OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Think College Now

---

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Think College Now.

Background   In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion   The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact   The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):
                        ● Title I, Part A, including Comprehensive Support & Improvement Grant
                        ● Title IV, Parts A and B
                        ● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Think College Now

---

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: **Think College Now**
CDS Code: 1612590100792
Principal: Ana Vasquez
Date of this revision: 4/28/20

Board Office Use: Legislative File Info.
File ID Number: 22-1719
Introduction Date: 8/24/2022
Enactment Number: 22-1491
Enactment Date: 8-24-2022 CJH

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: Ana Vasquez
Address: 2825 International Boulevard
Oakland, CA 94601

Position: Principal
Telephone: 510-532-5500
Email: ana.vasquez@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

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

School Site: Think College Now   **Site Number:** 190

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

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

     Date(s) plan was approved: ___4/28/22___

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

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

Signatures:

Ana Vasquez	_(signature)_	4/28/22
Principal	Signature	Date
Yuletzi Melendez	_(signature)_	5/1/22
SSC Chairperson	Signature	Date
Kathleen Arnold	_K. Arnold (signature)_	5.3.2022
Network Superintendent	Signature	Date
Lisa Spielman	_Lisa Spielman (signature)_	5/16/22
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Think College Now   **Site Number:** 190

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2022 & 2/14/22	SSC/Faculty	Budget training and review budget priorities including planned strategies & activities for 2022-2023.
2/1/2022	ILT/CLT	Conducted work session to flush out teacher, leadership, and organization practices aligned to school goals.
2/7/2022	CLT	Continued to work section 3 stategies and actions
2/15/2022	ILT	Continued to work section 3 stategies and actions
2/24/2022	SSC & SELLS	Shared rationale and overview of site plan
4/28/2022	SSC	SSC approved SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$104,960.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$498,453.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$96,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$15,960.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,560.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$199,390.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$6,400.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$47,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$104,960.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$393,493.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$498,453.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Think College Now	**School ID:** 190

School Description

The urgency reflected in our school's name, Think College Now (TCN), arose from an immediate need. At the time of our founding, fewer than one in 20 high school graduates in our District were eligible to attend a University of California college. Our vision and theory of action took shape around the idea that all elementary and middle school students needed to be 'thinking college', and not waiting until high school to do so. In 2003, a team of parents, educators, and community organizations founded TCN in Oakland's Fruitvale neighborhood to close the achievement gap and give all students the chance to go to college and pursue their dreams. Twice named a California Distinguished School, TCN offers students a well-rounded, rigorous, diverse learning environment, and boasts a robust parent community. Our teachers work relentlessly with students and parents to set personalized goals and provide each child what they need as a learner. Through field trips, a state-of-the-art science lab, classroom workshops and student leadership roles, students are exposed to a wealth of opportunity. As our motto states: Juntos, si se puede. Together, yes we can!

School Mission and Vision

Our vision at Think College Now is that all students will have the tools to choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams. We believe that access to college is the key to bringing about educational equity for our children. We work relentlessly to help our students develop the habits to make the dramatic student achievement gains required for college entrance. We believe the following elements will enable Think College Now students to reach their goals:

High Expectations for all students, staff, parents – Students are expected to make significant gains in literacy and math each year and attain grade-level mastery in all subjects.

College Focus: Unite the entire community in our college-focused mission - Elementary school students in higher-income neighborhoods know they are expected to go to college. Our students do, too. We deliberately begin "thinking college" in kindergarten.

Data-Driven Instruction: Outstanding Standards-based, data-driven instruction and assessment - Utilizing data to drive instruction and monitor progress will increase learning and strengthen student achievement

Family and Community: Strong Family Involvement and Community Partnerships - We know that we cannot reach our goals alone.

Outstanding Staff: Outstanding Staff with a sense of urgency to reach our goals - Dedicated, high-achieving staff members are the backbone of a school's success.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	5%	9%	18%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	12%	4%	20%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	5%	3%	13%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-43.7	n/a	*not available until Fall 2022*	-35
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	14%	7%	17%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-45.0	n/a	*not available until Fall 2022*	-35.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	4%	13%
CAST (Science) at or above Standard	All Students	7%	n/a	*not available until Fall 2022*	17%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-139.7	n/a	*not available until Fall 2022*	-120.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-85.6	n/a	*not available until Fall 2022*	-70.0

i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	4%	*0%*	14%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-131.4	n/a	*not available until Fall 2022*	-120.0
SBAC Math Distance from Standard Met *2018-19 baseline*	English Learners	-71.1	n/a	*not available until Fall 2022*	-65.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	6%	1%	*not available until Fall 2022*	5%
LTEL Reclassification	Long-Term English Learners	0%	0%	*not available until Fall 2022*	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	82%	85%	*not available until Fall 2022*	90%
Out-of-School Suspensions	All Students	2%	n/a	*not available until Fall 2022*	2%
Out-of-School Suspensions	African American Students	8%	n/a	*not available until Fall 2022*	5%
Out-of-School Suspensions	Special Education Students	14%	n/a	*not available until Fall 2022*	2%
Chronic Absenteeism	All Students	16%	13%	*not available until Fall 2022*	13%
Chronic Absenteeism	African American Students	16%	18%	*not available until Fall 2022*	8%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	88%

Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	99%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Using the i ready diagnostic from Fall to Midyear:Reading Increase reading mid to above by .6% Increase early on grade by 2.2% Increase 1 grade level below by 10.3% Decrease 1 grade levels below or more by 13.9% Fall i ready Math diagnostic: Highest percentage of students are at 1 grade below at 31.9% compared to those who are 2 grades below (30.1%) or 3 grades below (28.6%)	ELA PD Focus; Teacher coaching for first year teachers and incorporating ENTL focus on supporting newcomers; hired K-2 Literacy Tutors with support from Early Literacy Lead Teacher; EL Education grade level collaborative planning time.

LCAP Goal 2: Focal Student Supports	**For AA students using the i ready diagnostic overall reading from Fall to Midyear:** Increase AA students who are 1 grade level below by 6.2% Decrease AA students who are 3 grade levels below or more by 8.3% **For AA Fall i ready Overall Math diagnostic:** AA students are 4.3% at mid or above grade level **For EL students using the i ready diagnostic overall reading from Fall to Midyear:** Increase EL students who are at or above grade level by 2.1% Decrease EL students who are 2 grade levels or more by 13.4% **For EL Fall i ready Overall Math diagnostic:** EL students are 1.1% at mid or above grade level **For SPED students using the i ready diagnostic overall reading from Fall to Midyear:** Increase SPED students who are at or above grade level by 4.2% Decrease SPED students who are 1 grade levels or more by 8.2% Decrease SPED students who are 3 grade levels or more by 2.5% **For SPED Fall i ready Overall Math diagnostic:** SPED students are 3.3% early on grade	Implented Check In/Check out and targeted small group interventions; implemented distinct COST teams focus on attendance and academic, strengthened Tier 1 and Tier 2 RJ practices; implement peer RJ group, partnered with Seneca for staff-wide PD; partnered with The Teaching Well for Mindful Mentoring for Staff

LCAP Goal 3: Student/Family Supports	-In person during a pandemic attendance rate is 86.6% with the highest valid reason of absence being illness at 34/% -Nine Supensions for injury or violence for 2021/2022, a significant drop when compared to prepandemic years as far back as 2015/2016 -60 URF with the majority for willfully using force and violoence or causing injury, male (91.7%) and Latino students (48.3%)	Implented Check In/Check out and targeted small group interventions; implemented distinct COST teams focus on attendance and academic, strengthened Tier 1 and Tier 2 RJ practices; implement peer RJ group, partnered with Seneca for staff-wide PD; partnered with The Teaching Well for Mindful Mentoring for Staff. Community School Manager facilitating the parent engaement with bi monthly meetings, continue with on going in class parent volunteers and weekly newsletter communication.
LCAP Goal 4: Staff Supports	Team Barometer indicate that staff appreciate each others' flexibility, clear communication, support from administrationand and staff, collaboration and continuous effort to build trusting relationships. TCN is desiring more constructive feedback.	Empower staff towards collective deciscion making and shared leadership structures including ILT and CLT
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	Using the i ready diagnostic from Fall to Midyear, the majority of students are below reading proficiency: Fall 88.2% Midyear 87.3% Fall i ready Math diagnostic, the majority of students are below grade level: Fall 90.6%	ELA PD focus rather than other content areas; limited teacher coaching without a TSA, lack of school wide alighnment in terms of instructional vision, lack of PLC cycles

LCAP Goal 2: Focal Student Supports	**For AA students using the i ready diagnostic overall reading from Fall to Midyear:** AA students who are 1 grade level below or more: Fall 86.3% Midyear 94.5% **For AA Fall i ready Overall Math diagnostic:** AA students are 4.3% at mid or above grade level **For EL students using the i ready diagnostic overall reading from Fall to Midyear:** EL students who are 1 grade level below or more: Fall 94.4% Midyear 96.3% **For EL Fall i ready Overall Math diagnostic:** EL students are 1.1% at mid or above grade level **For SPED students using the i ready diagnostic overall reading from Fall to Midyear:** SPED students who are 1 grade level below or more: Fall 93.1% Midyear 91.6% **For SPED Fall i ready Overall Math diagnostic:** SPED students are 3.3% early on grade	Create an aligned schoolwide instructional vision for ELD. PD on Healing Centered Engagement (HCE) to improve relationships with Latinx and AA families. Build teacher capacity to support SEL for students.

