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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Sojourner Truth Independent Study



2025-26 School Plan for Student Achievement (SPSA)

School: Sojourner Truth Independent Study
CDS Code: 1612596114011
Principal: Alessandra Cabrera
Date of this revision: 5/1/2025

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: Alessandra Cabrera	Position: Principal
Address: 8251 Fontaine Street Oakland, CA 94605	Telephone: 510-729-4308
	Email: alessandra.cabrera@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/1/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- ☒ Title I Schoolwide Program ☒ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/1/2025

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:

Alessandra Cabrera
Principal

Alessandra Cabrera
Signature

5/1/2025
Date

Shantel Sherrice Watson
SSC Chairperson

Shantel Watson
Signature

5/16/2025
Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

VSifuentes
Signature

5/9/25
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/9/25
Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/5/2024	SSC & SELLS	Shared overview of the plan and reviewed data on Needs Assessment tab
1/16/2025	SSC & SELLS	Discussed, received feedback, and completed Strengths and Challenges section in Needs Assessment Completed Tab 2 Annual SPSA Review, briefly showed Strategies & Activities along with Community School
1/27/2025	All Staff Meeting	Shared the SPSA, looked at Tab1 and 2, then began completing Tab 3: Strategies & Activities though saw it Had staff fill out feedback form to update CCSPP
2/5/2025	Leadership Team	Updated goals and corresponding Strategies & Actions
2/6/2025	SSC & SELLS	Reviewed updates on goals and Strategies & Actions
2/10/2025	All Staff Meeting	Reviewed Strategies & Actions and staff made comments for changes and questions
3/6/2025	SSC & SELLS	Shared the compiled data from CCSPP survey and stakeholder meeting for Community School Plan
3/10/2025	All Staff Meeting	Shared completed Part 3 and requested final feedback
4/10/2025	SSC & SELLS	Shared and reviewed every line item of the Budget Tab

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$557,960.00
Total Federal Funds Provided to the School from the LEA for CSI	\$384,800
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,934,579.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$168,480
Title I, Part A Parent & Family Engagement (#3010)	\$4,680
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$384,800
SUBTOTAL OF FEDERAL FUNDING:	\$557,960

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,934,579.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$37,300
LCFF Equity Multiplier (#7399)	\$967,713
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$0
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$101,606
SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,376,619

2025-26 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:	Board Approval Date:
School Mission and Vision		
<p>VISION: Our students will graduate from high school with the tools to further their academic or career goals. They will possess a willingness to continually challenge themselves and become socially responsible. Students will be empathetic citizens with an appreciation for diversity.</p> <p>MISSION: The mission of Sojourner Truth School Community is to awaken the minds of our students by creating a nurturing environment that empowers students to achieve excellence through individualized instruction.</p>		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> • Comprehensive Support & Improvement 		
<p>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.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>High cost of living compared to teacher pay leads to challenging teacher retention. To mitigate this impact, we utilize internal networks for recruitment as well as district recruitment vehicles. We also identify candidates committed to serving Oakland, attempt to make up for the salary gaps by providing other opportunities or benefits (e.g. rapid movement on the pay scale, professional development opportunities, leadership opportunities, flexibility, etc. To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.</p>		

School Demographics, 2023-24								
% 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 May 2026, 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) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>
Identified School Need:	<p>Regular assessments are essential to identify and address the shared academic challenges among students. iReady data shows 13% Mid or Above Grade Level (45 Students), 16% Early On Grade Level (58 Students), 16% One Grade Level Below (57 Students), 8% Two Grade Levels Below (27 Students), 47% Three or More Grade Levels Below (165 Students)</p> <p>Math Interim Assessment: Math 8 - 28.6% (sixteen students) are below basic, 21.4% (12 students) did not take the assessment. First assessment in Algebra 1 & 2 were given though no assessments were given in Geometry</p>

