until fall 2024	not available until fall 2025	-66.6
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	0.0%	not available until fall 2024	not available until fall 2025	10.0%
SBAC Math Distance from Standard Met	Special Education Students	-135.9	not available until fall 2024	not available until fall 2025	-125.9

SBAC Math Distance from Standard Met	African American Students	-103.6	not available until fall 2024	not available until fall 2025	-93.6
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	1.7%	not available until fall 2024	not available until fall 2025	11.7%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	By June 2025, the schoolwide chronic absenteeism rate will be reduced by 10% among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.				
Identified School Need:	92% of students are chronically absent, with particularly high rates observed among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged students.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	40.7%	not available until fall 2024	not available until fall 2025	50.7%
Out-of-School Suspensions	All Students	0.1%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.3%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0%
Chronic Absenteeism	All Students	92.2%	not available until fall 2024	not available until fall 2025	82.2%
Chronic Absenteeism	African American Students	94.7%	not available until fall 2024	not available until fall 2025	84.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By June 2025, Professional Development (PD) Activity Logs will reflect that 90% or more of SJT teachers participated in targeted PD sessions, ensuring teachers and leaders receive strong professional learning in core curriculum and instructional priorities.				
Identified School Need:	Enhance teacher efficacy across all grade levels and content areas.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	81.8%	not available until fall 2024	not available until fall 2025	95.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2025, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system.</i></p> <p><i>Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p>1. Engagement with Assessment Systems: The commitment to have all students complete the i-Ready reading assessments and curriculum-embedded Math interim assessments by June 2025 will ensure that no student is left untested, providing a comprehensive data set that covers the entire student population.</p> <p>2. Progress in Reading Proficiency: It is anticipated that 50% of students will reach their growth goals on the i-Ready reading assessments. This will indicate that half of the student body is making measurable progress towards or exceeding their personalized growth targets, reflecting a positive trend in reading development.</p> <p>3. Implementation of Standards-Based Assessments: The use of assessments aligned with standard proficiency levels, such as the i-Ready for reading and curriculum-embedded Math interim assessments, will highlight the school's strong alignment with educational standards. This alignment will aid in accurately measuring and understanding student learning outcomes against consistent benchmarks.</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By June 2025, enhance the academic performance of Black/African American and English Learner students by raising their achievement levels by 10% or more across all subject areas in each grade level, as determined through embedded interim assessments in Math and comprehensive evaluations in other key academic disciplines.</i></p>	<p>1. Progressive Improvement: If there is an upward trend in interim assessment scores for Black/African American and English Learner students, this indicates effective existing intervention strategies and a solid foundation to build upon.</p> <p>2. Effective Use of Assessments: The consistent use of embedded interim assessments helps in regularly monitoring student progress and promptly addressing educational gaps, which is significant in maintaining the trajectory towards the goal.</p> <p>3. Targeted Instructional Strategies: The implementation of specialized instructional strategies that cater specifically to the needs of African American and English Learner students demonstrates a proactive approach in addressing specific educational challenges.</p> <p>4. Engagement with Educational Partners: Collaboration with educational partners in setting metrics and developing strategies ensures that the interventions are well-supported and tailored to the unique needs of each school, enhancing the overall impact on student performance.</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>By June 2025, the schoolwide chronic absenteeism rate will be reduced by 10% among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.</i></p>	<p>1. Enhanced Engagement: By June 2025, initiatives are expected to significantly reduce the chronic absenteeism rate among Black/African American, English Learners, and Socioeconomically Disadvantaged students by 10%.</p> <p>2. Focused Interventions: Targeted support systems designed to improve attendance for the identified student groups demonstrate the school's commitment to equity and access.</p> <p>3. Proactive Strategies: Continued efforts to engage students and reduce barriers to regular attendance showcase the school's proactive approach to fostering educational inclusivity.</p>