LCAP Goal 3: Student/Family Supports	-In person during a pandemic attendance rate is 86.6% with the highest valid reason of absence being illness at 34/% -Nine Supensions for injury or violence for 2021/2022, a significant drop when compared to prepandemic years as far back as 2015/2016 -60 URF with the majority for willfully using force and violoence or causing injury, male (91.7%) and Latino students (48.3%)	Create an aligned schoolwide instructional vision for ELD. PD on Healing Centered Engagement (HCE) to improve relationships with Latinx and AA families. Build teacher capacity to support SEL for students.
LCAP Goal 4: Staff Supports	TCN is desiring more constructive feedback. Staff indicate that they are tyring to their best given being back in person during a pandemic. Stress levels are high. There is a need for TCN to have clear overarching school goals.	COVID fatigue, lack of coaching without a TSA, staff compensating for lack of TSA in TSA related tasks

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Though are certainly many inequities faced by our students and school, we do try to stay focused on what's in our locus of control. We pride ourselves at TCN on developing exceptional PD for teachers in order to develop them and ensure that teaching is a sustainable and fulfilling profession for our team. However, one major inequity we face is the lack of additional funding for to support the students in our Intensive Counseling Enriched Special Day Class (ICE SDC). Though this is a small number of students (7), our students have incredibly high needs and - as a school that centers equity - we are working towards an inclusion model in order to decrease the equity gap these students are experiencing as a result of the school to prison pipeline. In order to effectively support an inclusion model, however, we need more funding in order to support an inclusion model.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

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

School: Think College Now	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Returning to in person learning during an pandemic has impacted our delivery of supporting students including the delivery of instuction and curriculum, social emotional learning and overall school culture. Most notible has been the impact of student attendance. TCN currently has an absence rate of 13.3% when compared to 2019/2020 where the absence rate was 5.8%. In addition, this year more than others, TCN struggled with filling key job vacancies that included a social worker/case manager, a mental health clinicial and a teacher on special assighment (TSA). TCN has pivoted on the COST team and attendance team to target high need students. We are leveraging current staff to take on additional duties to increase Check In/Check Out, running social groups and creating peer leadership opportunities. Moreso, without a TSA, seasoned teachers are coaching first year teachers.

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

Leverage on current staff to fill in and support students and new teachers. Contracts created with the use of donor money and extended contract for certificated staff.
TCN has pivoted on the COST team and attendance team to target high need students. We are leveraging current staff to take on additional duties to increase Check In/Check Out, running social groups and creating peer leadership opportunities. Moreso, without a TSA, seasoned teachers are coaching first year teachers.

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.

In 22-23 we will restructure our instructionla focus to to scale up Tier 1 SEL and Healing Center Engagment in order to resond to the collective academic challenges and low attendance rates. In addition to Morning meetings, we will implement mindfulness practices and each explicity stategies for self-soothing, holistic resoraton for student well being.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?

TSA	SBAC ELA Distance from Standard Met	Vacancy	We were unable to have the positioned filled and SSC decided shift money into othe activies such as extended contract for teachers to coach, hold SST, PD, academic focus fieldtrips, hardware for the classroom.	We were unable to have the positioned filled and SSC decided shift money into othe activies such as extended contract for teachers to coach, hold SST, PD, academic focus fieldtrips, hardware for the classroom. The plan is to fund for a TSA for the 2022/2023 year.
Teachers' Stipends	Chronic Absenteeism	Shift funding to other priorities.	Due to additional pandemic duties teaches were unable to take on additional duties and SSC approved to move funding to increase family engagement events and build relationships with parents/guadians, including celebrating parent volunteers.	For the following year 2022/2023 SSC approved extended contract for teachers to hold parent workshops and tranings.
Teachers' Stipends	ELL Reclassification	Shift funding to other priorities.	Due to additional pandemic duties teaches were unable to take on additional duties and SSC approved to move funding instructional supplies for an activity or project to enhance student learning.	For the following year 2022/2023 SSC approved to proviede students with enrichment opportunites for studnets that includes music and art.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Think College Now	**School ID:** 190

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**	
School Priority:	Multi-Tiered Systems of Support for Behavior and SEL
School Theory of Change:	If our MTSS-B teams determine enter & exit criteria for interventions and have a consistent plan for progress monitoring student data, our MTSS-B system will more effectively address student needs and allocate our school site resources appropriately. If we continue to teach Social Emotional Learning via the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches, Check-In Check-Out, and small group skill building), students in Tier 2 will have fewer behavioral challenges. If we continue to provide professional development on social emotional learning and trauma-informed practices, adults will have time and space to reflect and plan for SEL-aligned, trauma-informed instruction.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