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-78.2	not available until fall 2025	-48.8
SBAC ELA Participation	All Students	38.1%	50.3%	not available until fall 2025	95.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.0%	1.4%	not available until fall 2025	10.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-101.9	not available until fall 2025	-84.0
SBAC Math Participation	All Students	50.3%	50.3%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	11.3%	16.7%	not available until fall 2025	21.3%
California Science Test (CAST) Participation	All Students	35.7%	33.9%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	44.7%	60.4%	not available until fall 2025	54.7%
On Track to Graduate: 9th Grade	All Students	25.0%	44.4%	not available until fall 2025	35.0%
On Track to Graduate: 11th Grade	All Students	15.5%	16.9%	not available until fall 2025	25.5%
A-G Completion	All Students	31.3%	22.9%	not available until fall 2025	41.3%
College/Career Readiness	All Students	6.4%	10.0%	not available until fall 2025	16.4%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May 2026, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%.				
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	-116.2	not available until fall 2025	-48.8
SBAC ELA Distance from Standard Met	African American Students	-76.6	-93.0	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 2025	10.0%
SBAC Math Distance from Standard Met	Special Education Students	-135.9	-152.3	not available until fall 2025	-84.0
SBAC Math Distance from Standard Met	African American Students	-103.6	-144.0	not available until fall 2025	-93.6
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	1.7%	9.9%	not available until fall 2025	11.7%
LTEL Reclassification	Long-Term English Learners	0.0%	11.9%	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	By May 2026, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.				
Identified School Need:	Based on Statistical Attendance Data Reports, an average of 40% of secondary students are chronically absent and 15% of elementary students at SJT. 2024-2025 data is not yet available on OUSD Dashboard with particularly high rates observed among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged students and students receiving SPED services.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	40.7%	80.0%	not available until fall 2025	50.7%
Out-of-School Suspensions	All Students	0.1%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.3%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students			not available until fall 2025	82.2%
Chronic Absenteeism	African American Students			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 will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2026, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice.				
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%	83.1%	not available until fall 2025	95%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, 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) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>All grade levels from K-12th grade are utilizing iReady assessments. In the Elementary program, teachers are using embedded supports for literacy as well giving weekly homework that support reading comprehension and writing practice. We have focused support with literacy creating a weekly Literacy Support Lab every Wednesday in the Secondary level for My Path lessons. Also, all teachers in Advisory administer the iReady assessments and helped to develop goals for each student. All teachers in Advisory encourage students and provide time to work on MyPath lessons at least once a week.</i></p> <p><i>Metric 1) - On average 80% of students are taking the iReady assessments, we see growth in 50% of students in the above grade level, on track grade level, and one year below grade level</i></p> <p><i>Metric 2) - At this time, only middle school math teachers are using the interim assessments and iReady math since it is not available as an assessment for high school</i></p>
LCAP Goal 2:	<p><i>By May 2026, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%.</i></p>	<p><i>All Teachers will use standards aligned curriculum and are encouraged to use district approved curriculum with embedded assessments in Math. In addition, we are working with a math coach and the district's Secondary Math Coordinator to create a scope and sequence that leverages skills and growth for each math class. We have Secondary Literacy Coaches working with teachers to administer the iReady diagnostic and the MyPath individual lessons are determine by each student's diagnostic results. We are also engaging in the new district social studies curriculum with Teachers Curriculum Institute (TCI) to support understanding of historical events and concepts along with lesson plans, presentations, and primary sources and artifacts.</i></p>

LCAP Goal 3:	<p><i>By May 2026, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.</i></p>	<p><i>We have hired case managers to support students that have chronic absenteeism to work with their families and teachers to improve attendance and complete assignments. Case managers track their outreach efforts and continue to support students within the class period.</i></p>
LCAP Goal 4:	<p><i>Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2026, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice.</i></p>	<p><i>At least 95% of teachers are participating in the weekly Professional Development and/or Professional Learning Committee (PLC). Each academic PLC has a goal to improve literacy as well as some are using a specific instructional strategy that supports academic discussion and use of academic language. In addition, at least 50% of the teachers are utilizing Nearpod, Kami, and/or Newsela for increased engagement and literacy practice.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, 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) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>Metric 1) A problem of practice for iReady is to reach the district's 95% completion of all diagnostics and finding strategies for teachers to have consistency in their teaching schedule to utilize MyPath more frequently. Title I funds will be used to support LCAP Goal 1 by providing a 1.0 FTE Intervention Teacher and extended contracts for teachers to offer after-school tutoring. Additionally, the Sojourner Truth School Site Council will vote during fall 2025 on how to expend all unallocated Title I-Student and Title I-Parent funds to further enhance these initiatives and support student success.</i></p> <p><i>Metric 2) Planning the scope of math instruction continues to be a challenge with Illustrative Mathematics. We need math teachers to implement illustrative math and administer district interim assessments. The need to teach skills that students should know by high school needs to be a focus area since there is an assumption that students remember all the concepts prior to Algebra and upper level Math courses. We need to balance this work in order to see growth on the curriculum embedded assessments.</i></p>
LCAP Goal 2:	<p><i>By May 2026, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%.</i></p>	<p><i>The data is limited if students do not take a particular assessment and we do not have a baseline for growth.</i></p>