<p><i>LCAP Goal 4:</i></p>	<p><i>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By June 2025, Professional Development (PD) Activity Logs will reflect that 90% or more of SJT teachers participated in targeted PD sessions, ensuring teachers and leaders receive strong professional learning in core curriculum and instructional priorities.</i></p>	<p>1. High Participation in Professional Development: Anticipated participation of 90% or more teachers in literacy strategies PD by May 2025 shows a strong commitment to professional growth and instructional improvement.</p> <p>2. Focused Improvement on Literacy: Emphasis on literacy development in PD sessions suggests a proactive approach to enhancing literacy skills across the student body, which is vital for academic success.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>
<p><i>LCAP Goal 1:</i></p>	<p><i>By June 2025, all students will complete the i-Ready reading assessments and the curriculum-embedded Math interim assessments. Assessments will be used to measure each student's level of proficiency according to the standards set by each assessment system.</i></p> <p><i>Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p>1. Math Proficiency Levels: Only 20% of students are expected to demonstrate grade-level proficiency on the Math interim assessments. This low percentage will be a critical challenge, indicating that a significant portion of the student body is struggling with Math and pointing to the need for targeted interventions and possibly a revision of the Math curriculum or teaching methodologies.</p> <p>2. Disparities Among Student Groups: The performance of low-income students, English learners, and Black/African American students will need to be specifically addressed if they are among those with the lowest performance (as implied by the framework). This will indicate significant disparities in achievement levels within the school, requiring focused strategic planning and resource allocation.</p> <p>3. Comprehensive Data Utilization: Although the assessments will be completed, the challenge will lie in effectively using this data to inform instructional practices and support services. It will be critical to ensure that the data leads to actionable insights and fosters adaptive learning strategies tailored to student needs, especially for underperforming groups using targeted intervention strategies.</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By June 2025, enhance the academic performance of Black/African American and English Learner students by raising their achievement levels by 10% or more across all subject areas in each grade level, as determined through embedded interim assessments in Math and comprehensive evaluations in other key academic disciplines.</i></p>	<p>1. Disparity in Baseline Proficiency Levels: Initial data might show a significant gap in the proficiency levels of Black/African American and English Learner students compared to their peers, indicating a steep curve to achieve the 10% improvement across all grade levels.</p> <p>2. Resource Allocation: Ensuring that adequate resources—both in terms of material and human capital—are allocated to meet the specific needs of these student groups can be challenging, especially in a context of budget constraints.</p> <p>3. Sustained Engagement and Consistency: Maintaining consistent engagement and intervention quality across all grade levels over multiple years can be challenging, particularly with potential staff turnover and changes in student population.</p> <p>4. Complex Needs of Diverse Learners: Black/African American and English Learner students may have diverse educational needs that require more complex and differentiated instructional strategies, posing a challenge in uniformly raising performance levels.</p> <p>5. Monitoring and Adjusting Interventions: The need to continually monitor the efficacy of current interventions and make necessary adjustments based on interim assessment data can be a logistically and administratively demanding process. Title I Funds Currently Unallocated: The SSC to Vote in Fall 2024 on Allocating Title I Student and Parent Grants to Support Goal Improvement.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>By June 2025, the schoolwide chronic absenteeism rate will be reduced by 10% among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.</p>	<p>1. Socioeconomic Barriers: Students may continue to face challenges that contribute to absenteeism, including economic disadvantages and limited access to resources.</p> <p>2. Linguistic and Systemic Hurdles: English Learners and Black/African American students may encounter linguistic barriers and systemic biases that hinder consistent school attendance.</p> <p>3. Establishing & Adapting Interventions: The need for interventions to be responsive, comprehensive, and culturally sensitive remains a critical challenge in addressing the diverse needs of these student groups effectively.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By June 2025, Professional Development (PD) Activity Logs will reflect that 90% or more of SJT teachers participated in targeted PD sessions, ensuring teachers and leaders receive strong professional learning in core curriculum and instructional priorities.</i></p>	<p>1. Meeting the Needs of Diverse Learner Groups: Adapting PD to effectively address the unique challenges faced by low-income students, English learners, and African American students is critical and complex.</p> <p>2. Sustainability and Impact Measurement: Continuously ensuring that improvements in teaching from PD sessions translate to student literacy gains, and maintaining this impact over time, especially among targeted student groups.</p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Sojourner Truth Independent Study

SPSA Year
Reviewed: 2023-24
[2023-24](#)
SPSA Link: [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.