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

1-1	Explicit teaching of SEL practices (e.g., Caring School Community) during Morning Meeting, Afternoon Circle and welcoming new students into the class, including Newcomers. Communicate with COST team about students who are struggling to transition. Engage in SEL practice by utilizing Courageous Conversations to increase engagement with families, complete home visits with families at beginning of year and teachers participating in SST training.	- Culture Team Learning Walks -Teachers to hold morning and afternoon meetings check ins -Leverage RCSM & Recess Coach to support disproportionality reduction of URFs -Coaching for new teachers or indvidual teachers who have more URFs -Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers) -Implement Newcomer Intake Protocol with key stakeholders to gather key family information, connect families to resources, supporting newcomers through adjusting to school, and hold a Newcomer Intake SST" - SST and home visit PD for teachers	-Decreased disproportionality via URF & Suspension and attendance data -Student survey data/feedback on SEL practices -Increased attendance for students and particularly incluidng targeted students such as newcomers, AA and SPED.		Tier 1
1-2	To support our African-American, Latinx students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching & the Brain practices and leverage relationship-building strategies with students and families.	-TCN Culture PD at August Retreat (all staff) with a focus on updating the TCN Culture Handook to be more culturally relevant -Monthly Culture PD focused on Tier 1 and relationship-building -Partner with RJCSM & COST team to ensure students have appropriate supports -PD on Tier 1 behavior supports through OUSD Behavior Health Unit -PD for Healing Center Engagement moving from Taurama Informed model	-Revison of the TCN Culture Handbook -Culture Team learning walks with feedback loop to teams and teachers -Improvement in focal students behavior and engagement -Decreased URF & Suspension data -Increased attendance for target students		Tier 1

1-3	-Healing Center Engagement -Calm down corner provided for all students -Routines and rituals consistently practiced	-Increase all staff education related to bias and anti-racism work. -Professional development on Healing Center Engagement -Support staff self-care and support with the stress of teaching via partnership with The Teaching Well	-PD scope and sequence includes understanding of Healing Center Engagment interventions -Building strong school-family partnerships through home visits -Calm down cornors persent in all classroom and avialable to all students as a preventative or supportive intervetion		Tier 1
1-4	Teachers engage in peer classroom observations every other month and provide positive feedback to one another. Possible Look Fors: - Opportunities to Respond - 5:1 positive reinforcement - Engagement strategies	Provide time in PD for teachers to review feedback and create action steps for supporting each other's progress	Peer observation data forms		Tier 1

1-5	-Teachers will increase contact and connection with students in the 'At Risk" and "chronic" absence categories on a weekly basis, and support higher tiered interventions identified by COST Team -Teachers will submit a COST referral for students when they become aware on any issue that might affect students attendance and/or engagment.	-Attendance Team will monitor absence categories and implement Tier 2 intervention when student enters "at-Risk Category. -Attendance Team will implement Tier 3 intervention when student enters Chronic category -Attendance Team will have identify students in need of SART based on progress monitoring previous interventions and/or when student becomes truant. -Attendance Team will process SARB referrals in a timely manner and monitor progress, intervening when progress is not made.	-Decrease in chronic absence for target students		Tier 3

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Mathematics: Standards-Based Instruction
School Theory of Change:	If teachers implement the EngageNY math curriuclum with fidelity which targets each aspect of rigor called for by the CCSS shifts (fluency, conceptual development, and application), engage in professional learning (PD) that is coherently aligned to COIs within PLCs, and receive bi-weekly coaching and feedback focused on instructional and class culture practices, then we will increase students' Math SBAC proficiency by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disportionality over time.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will implement new OUSD adopted curriculum (**EngageNY**) with fidelity to address all 3 CCSS shifts daily: fluency, conceptual understanding, application. All teachers are trained in GLAD and will use ELD supports (e.g. total physical response, pictorial input charts, cognitive content dictionaries, etc.) to support ELs and students with IEPs.	-PD on school-wide instructional routines including Fluency (e.g. Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give examples of how to teach all components/shifts in our instructional minutes -PD on focused on internalization (module & topic level) -Facilitate Peer Observations as part of PLCs, during 3rd prep, or via Friday coverage from STIP -Guided visit to spotlight schools to observe highly effective implementation -Release days throughout year (1/tri) shift away from assessment and towards data analysis, action planning, and module internalization	-Instructional learning walks with ILT with feedback loop to teams and teachers -Internalization practices present and used by teams during collaborative planning		Tier 1