LCAP Goal 3:	By May 2026, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.	Attendance for Sojourner Truth is based on work completed and the data doesn't always reflect physical absenteeism. We need a system to capture this data more accurately. We continue to work with teachers to check in on students that need help with completing assignments.
LCAP Goal 4:	Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2026, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, App of Choice.	As a whole the staff has had a scope and sequence for Professional Development, we can always improve by continuing to gather data from teacher reflection forms to improve our delivery and content covered. We need to balance the time with core curriculum and the use of instructional and engagement strategies to support student learning.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Sojourner Truth Independent Study

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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 majority of the work this year is consistent with LCAP Goal 1 and 4. The strategic actions are consistent with weekly support to teachers and students to improve literacy with iReady support. This year we have a scope and sequence with professional development and scheduled PLC time. In addition, we hired Literacy Specialists and Instructional Coaches so that all staff have adequate support to focus on lesson planning and student needs.

We wanted to focus on literacy and instructional practices as it relates to addressing LCAP goal 2. We need to be using data to inform our unit/lesson design to incorporate the proper instructional strategies. More than half of teachers have implemented a technology support application (Kami, Nearpod, Newsela) to engage students synchronously and asynchronously. Additionally, with hiring of Case Managers, we have created a structure of follow up with phone calls, SST meetings, and direct connection with teachers to support students' needs.

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

We started the year reviewing our LCAP goals for the year and the strategies and actions necessary to see growth. The use of data and having assessments available to SJT provided the impetus on the focus on learning for each classroom. The Leadership Team carved out specific times to offer professional development and implement PLCs to talk about instruction and interventions to support students. Also, the Leadership Team is available to teachers for check-ins, planning, coaching, and addressing the curricular/literacy needs.

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

The changes we are thinking of employing is creating more intentional support and data collection for LCAP Goal 2 and 3. We have employed some of the strategies listed and see that we need more one to one work with students and families along with workshops to enhance students' learning and experience at SJT. In addition, adding our Tech pathway and post-secondary planning and support are more visible.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Summer School Program - Teachers and Staff	Teacher Salary	A-G Completion	Offer Summer Bootcamp classes for credit recovery	In order for students to be on track to graduate, they have to have the availability to recoup failed credits. We only offer one period per semester per student so if students need to take more courses we need to offer another option.	This will continue so that students have academic support in the summer to gain credits and/or practice literacy strategies to support their learning.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Sojourner Truth Independent Study		SCHOOL ID:	330
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance		
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:		By May 2026, 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. Metric 1) 10% of students will reach their growth goals on i-Ready reading assessment including a 5% decrease of students 2 or more grade levels behind Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments			
Identified Need:		Regular assessments are essential to identify and address the shared academic challenges among students. iReady data shows 13% Mid or Above Grade Level (45 Students), 16% Early On Grade Level (58 Students), 16% One Grade Level Below (57 Students), 8% Two Grade Levels Below (27 Students), 47% Three or More Grade Levels Below (165 Students) Math Interim Assessment: Math 8 - 28.6% (sixteen students) are below basic, 21.4% (12 students) did not take the assessment. First assessment in Algebra 1 & 2 were given though no assessments were given in Geometry.			
#	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	Continue to support teachers with core curriculum and embedded assessments at site and district level.		All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the acquisition and implementation of virtual core curriculum utilizing district approved curriculum and resources.		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
1-5	Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below.		Below Grade Level	Academic	Tier 2 - Supplemental