A shift from Traditional Independent study program to a TK-12 virtual or course-based program has afforded us the opportunity to revise the master schedule and establish regularly scheduled classes, with teachers having a common prep., with a seamless (core subjects and CTE aligned to standards) project-based curriculum that is aligned with the district's common core standards.

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

This change will enable us to align teachers' training with district support, and provide weekly collaboration time in PLCs and PD for teachers to internalize the seamless project-based curriculum, as well as analyze student work, interims, performance assessment and reflect on instruction.

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 begin to develop a seamless comprehensive pathway that will facilitate students graduating college, career, and community ready.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>Teacher on Special Assignment</p>	<p>Staff Satisfaction with Professional Development</p>	<p>1. Teacher Leadership and Advocacy: As recognized in the WASC Visiting Committee Report, TSAs are integral to modeling and implementing best practices that improve both the learning environment and staff competencies, particularly in adapting to virtual teaching modalities. This role includes creating equitable learning conditions and fostering a collaborative culture that is responsive to the needs of both students and teachers.</p> <p>2. Strategic Implementation and School-Wide Initiatives: TSAs collaborate with various stakeholders—including administrators, counselors, and district personnel—to develop and implement initiatives that directly enhance student outcomes and address systemic challenges. This includes participating in IEP and SST meetings, aligning intervention programs with academic goals, and assisting in the strategic planning of school-wide improvements.</p> <p>3. Professional Coaching and Development: TSAs provide ongoing coaching and professional development that empowers teachers to integrate new methodologies and adapt to innovative educational technologies. This continuous training addresses the diverse needs of our student population, particularly in remote learning settings, and is essential for maintaining high instructional standards.</p> <p>4. Leadership in Instructional Strategy: Leading the Instructional Leadership Team, the TSA steers focus towards enhancing instructional methods and coordinating professional development efforts that are aligned with our school's strategic goals. This role is pivotal in using data to refine teaching practices and in fostering an environment of continuous instructional improvement.</p> <p>5. Resource Management and Development: TSAs play a critical role in drafting and managing grant proposals that secure essential funding for educational initiatives. This not only supports academic achievements and technological enhancements but also promotes equitable learning opportunities across all student demographics.</p> <p>6. Curriculum Coaching, Development, and Adaptation: TSA works closely with district specialists to ensure that the curriculum meets the evolving needs of our students. This includes adapting instructional materials to enhance engagement and effectiveness, thereby directly impacting student performance.</p> <p>7. Student, Family, and Community Engagement: TSAs develop and implement strategies that boost student attendance, engage families, and integrate community resources into the educational process. Effective community engagement is fundamental in building a supportive network that enhances student learning and well-being.</p> <p>8. Compliance and Accreditation Oversight: As the WASC Accreditation Coordinator and liaison for state audits, the TSA ensures that SJT adheres to all regulatory standards and effectively manages the accreditation processes.</p>	<p>The TSA's comprehensive responsibilities underscore their role as TSA as not merely supplemental but central to our educational mission at SJT.</p>	<p>Managing these varied and somewhat intensive demands is not only challenging but potentially unsustainable in the long run without strategic support and resource allocation.</p> <p>To enhance the effectiveness, productivity, and overall well-being of the role of the TSA, a structured plan is crucial. This plan should include the prioritization of responsibilities, with an option to specialize more exclusively in one area where the TSA can have the most significant impact.</p>
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Sojourner Truth Independent Study

SCHOOL ID: 330

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Goal:

By June 2025, students will demonstrate increased literacy and math proficiency as measured by:

Metric 1) 50% of students reaching their growth goals on i-Ready reading assessment

Metric 2) 20% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified Need:

Because site wide reading inventory assessments were not conducted, detailed performance metrics are unavailable. Regular assessments are essential to identify and address the shared academic challenges among students. According to the CA School Dashboard, only 24% of students (169 in total) took the SBAC Math Test, with just 14% achieving proficiency, leaving 86% below the proficient standard.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Ensure all teachers complete foundational training on the core curriculum and assessment systems, facilitated by District Trainers and Curriculum Representatives.	All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the acquisition and implementation of virtual core curricula.	All Students	Academic	Tier 1 - Universal
1-3	Provide weekly collaboration time in PLCs and PD supported by extended contracts to internalize core curriculum in all core subjects and CTE aligned to standards, develop student learning outcomes (SLO), analyze student work, interims performance assessments and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-4	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student learning outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 - Universal

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

School Goal: By June 2025, enhance the academic performance of Black/African American and English Learner students by raising their achievement levels by 10% or more across all subject areas in each grade level, as determined through embedded interim assessments in Math and comprehensive evaluations in other key academic disciplines.