2-2	Teachers will use a blended learning model with Zearn to support smaller, flexible student groupings that includes: -using the coherence map to target students' ZPD in coherence w/ current module/topic -flexible student grouping for the concept development portion via a station model or a back-to-back model -data talks (1:1, small group, whole class) focused on Zearn data -goal setting with Zearn data with regular incentives tied to completion/other identified targets	-peer observations 1/month	-Instructional learning walks with ILT with feedback loop to teams and teachers		Tier 2
2-3	Teachers will use a normed internalization/planning process for each component of **EngageNY**, in particular Concept Development. Teachers explicitly plan differentiated supports in order support ELs, newcomers, students with IEPs, and GATE students.	-PD on school-wide instructional routines including Fluency (e.g. Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give examples of how to teach all components/shifts in our instructional minutes -PD focused on internalization (module & topic level) -release days throughout year (1/tri) shift away from assessment and towards data analysis, action planning, and module internalization	-Instructional learning walks with ILT with feedback loop to teams and teachers -internalization practices present and used by teams during collaborative planning		Tier 1

#					Tier 2
2-4	Teachers give normed and agreed upon I-Ready assessments to drive instructional practice and small group intervention. Teachers reflect upon assessment data with grade level partners to identify grade-level trends and needs.	PD time to allow for data analysis and school-wide growth on iReady Diagnostic and Standards Mastery at multiple points throughout the year.	-PD time to engage with i-ready data dashboard -PD or PLC time to reveiw data to address appropriate support for interventions		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	Literacy
School Theory of Change:	If teachers facilitate the Close Reading of Complex Texts 3 days/week, and if K-2 teachers teach systematic phonics 4 days/week, then we will increase proficiency on the ELA SBAC by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disportionality over time.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers give normed and agreed upon assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assesment cycle (3-6x per year)	-use of triangulated RTI grid by academic RTI team -RTI Coordinator facilitates SSTs -interventions received are tracked over time to determine appropriate supports for students who are in intervention over time		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-2	Teachers engage students in reading of complex texts in a way that is engaging and accessible for all students	-PD and planning time for ELA lessons -Coaching from a TSA or EL Education expert -Peer observations	-Instructional learning walks with ILT with feedback loop to teams and teachers -Reading PDs are facilitated in coherence and alignment with GLP/PLC COIs -Internalization practices present and used by teams during collaborative planning		Tier 1
3-3	K-2 implements systematic, aligned phonics program via SIPPS. Teachers explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and GATE students	-Peer observations -Release days throughout year (1/tri) to shift away from assessment and towards data analysis, action planning, and module internalization -Create exemplar schedule options that meet the designated number of phonics instruction	-Instructional learning walks with ILT with feedback loop to teams and teachers		Tier 1
3-4	Teachers refer students identified as having needs to the ASP Extended Learning Program	Monitor ASP Extended Learning Program & Roster to ensure students in need of supports are enrolled	ASP Attendance		Tier 2

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Professional Development for New ELA Curriculum Adoption (EL Education)
School Theory of Change:	By engaging in professional development focused on unpacking a new high-quality, standards-aligned ELA Curriculum (EL Education), teachers will leverage collaboration, module internalization, peer observation, and data analysis in order to support students in making continuous growth towards meeting or exceeding standards in ELA.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