1-6	All elementary teachers will also administer curriculum embedded assessments to monitor student growth.	Elementary Students	Academic	Tier 1 - Universal
1-7	Identify common instructional routines for navigating grade level texts, appropriate scaffolds for student understanding, along with the Before, During, and Reading strategies.	All Students	Academic	Tier 1 - Universal
1-8	Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May 2026, SJT will enhance the academic performance of All students. Black/African American, English Learners and students receiving SPED services will increase their iReady scores by 10% and their math interim assessment scores by 10%.
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	All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for “All Learners.”	All Students	Academic	Tier 1 - Universal
2-2	Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly.	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 including the addition of specific ELD strategies, 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	Continue supporting Arabic speaking students in partnership with Office of Equity (25% of student population are Arab American Students) to provide language support and resources for literacy resources.	Arab American Students	SEL / Mental Health	Tier 2 - Supplemental
2-5	Implement literacy strategies across curriculums to improve content specific fluency in all subjects according to OUSD's Language and Literacy framework (Gibbons and Hammond).	All Students	Academic	Tier 1 - Universal

2-6	Hire Intervention teachers for literacy and math specific supplemental support. In addition, intervention teachers will work with core academic teachers for intentional support in their classes and credit recovery courses.	All Students	Academic	Tier 2 - Supplemental
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	By May 2026, the schoolwide chronic absenteeism rate will be reduced by 10% for All learners with a supportive emphasis among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged.
Identified Need:	Based on Statistical Attendance Data Reports, an average of 40% of secondary students are chronically absent and 15% of elementary students at SJT. 2024-2025 data is not yet available on OUSD Dashboard with particularly high rates observed among the following student groups: Black/African American, English Learners, and Socioeconomically Disadvantaged students and students receiving SPED services.

#	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	Continue with daily and weekly outreach to chronically absent students by the Attendance Specialist, Community School Manager, and Case Managers. Continue with an Attendance Team consisting of Community Liaison, School Site Counselor, that focuses on increasing ADA and Decreasing Chronic Absenteeism <ul style="list-style-type: none"> • Schoolwide spirit days • Attendance incentives • Parent communication 	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.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Encourage staff and families to attend the District provided workshops on Cultural Competency, Restorative Justice, any Attendance specific initiatives.	All Students	Academic	Tier 1 - Universal
3-4	Continue to incorporate bi- weekly Wellness Wednesdays for Middle School and High School students to support a healthy choices with relevant resources.	Secondary Students	SEL / Mental Health	Tier 1 - Universal
3-5	Implement a summer institute to support families with Technology needs, resources, and skills to adapt to the online learning environment and introduce our Technology pathway.	All Students	Academic	Tier 1 - Universal

3-6	Establish an in-person event schedule to continue building community and have students and families interact on campus with school staff at the beginning of the school year and throughout. Engage students, families, and the community in school-wide events including <ul style="list-style-type: none"> • Cultural Celebrations • Math Night • Family Nights • Youth in Arts program 	All Students	SEL / Mental Health	Tier 1 - Universal
3-7	Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community.	All Students	Academic	Tier 1 - Universal
3-8	Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid.	All Students	Academic	Tier 1 - Universal
3-9	Continue to provide a social worker to address student needs, streamline mental health and other resources, and provide a consistent level of support for overall wellness at the site.	All Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal:		Teachers will engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. By May 2026, professional development (PD) will reflect that 90% or more of SJT teachers participated in targeted PD sessions, to ensure that teachers are supported and demonstrating that teachers and leaders receive strong professional learning to prioritize instructional practices that align with the following triad: District Curriculum, iReady Instructional Materials, and App of Choice.		
Identified Need:		Enhance teacher efficacy across all grade levels and 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?
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	Provide staff with a scope and sequence of professional development specifically addressing literacy, lesson planning, scaffolding, and instructional interventions.	All Students	Academic	Tier 1 - Universal
4-3	Continue with PLCs and address specific goals set by each team on a bi-weekly schedule and use the PLC rubric to focus the work.	All Students	Academic	Tier 1 - Universal

4-4	Identify common instructional routines for navigating grade level texts, appropriate scaffolds for student understanding, along with the Before, During, and Reading strategies.	All Students	Academic	Tier 1 - Universal
4-5	Implement a more formal collaborative coaching structure to analyze strengths and adjustments needed plus include observation schedules for staff.	All Students	Academic	Tier 1 - Universal
4-6	Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		<i>Instructions & resources</i>		
#	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	Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically	African American	Academic	Tier 1 - Universal
5-2	Connect with families regularly to provided updates and create a partnership to support student progress.	African American	Academic	Tier 1 - Universal
5-3	Increased provision of student technology training and ongoing support tailored for classroom use.	African American	Academic	Tier 3 - Intensified