Identified Need: CA School Dashboard indicates that Black/African American and English Learner student groups exhibit low proficiency levels in Math and other content areas.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Collaborate with OUSD's Research, Assessment, and Data (RAD) Department to develop precise and actionable student performance indicators, utilizing i-Ready reading, curriculum-embedded Math assessments, and other evaluation determinants to enhance strategic decision-making and improve student learning outcomes (SLOs).	All Students	Academic	Tier 1 - Universal
2-2	Address the equity gap for Black/African American students by using Dashboard data to hire Literacy and Intervention Specialists, a Curriculum Coach, STIP Teachers, and Literacy Tutors for targeted academic support and interventions.	African American Students	Academic	Tier 2 - Supplemental
2-3	Provide professional development and planning time for teachers to analyze and enhance language supports within core curricula, complemented by the Instructional Leadership Team (ILT) conducting biannual data dives focused on English Language Learner (ELL) performance.	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Provide whole child academic culturally responsive instruction and care management support by hiring targeted initiative facilitator: Arab American literacy mentor, in partnership with Office of Equity. (25% of student population are Arab American Students)	Arab American Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal: By June 2025, the schoolwide chronic absenteeism rate will be reduced by 10% among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.

Identified Need: 92% of students are chronically absent, with particularly high rates observed among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged students.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	To combat the 92% chronic absenteeism rate and enhance academic engagement, we will hire an additional Attendance Specialist and case managers. Additionally, a part-time Family Liaison Specialist will be employed to strengthen family outreach and support, directly targeting and supporting the most affected student groups. This expansion in staffing is designed to disrupt prevailing absentee patterns and promote improved educational outcomes.	All Students	Academic	Tier 1 - Universal
3-2	Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations (Community School Manager).	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Provide ongoing cultural competency training for teachers and staff, and extend their contracts to support these initiatives. Establish communication with parents through affinity committees and listening sessions linked to student learning and decision-making. Offer tailored virtual and in-person workshops for Black/African-American, Arab American, Latino, and SPED families, emphasizing educational support for their children and incorporating their feedback to increase attendance.	All Students	Academic	Tier 1 - Universal

3-4	To improve chronic absenteeism, site leaders will allocate paid professional learning time for teachers and staff to develop and sustain a positive, culturally responsive classroom environment. This includes directing teachers to a series of professional development sessions aimed at reinforcing these practices.	All Students	Academic	Tier 1 - Universal
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal:	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By June 2025, Professional Development (PD) Activity Logs will reflect that 90% or more of SJT teachers participated in targeted PD sessions, ensuring teachers and leaders receive strong professional learning in core curriculum and instructional priorities.
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Identified Need:	Enhance teacher efficacy across all grade levels and content areas.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Invest in up-to-date technology tools and platforms that facilitate remote learning and online collaboration among teachers. This includes software for virtual classrooms, content management systems, and tools for monitoring and recording PD activities.	All Students	Academic	Tier 1 - Universal
4-2	Hiring or appointing a professional development coordinator (Teacher on Special Assignment) whose sole focus is to oversee the planning, execution, and evaluation of professional development activities. This staff can also handle the logistics and technical support needed to ensure smooth delivery of sessions.	All Students	Academic	Tier 1 - Universal
4-3	Site leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture. Site Leaders direct teachers, to professional learning series to strengthen these practices.	All Students	Academic	Tier 1 - Universal
4-4	Create and implement a coaching structure (pay for a prep period for teacher coaches)	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS Instructions & resources				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Hire case managers and tutors to focus on student attendance	African American	Academic	Tier 1 - Universal
5-2	Increased provision of student technology training and ongoing support tailored for classroom use.		Academic	Tier 3 - Intensified