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

4-1	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment.	All teachers have a curriculum map that maps the standards for the year, the assessments for the year, and the module lessons to be taught from the tier 1 adopted curriculum.		Tier 1
4-2	Teachers will collaborate with each other and observe each other's practice to push their own professional growth.	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	GLP Collaboration Agenda; peer observation notes		Tier 1
4-3	Teacher engage in SEL for adults through RJ community cirlces and mentoring.	Provide opportunites for RJ practices imbeded in PD. STIP sub release time for teacher mentor opportuniy. Contract Mindful Mentoring thorugh the Teaching Well.	Embeded RJ community circles in agendas to provide TLC for TCN, Stip sub release tiem for teachers for mentoring		Tier 2
4-4	Teachers will participate in a wide variety of PDs that address professional growth including content specific, instruction, SEL, interventions, topics related to equity to examin biases	Leaders (CLT and ILT) will provide PD scope and sequence to support the variety topics for professional growth building that relate to whole school goals.	PD agendas with topics related to data analysis for interventions, curriculum planning around ELA, Math, ELD, GLAD stagies, SEL and anti racist work		Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)	
School Priority:	Anti-Racist Pedagogy
School Theory of Change:	By engaging in professional development focused on anti racist pedegody teachers will be able to engage in critical self-reflection in order to effectively implement anti-racist pedagogy, inlcuding (1) incorporating the topics of race and inequity into the content and the adoption of supplemntal curriculum, (2) teaching from an anti-racist pedagogical approach, and (3) anti-racist organizing within the school culture and linking our efforts to the surrounding community.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will engage in PD to examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students, particularly AA students.	Work in collaboration with the office of Equity for delivery of PD offerings through the racial justice taskforce.	-PD cycle -Instructional learning walks with ILT/CLT with feedback loop to teams and teachers -Internalization practices present and used by teams during collaborative planning"		Tier 1
5-2	Teachers to integrate Ethnic Studies pedagogy and content into social studies, English Language Arts and other curriculum.	Work with the office of Equity to develop grade-appropriate Ethnic Studies standards and model units and lesson plans for teachers to be in alignment and also adapt for their students.	-Release time for teachers who would want to participate to create Ethnic Studies curricular materials -Provide PD time to engage with curricululm		Tier 1
5-3	Teachers unpack EL Educaiton curricululm in reading of complex texts in a way that is engaging, accessible and culturaly responsive.	-PD and planning time for ELA lessons -Coaching from a TSA or EL Education expert -Leadership provide release time for peer observations	-Instructional learning walks with ILT with feedback loop to teams and teachers -reading PDs are facilitated in coherence and alignment with GLP/PLC COIs -internalization practices present and used by teams during collaborative planning		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	English Language Development
School Theory of Change:	If K-5 teachers utilize systematic and integrated ELD into the teaching of science and social students content via GLAD strategies, then our percentage of students who reclassify as English Proficient will increase by 7% per year.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers integrate ELD into ELA via GLAD strategies and implement designated ELD consistently.	-Create exemplar schedule options that meet the designated number of intsructional minutes, including for designated ELD -Ensure all teachers are trained in GLAD; leverage on-site Gladiator to train new teachers -Facilitate teachers' engagement in peer observation, co-teaching, and feedback focused on execution of GLAD strategies -Meet with grade level teams to ensure that each teacher meets the designated number of instructional minutes of designated ELD -Opportunities for teachers to bring GLAD artifacts from teaching and learning to PDs	-Instructional learning walks with ILT with feedback loop to teams and teachers -Grade level team meetings	Using the i ready diagnostic from Fall to Midyear, the majority of students are below reading proficiency: Fall 88.2% Midyear 87.3% Fall i ready Math diagnostic, the majority of students are below grade level: Fall 90.6%	Tier 1

6-2	Teachers partner with families of EL students to communicate progress, goal-set, and prepare for ELPAC in February	-Support teachers in hosting targeting family workshops at each grade level -Support RJCSM in targeting famiiles for attendance at workshops -Leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home -Dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices -Grade level workshops: K-2 and 3-5 -Schedule monthly parent meetings in Nov (goal-set), Dec (prepare for ELPAC), and Jan (importance and attendance)	-Family Workshop Agendas		Tier 1
6-3	Teachers analyze language data of Newcomer students in order to form leveled language groups for in-class teacher-delivered tier 2 intervention (including sharing of students across classes based on data)	PD facilitaed by Newcomer TSA on best practices for supporting Newcomers and ELs	-PD agendas -lesson & unit plans -Instructional learning walks with ILT with feedback loop to teams and teachers		Tier 2
6-4	Teachers will partner with parents via workshops to train families in best practices in reading and math instruction in order to best support their students & support in teachers' classrooms	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Use Title I Parent money to compensate teachers for extended contract hours	-Workshop agendas -Parent rep meetings -Parents present in classrooms in the morning for "tutoring" with students		Tier 2

6-5	Teachers collaborate with Newcomer TSA to implement data-driven push-in Tier 2 ELD and language level group pull-out intervention	Newcomer TSA pushes in to collaboration time & PLCs	-PLC Agendas -Newcomer TSA schedule of tiered support groups		Tier 2

After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers collaborate with Newcomer TSA to implement data-driven push-in Tier 2 ELD and language level group pull-out intervention	190-1
10-Month Teacher on Special Assignment (TSA)	$21,889	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	7222	10-Month Classroom TSA	0.20	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	-peer observations -release days throughout year (1/tri) to shift away from assessment and towards data analysis, action planning, and module internalization -create exemplar schedule options that meet the designated number of phonics instruction	190-2
10-Month Teacher on Special Assignment (TSA)	$32,833	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7222	10-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	To support our African-American, Latinx students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching & the Brain practices and leverage relationship-building strategies with students and families.	190-3
10-Month Teacher on Special Assignment (TSA)	$94,211	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries		10-Month Classroom TSA	0.80	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	To support our African-American, Latinx students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching & the Brain practices and leverage relationship-building strategies with students and families.	190-4
Case Manager	$0	One-Time COVID Funding	2405	Clerical Salaries		Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Healing Center Engagement -Calm down corner provided for all students -Routines and rituals consistently practiced	190-5
Community School Manager	$57,667	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7796	Program Mgr Community School	0.35		Staff Participation in Foundational Professional Learning	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	190-6
Enrichment for music, art, etc	$6,400	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers give normed and agreed upon assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	190-7