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i><u>Stages and Actions for ELD Implementation</u></i>		
#	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	Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically	English Learner Students	Academic	Tier 1 - Universal
6-2	Connect with families regularly to provided updates and create a partnership to support student progress.	English Learner Students	Academic	Tier 1 - Universal
6-3	Increased provision of student technology training and ongoing support tailored for classroom use.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2025-26 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
FTE for Art Teacher to meet A-G requirement, all high school students will benefit along with providing middle school students an elective course outside the academic core.	\$81,664	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	9595	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	1.0			Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course.	330-1
Purchasing supplies needed for the art and music classes. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$19,942	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course.	330-2
Social Worker to work full time in conjunction with therapist COST team and school admin team. Working to ensure active attendance for tier2/3 students. Ensuring COST referrals for mental health and social needs are being followed up on	\$160,532	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	10430	Social Worker	1.0			Continue to provide a social worker to address student needs, streamline mental health and other resources, and provide a consistent level of support for overall wellness at the site.	330-3
FTE for Classified staff to support families to navigate the virtual and tech needs for students and families. Community Relations Assistant Supporting families as they transition into a virtual learning environment. Increasing access to district level supports and services via increased engagement with families during and after the enrollment process.	\$44,942	California Community Schools Partnership Program	2205	Classified Support Salaries	2173	Community Relations Assistant II, Bilingual	0.5			Establish an in-person event schedule to continue to build community and have students and families interact on campus with school staff.	330-4

PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
<p>FTE for Community Schools Manager to meet the priorities of CCSPP to address students and family needs.</p> <p>The Community Schools Manager (CSM) role will support fostering a positive school culture, strengthening student and family engagement, and coordinating services that support academic, social-emotional, and physical well-being. By leading multi-tiered interventions, managing community partnerships, and addressing chronic absenteeism, the CSM ensures that all students have equitable access to resources that improve learning outcomes. Funding this position is critical to sustaining a collaborative, data-driven approach that aligns with the school's strategic goals and enhances student success.</p>	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 04	11-Month Community School Manager	0.25			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.	330-5
<p>Contract with Hope Reimagined for Mental Health Services which is available for all students and families. Mental Health Services Contract for Hope Reimagined to provide (Mental health clinician 2 days/week and attend COST meetings) a caseload of 20 students for individual counseling. Non insurance bound clinician providing mental health services via individual counseling and running tier 2/3 groups. Working with staff to increase student agency and social emotional outcomes.</p>	\$21,031	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Continue to incorporate bi-weekly Wellness Wednesdays for Middle School and High School students to support a healthy choices with relevant resources.	330-6
<p>FTE for a teacher to provide direct intervention for our target population of African American students. Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly.</p>	\$49,063	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	8921	Teacher, Structured English Immersion	0.4			Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly.	330-7
<p>FTE for Intervention Teacher to support students to be on track for graduation by supporting them with credit recovery for all high school students.</p>	\$124,454	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 08	Teacher, Structured English Immersion	1.0			Hire Intervention teachers for literacy and math specific supplemental support. In addition, intervention teachers will work with core academic teachers for intentional support in their classes and credit recovery courses.	330-8

PROPOSED 2025-26 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
Stipends for teachers plan and prepare well scaffolded lessons for all students. All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for "All Learners."	\$25,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			All staff will create common instructional routines, practices, strategies which is inclusive of lesson plans and learning outcomes for "All Learners."	330-9
FTE for WBL Liaison to provide career and college opportunities for students. Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community.	\$139,935	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	New Position 07	Site Liaison, Work-Based Learning	1.0			Create and schedule field trips and career exploration visits relevant to curriculum or pathway to provide students experiences and opportunities within the greater community.	330-10
possible FTE for intervention support. Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly.	\$46,348	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a			Address the equity gap for Black/African American students by providing direct interventions from Intervention Teacher, Literacy Specialist, and Case Managers bi-weekly.	330-11
possible FTE for college and career services. Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid.	\$85,557	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid.	330-12
FTE for TSA Instructional to support all teachers to utilize common instructional routines aligned with LCAP Goal #1 to improve literacy and learning across the school.	\$155,525	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	11-Month Teacher on Special Assignment (TSA)	1.0			Identify common instructional routines for navigating grade level texts, appropriate scaffolds for student understanding, along with the Before, During, and Reading strategies.	330-13
FTE for Literacy Coach for Middle and Elementary School to support teachers to implement literacy strategies along with monitor iReady progress and growth.	\$155,525	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	1.0			Implement literacy strategies across curriculums to improve content specific fluency in all subjects according to OUSD's Language and Literacy framework (Gibbons and Hammond).	330-14
FTE for TSA to focus on Professional Development for teachers and staff that align with all the LCAP goals and specifically addressing literacy and instructional interventions.	\$155,525	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	11-Month Teacher on Special Assignment (TSA)	1.0			Provide staff with a scope and sequence of professional development specifically addressing literacy, lesson planning, scaffolding, and instructional interventions.	330-15
Continue to invest on Literacy Tutors to support reading needs with SIPPS and small group instruction	\$165,581	LCFF Equity Multiplier	4310	School Office Supplies	n/a	n/a	n/a			Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below.	330-16