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS Stages of ELD Implementation Self-Assessment				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Hire case managers and tutors to focus on student attendance	All Students	Academic	Tier 1 - Universal
6-2	Increased provision of student technology training and ongoing support tailored for classroom use.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5910 - Postage	\$2,000	LCFF Discretionary	5910	Postage	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Ongoing District training and support	330-1
4311 - Meeting Refreshments	\$2,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Ongoing District training and support	330-2
5300 - Dues & Memberships	\$3,500	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Ongoing District training and support	330-3
5210 - Mileage & Tolls	\$4,000	LCFF Discretionary	5210	Mileage/Personal Expenses Reimbursement	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Ongoing District training and support	330-4
2222 - Classsuppt Salaries Extra Comp	\$5,000	LCFF Discretionary	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Staff development to understand MTSS protocols	330-5
2225 - Classsuppt Salaries Overtime	\$9,000	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Staff development to understand MTSS protocols	330-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
6432 - Furniture >= \$5,000	\$16,205	LCFF Discretionary	6400	Equipment >= \$5,000	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff development to understand MTSS protocols	Staff development to understand MTSS protocols	330-7
4311 - Meeting Refreshments	\$4,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Ongoing District training and support	330-8
1120 - Teachers Salaries Stipends	\$20,000	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.	Staff Participation in Foundational Professional Learning	Wed. PDs with a focus on the development of project-based lesson plans...aligned with the district's support	330-9
4310 - Materials and Supplies	\$43,982	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Staff development to understand MTSS protocols	330-10
Community Relations Ast II Bil	\$45,072	LCFF Supplemental	2205	Classified Support Salaries	2173	Community Relations Assistant II, Bilingual	0.5	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Work with the RAD department to develop relevant and timely student indicators or data to inform our decision-making	330-11
5825 - Consultants	\$85,903	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	t	Ongoing District training and support	330-12

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 12Mos	\$177,018	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8338	12-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	Staff development and understanding, as well as implementation of MTSS and SEL protocols/processes	330-13
4399 - Unallocated	\$190,440	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	i-Ready Reading at or above Mid-Grade	Monitor and support the acquisition and implementation of virtual core curricula.	330-14
4399 - Unallocated	\$5,290	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Address the equity gap for Black/African American students by using Dashboard data to hire Literacy and Intervention Specialists, a Curriculum Coach, STIP Teachers, and Literacy Tutors for targeted academic support and interventions.	330-15
4310 - Materials and Supplies	\$19,443	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	Staff Satisfaction with Professional Development	Staff development to understand MTSS protocols	330-16
Teacher Structured Eng Immersn	\$124,683	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-17
4399 - Unallocated	\$13,225	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	330-18
7310 - Indirect Cost	\$4,212	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Work with the RAD department to develop relevant and timely student indicators or data to inform our decision-making	330-19
4399 - Unallocated	\$108,288	Literacy Coaches & Reading Specialists Grant	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	330-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-21
4399 - Unallocated	\$270,000	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	330-22
1120 - Teachers Salaries Stipends	\$29,374	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-23
Teacher Education Enhancement	\$44,606	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	9595	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-24
4310 - Materials and Supplies	\$48,938	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-25
4399 - Unallocated	\$91,141	Measure G1	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	330-26
Coach College/Career Pathways	\$35,878	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.2	Goal 1: All students graduate college, career, and community ready.		Contine to fund two CTE techers and Career Transition Specialist	330-27
4420 - Computer < \$5,000	\$48,581	Measure N	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		n/a	330-28

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Spec College/Career Readiness	\$120,640	Measure N	2205	Classified Support Salaries	9337	Specialist, College/Career Readiness	1	Goal 1: All students graduate college, career, and community ready.		Continue to fund two CTE teachers and Career Transition Specialist	330-29
1120 - Teachers Salaries Stipends	\$15,000	Measure H	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-30
4399 - Unallocated	\$44,765	Measure H	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	330-31
4420 - Computer < \$5,000	\$58,782	Measure H	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Identify and use technology software that facilitates project-based curriculum, intergrating core curriculum with CTE classes, nternships and student support	330-32
Teacher Structured Eng Immersn	\$122,143	Measure H	1105	Certificated Teachers' Salaries	8977	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.		Staff development to understand MTSS protocols	330-33
Secondary Literacy Tutor	\$43,714	LCFF Equity Multiplier	2105	EARL LIT TUT	10374	Secondary Literacy Tutor	0.80	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330-34