Extended Contracts (ILT, CLT, extra days at beginning of year)	$12,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	190-8
Extended Contracts for parent workshop and trainings	$2,000	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	-Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assesment cycle (3-6x per year)	190-9
Extended Contracts for teachers - intervention	$1,789	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers engage students in reading of complex texts in a way that is engaging and accessible for all students	190-10
Library Technician	$33,319	Measure G: Library	2205	Classified Support Salaries	7223	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers engage students in reading of complex texts in a way that is engaging and accessible for all students	190-11
Licenses (ST math, RAZ kids, Newsela, etc)	$6,000	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers engage students in reading of complex texts in a way that is engaging and accessible for all students	190-12
Prep/Enrichment Teacher	$23,654	LCFF Supplemental	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Healing Center Engagement -Calm down corner provided for all students -Routines and rituals consistently practiced	190-13
Substitute Teacher Incentive Plan (STIP) Teacher	$66,078	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8742	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	PD time to allow for data analysis and school-wide growth on iReady Diagnostic and Standards Mastery at multiple points throughout the year.	190-14
Substitute Teacher Incentive Plan (STIP) Teacher	$22,578	LCFF Supplemental	1105	Certificated Teachers' Salaries	4724	STIP Teacher	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers give normed and agreed upon I-Ready assessments to drive instructional practice and small group intervention. Teachers reflect upon assessment data with grade level partners to identify grade-level trends and needs.	190-15

Supplies	$3,981	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	-support teachers in hosting targeting family workshops at each grade level -support RJCSM in targeting famiiles for attendance at workshops -leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home -dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices -grade level workshops: K-2 and 3-5 --schedule monthly parent meetings in Nov (goal-set), Dec (prepare for ELPAC), and Jan (importance and attendance)	190-16
Supplies	$13,681	Measure G: Library	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	-support teachers in hosting targeting family workshops at each grade level -support RJCSM in targeting famiiles for attendance at workshops -leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home -dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices -grade level workshops: K-2 and 3-5 --schedule monthly parent meetings in Nov (goal-set), Dec (prepare for ELPAC), and Jan (importance and attendance)	190-17

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 190   **School:** Think College Now

Supplies for Family Resource Room	$560	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Support teachers in hosting targeting family workshops at each grade level -Support RJCSM in targeting famiiles for attendance at workshops -Leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home -Dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices -Grade level workshops: K-2 and 3-5 -Schedule monthly parent meetings in Nov (goal-set), Dec (prepare for ELPAC), and Jan (importance and attendance)	190-18

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

T C N
THINK COLLEGE NOW

2021-2022

TCN Elementary School 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:

- Providing on-site adult education on how to encourage student and family success.

- Providing access to the Family Resource Center (FRC).

- Sending out the Home-School Letter every Monday (or Tuesday if it is a 3-day weekend). The Home-School Letter contains valuable information on how to support and understand a child's academic development.

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:

- Providing workshops on an as-needed basis. These workshops are held in partnership with other community organizations such as the Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition.

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 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.
- Holding the School Site Council (SSC) meetings on a monthly basis.

- Holding the Site English Language Learner Subcommittee on a monthly basis.

The school communicates to families about the school's Title I, Part A programs by:
- Holding regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers and grade level workshops.

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:
- Convening an annual meeting 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.

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:
- Sending out the Home-School Letter every Monday (or Tuesday if it is a 3-day weekend). The Home-School Letter contains valuable information and events taking place in the school community.

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:

- Providing information on how parents can become *registered* OUSD volunteers.

- Assisting teachers in the classroom with projects or general student support with assignments. Before school hours, parents can also come in and read to students. After school hours, parents can support teachers with classroom set-up, overall preparation for next day activities and/or phone calls, including translation.

- Assisting in the Family Resource Center, FRC, with various tasks such as filing, translation, phone calls, making copies and/or other tasks as needed.

- Supporting in the cafeteria with supervision, guiding students with clean up, reminding and maintaining cafeteria expectations and whole school values.

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 academic achievement by:
- Holding parent workshops as needed throughout the year on topics related to supporting students academic growth, including learning strategies and offering recommendations on best practices to support learning at home.

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.

The school established opportunities for parents and staff collaboration to emphasize partnership with parents. Partnership is established by:

- Engage parents/families in the planning process for parent/family workshops
- Creating parent leadership opportunities in the school community
- Consistently solicit parents needs and requests

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:
- Listening and acknowledging parents' concerns and opinions as an important part of our home-school partnership.

- Principal holds weekly office hours from 9:00-9:30 AM every Wednesday dedicated to hearing parent concerns or suggestions.

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:
- Holding SSC monthly meetings at the same time and same place.

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:
- Providing translation and in an accessible location.

The school provides support for parent and family engagement activities requested by parents by:
- Principal holding weekly office hours from 9:00-9:30 AM every Wednesday dedicated to hearing parent concerns or suggestions.