PROPOSED 2025-26 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
FTE for TSA to focus on elementary and middle school teachers on districted aligned curriculum along with the embedded assessments	\$145,037	LCFF Equity Multiplier Carryover	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	11-Month Teacher on Special Assignment (TSA)	1.0			Monitor and support the acquisition and implementation of virtual core curriculum utilizing district approved curriculum and resources.	330-17
FTE for Case Manager to support the needs of our target populations (AfAm and EL students) along with student who need extra support in all grade levels	\$88,655	LCFF Equity Multiplier Carryover	2405	Clerical Salaries	10208	Case Manager	1.0			Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically	330-18
FTE for Case Manager to support the needs of our target populations (AfAm and EL students) along with student who need extra support in all grade levels	\$88,655	LCFF Equity Multiplier Carryover	2405	Clerical Salaries	10356	Case Manager	1.0			Have case managers and tutors to focus on student attendance and to create one-on-one and group pullouts in real time (Breakout rooms) to support students' academically	330-19
Purchase up to date Tech applications and materials to support online learning. 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.	\$13,210	LCFF Equity Multiplier Carryover	4310	School Office Supplies	n/a	n/a	n/a			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.	330-20
Stipends for Teachers for extra planning and preparation. 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.	\$5,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			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.	330-21
Pay for Substitute Teachers for support with assessments and PD time for data review and analysis 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.	\$4,300	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			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.	330-22

PROPOSED 2025-26 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
Purchase supplies for students needed for instruction. This funding source will support getting learning materials that supplement the curriculum. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	\$500	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a			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.	330-23
Purchase supplies for students needed for instruction. This funding source will support getting learning materials that supplement the curriculum. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	\$7,500	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			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.	330-24
Contract with a consultant to support virtual classrooms and progress monitoring trackers for PD and student services associated. 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.	\$5,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			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.	330-25
Purchase licensing agreements needed for virtual learning platforms to support instruction and access for all students. 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.	\$15,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			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.	330-26
FTE for Literacy Specialist to provide students targeted intervention using iReady platform and supporting district curriculum. Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below.	\$108,738	Literacy Coaches & Reading Specialists Grant	4399	Unallocated	n/a	n/a	n/a			Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below.	330-27

PROPOSED 2025-26 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
Purchase supplies as needed. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$3,762	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Provide literacy supports for students through MyPath lessons as well as intentional assistance by Literacy Specialists for students that are 2 or more grade levels below.	330-28
FTE for Music Teacher to provide music instruction to Middle School students. FTE for Art Teacher to meet A-G requirement, all high school students will benefit along with providing middle school students an elective course outside the academic core.	\$53,941	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	8932	Teacher, Structured English Immersion	0.4			Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course.	330-29
Purchase supplies for music class such as instruments, tuners, etc. Purchasing supplies needed for the art and music classes. This funding source will fund the materials and supplies that support the arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$1,492	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a			Continue to provide Arts and Music education so students meet their A-G course requirements and have an opportunity to take courses that are outside the academic core. In addition, purchase the corresponding supplies for each course.	330-30
FTE for CTE Teacher to teach pathway sequence of courses. Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum	\$45,768	Measure H Carryover	1105	Certificated Teachers' Salaries	8977	Teacher, Structured English Immersion	0.35			Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum	330-31
Purchase related supplies for pathway classes as needed This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$5,607	Measure H Carryover	4310	School Office Supplies	n/a	n/a	n/a			Monitor and support the acquisition and implementation of virtual core curriculum utilizing district approved curriculum and resources.	330-32
FTE for CTE Teacher to teach pathway sequence of courses. Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum	\$84,998	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	8977	Teacher, Structured English Immersion	0.65			Continue CTE teacher allocation for pathway course sequence and integrate technology pathway skills across academic curriculum	330-33
FTE for College/Career Readiness to provide students with college and career opportunities, support for post-secondary planning, and exploration	\$124,143	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	9337	Specialist, College/Career Readiness	1.0			Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid.	330-34
FTE for Pathway Coach to support the school to meet the needs of students in compliance with Measure H goals	\$20,359	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	2803	Coach, College/Career Pathways	0.1			Provide College Advising services for secondary students and 1 to 1 support for the application process and financial aid.	330-35