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher on Special Assignment	\$160,079	LCFF Equity Multiplier	1119	TSA CLA 11M	10375	Teacher on Special Assignment	1	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330-35
Teacher on Special Assignment	\$160,079	LCFF Equity Multiplier	1119	TSA CLA 11M	10376	Teacher on Special Assignment	1	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330-36
Teacher on Special Assignment	\$160,079	LCFF Equity Multiplier	1119	TSA CLA 11M	10377	Teacher on Special Assignment	1	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330-37

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Unallocated for staffing overages	\$196,079	LCFF Equity Multiplier	4399			Unallocated for staffing overages	n/a	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Academic Acceleration & Instructional Improvement at Sojourner Truth Independent Study	330-38
Case Manager	\$123,280	LCFF Equity Multiplier	2405	CASE MGR20	10208	Case Manager	1	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Social Emotional Supports at Sojourner Truth Independent Study	330-39
Case Manager	\$123,280	LCFF Equity Multiplier	2405	CASE MGR20	10356	Case Manager	1	Goal 8: Over three years, student academic outcomes will improve at Gateway to College, the Home and Hospital Program, Sojourner Truth Independent Study, and Street Academy.		Social Emotional Supports at Sojourner Truth Independent Study	330-40



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 December 11, 2023 and will be in effect for the period August 08, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before December 11, 2023 of the current school year.

Name of Principal: Willie Thompson

Signature of Principal *Willie Thompson*

Date 12/11/2023

Please attach the [School-Parent Compact](#) to this document.



Sojourner Truth

School-Parent Compact

2023-24

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 2023-24 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 participate in periodic and on-going SSC , SELL, SSTs, Back toSchool/OpenHouse, Instructional Leadership Team (ILT), School Culture/Climate Leadership Team (SCCLT), and Professional Learning Community (PLC) meetings.] .] In addition to using Parentsquare, emails and various software programs to communicate with the students, parents, and the public at large, we are planning to use a supplemental communication platform such as weekly School letters to communicate. We also plan to create Parent and Student Institutes to train and support them in increasing their technological skills...in terms of connectivity and communication with Sojourner Truth.

2) Hold parent-teacher conferences during which this compact will be discussed as it

- 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) meetings.]

- 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.
- 3) Provide parents reasonable access to staff.
- 4) 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.]

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

- [Parents are invited to periodic 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) 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.

- 7) 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) meetings.]]

Teacher Responsibilities

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

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible. *[required]*
- 2) Participate in decisions related to the education of my child. *[required]*
- 3) Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- 4) [Add other responsibilities at school's discretion]

TEACHER RESPONSIBILITIES

*[This **Teacher** section is optional; schools may identify additional responsibilities for teachers.]*

Examples:

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

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

STUDENT RESPONSIBILITIES

*[This **Student** 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:

- 1) Get to school on time every day.
- 2) Do my homework every day.
- 3) Ask for help when I need it.
- 4) Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by Sojourner Truth Independent Study(I) on 12/11/2023 of Title I Annual Meeting), and will be in effect for the period of August 1, 2023 to May 31, 2024.

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 **December 11, 2023** of this current school year.

Willie Thompson
Name of Principal

Willie Thompson
Signature of Principal

December 11, 2023
Date

Please link the Parent and Family Engagement Policy to this document.



Sojourner Truth

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	
Vice Chairperson:	
Secretary:	

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Willie Thompson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Trevor Doyle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Michael Shane	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Alison Martin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Particia Perez -Navarro	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Shantel Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Kelly Bailey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
LaTroy Weston	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Roxanne Lenton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Luckiea ██████████	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	
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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 except where school has been approved for a smaller SSC;
4. **Secondary SSC's must have student member(s);** and
5. Parents/community members cannot be OUSD employees at the site.