- Sending out the Home-School Letter every Monday (or Tuesday if it is a 3-day weekend). The Home-School Letter contains important information on parent and family engagement activities.

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 workshops on an as-needed basis. These workshops are held in partnership with other community organizations such as the Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition.

- Supporting the Family Resource Center, FRC, with resources to different community groups to provide workshops ranging from UC Berkeley College-going culture (financial aid, community college, etc). Champions for Change (Nutrition and Health) to OUSD Adult Education-professional development (computer Training, literacy, etc) and much more. Translation and childcare for all workshops and meetings are provided free of charge.
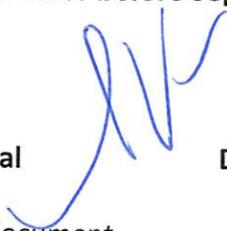
Adoption
This policy was adopted by the Think College Now on 08/13/2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Ana Vasquez
Name of Principal   **Signature of Principal**   Date 8/13/21

Please attach the School-Parent Compact to this document.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

T C N
THINK COLLEGE NOW

Think College Now (TCN) Elementary School
2021-2022

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.

- Implementing district adopted curriculum including: EL Education, Full Option Science System (FOSS) and Engage NY Math Curriculum
- Incorporating strong instruction around complex text including access to complex text for English language learners
- Building out rigorous STANDARDS-BASED formative and interim assessments
- Refining differentiation and tiered intervention for early literacy and language skills
- Incorporating weekly hands-on science investigations

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

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and monthly parent-leader meetings.

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.

- Families participate in conferences to review the trimester report card and establish a plan for academic success.
- Hold Back to School and Open House nights to provide opportunities for parents to visit their child's classroom, receive information on curriculum, and directly communicate with their child's teacher for academic progress reports.
- Every Monday (or Tuesday if it is a 3-day weekend) TCN sends out the Home-School Letter. The Home-School letter contains valuable information on upcoming events that support a student's academic progress and success.

4) Provide parents reasonable access to staff.

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school data conferences between families and teachers and grade level workshops.
- Principal holds weekly office hours from 9:00-9:30 AM every Wednesday dedicated to hearing parent concerns or suggestions.

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.

- Registered parent volunteers support teachers in the classroom with projects or general student support with assignments. Before school hours, parents can also come in and read to students. After school hours, parents can support teachers with classroom set-up, overall preparation for next day activities and/or phone calls, including translation.

- Whenever TCN holds a meeting with parents, translation and childcare are provided in an accessible location.

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

- Hold parent workshops as needed throughout the year on topics related to supporting students academic growth, including learning strategies and offering recommendations on best practices to support learning at home.
- Teachers send home instructional materials for parents to use such as books, flashcards, etc. to support student learning.
- Parent-teacher conferences offer academic progress reports, establishing academic goals and tailored academic plans for individual students.

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.

- Engage parents/families in the planning process for parent/family workshops
- Creating parent leadership opportunities in the school community
- Consistently solicit parents needs and requests

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.**

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and monthly parent-leader meetings.
- Principal holds weekly office hours from 9:00-9:30 AM every Tuesday dedicated to hearing parent concerns or suggestions.

Teacher Responsibilities:

- Communicate student's academic expectations and performance to students and parents.
- Establish and maintain whole school values and in class behavior expectations.
- Address the individual needs of the student.
- Provide a safe, positive and healthy learning environment.
- Consistently contact parents/families with students' progress and needs.

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

- Participate in the decisions related to the academic success of my child.
- Monitor the completion of homework assignments.
- Make school attendance a priority.
- Abide by the uniform policy.
- Support and contribute to the betterment of the school community including volunteering when possible. *All volunteers will need to be OUSD registered parent volunteers.*
- Actively participate in the school community and work in collaboration with other families and school staff to create the best learning environment for my child.

This Compact was adopted by the Think College Now (TCN) on <mark>8/13/21</mark> , and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2021.

Signature of Principal   **Date**   8/13/21

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Yuletzi Melendez
Vice Chairperson:	Ruelvis Alonga
Secretary:	Emma Tadlock Goldsmith

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Ana Vazquez	☑	☐	☐	☐	--
Emma Tadlock-Goldsmith	☐	☑	☐	☐	1
Misha Kiyomura	☐	☑	☐	☐	1
Michaela Kline	☐	☑	☐	☐	1
Yuletzi Melendez	☐	☐	☑	☐	1
Scott Kim	☐	☐	☐	☑	1
Cheryl Narvaez	☐	☐	☐	☑	2
Ruelvis Alonga	☐	☐	☐	☑	1
Aida Flores	☐	☐	☐	☑	1
Jody Talkington	☐	☐	☐	☑	1
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	Last Thurdsday of Each Month time to be determined

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; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members