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 330

School: Sojourner Truth Independent Study

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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 Independent Study

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.

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:

- Sharing information during required orientation, invitation to monthly SSC meetings, SST meetings & parent conferences

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:

- Having families be part of our SSC meetings, inviting them to Measure N meetings, and school events

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.
- Reviewing Title 1 related items during monthly SSC meetings

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

- Inviting them to participate in Monthly SSC meetings
- Emailing and posting information to families via ParentSquare

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:

- Sharing school data at the required orientation

- Monthly SSC meetings

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:

- Emailing, ParentSquare posting, and use of SJT Newsletters

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:

- Inviting them at required orientation to participate and sign-up
- Emailing, ParentSquare posting, and use of SJT Newsletters to invite families for opportunities

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:

- Reviewing during required orientation
- Annual Title 1
- Monthly SSC

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:

- Making family contact by all Advisory teachers
- SSC meetings

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:

- All meetings are held virtually
- ParentSquare posting & SJT Newsletters to remind families of meeting schedules

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:

- Monthly SSC meetings

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:

- Monthly SSC meetings with provided translation as needed

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

- Providing a survey for families to share information and suggestions

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:

- Providing the information at the required orientation
- Emails and postings as information is updated on ParentSquare and SJT Newsletters

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

Adoption

This policy will be adopted by the High School on September 26, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025.

The school will distribute this policy to all parents on or before October 31, 2024 of the current school year.

Alessandra Cabrera

Name of Principal

Alessandra Cabrera

Signature of Principal

Date: September 26, 2024

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



School-Parent/Family-Student Compact

Sojourner Truth Independent Study

2024 - 2025

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 2024-2025 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.**
 - Communicate high expectations for all students
 - Endeavor to motivate students to learn
 - Communicate with families regularly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Required yearly orientation
 - SSC establishment meeting
 - Ongoing Advisory family contact
- 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.**
 - Progress reports on Google classroom for families and
 - Report cards every six weeks.
- 4) Provide parents reasonable access to staff.**
 - All staff available during Back to School Night
 - Contact information for all staff members via email are shared with families during required orientation.
 - Staff are always available to families via ParentSquare
- 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.**
 - Invited to Back to School Night

- All meetings provide translation services as needed
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
 - Provide families with their student's graduation evaluation checklist and progress
 - Advisory teachers contact families at least once every other week to share information and resources as needed
- 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.**
 - Every Advisory teacher is to make family contact during the semester
 - Teachers will reach out to families if students are in danger of failing
- 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.**
 - All meetings are provided with translation services as needed
 - Emails/Postings from the school are posted on ParentSquare for the family's translation preference

Teacher Responsibilities

- 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
- Connect with Advisory students' families throughout the semester

Parent Responsibilities

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

- Connect with my student's teachers every semester
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Encourage student to attend school everyday and complete weekly assignments
- Contact the school if there is a concern

Student Responsibilities

- Attend Zoom class on time every day.
- Do my assignments every day and complete projects on time
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact will be adopted by the Sojourner Truth, Independent Study on September 26, 2024 and will be in effect for the period of August 12, 2024 to May 29, 2025.

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 October 31, 2024.

Alessandra Cabrera, Signature of Principal

Date: September 26, 2024



Strategic Resource Planning (SRP)

Sojourner Truth

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Shantel Watson
Vice Chairperson:	Lajonnae Payton
Secretary:	Alessandra Cabrera

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Alessandra Cabrera	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
LaRavian Battle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Carmela Golden-Reyna	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Mia Williams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Courteny Gumora	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Shantel Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Lajonnae Payton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Vonetta Mitchell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Adriana Beltran Aguilar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kasim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Victor (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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)

First Thursday of the Month

SSC Legal Requirements (EC Sections 65000-65001):

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

