OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date   August 9, 2023

Subject   2023-2024 School Plan for Student Achievement (SPSA) for Think College Now

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Ask of the Board   Approval by the Board of Education of the 2023-2024 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)   ● 2023-2024 School Plan for Student Achievement (SPSA) for Think College Now

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

School:	**Think College Now**
CDS Code:	1612590100792
Principal:	Ana Vasquez
Date of this revision:	4/27/20

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	**Position:**	Principal
Address:	2825 International Boulevard	**Telephone:**	510-532-5500
	Oakland, CA 94601	**Email:**	karen.schreiner@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/27/2023
The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

[X]	Title I Schoolwide Program	[ ]	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
[X]	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: _____04/27/2023_____

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

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

Signatures:

Ana Vasquez	*(signature)*	4/27/23
Principal	Signature	Date
Jody Talkington	*Jody Talm*	4/27/23
SSC Chairperson	Signature	Date
Kathleen Arnold	*K. arnold*	5/4/23
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/4/2023
Director, Strategic Resource Planning	Signature	Date

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

Date	Stakeholder Group	Engagement Description
1/17/2023	Culture & Climate Leadership Team	Introductory to SPSA section 3 Strategy and Actions for CLT work. Conducted CLT work session for teacher, staff and leadership to organize practices aligened to the school goals.
1/25/2023	SSC/SELLS combined	Share rationale and overview of site plan
1/30/2023	Instructional Leadership Team	Introductory to SPSA dive. Work with ELMAA office on ELD section
2/9/23	Instructional Leadership Team	Introductory to SPSA section 3 Strategy and Actions. Conducted ILT work session with TSAs, teachers, leadership to organize and aligened to the school goals.
2/16/23	Instructional Leadership Team	Work session for SPSA section 3 Strategy and Actions. Continue to organize and align to the school goals.
2/23/23	SSC/SELLS combined	2022-23 SSC Evaluation of SPSA Title I funds
2/27/2023	Instructional Leadership Team	Work session for SPSA section 3 Strategy and Actions. Continue to organize and align to the school goals.
2/2822023	Culture & Climate Leadership Team	Work session for SPSA section 3 Strategy and Actions. Continue to organize and align to the school goals.
3/2/23	SSC/SELLS combined	2022-23 SELLS Evaluation of EL Program
3/23/2023	SSC/SELLS combined	SPSA section 3 Strategy and Actions review

4/27/23	SSC/SELLS combined	SPSA section 3 Strategy and Actions, budget review, vote on SPSA for approval and SSC Chair Authorization

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$97,580.00
Total Federal Funds Provided to the School from the LEA for CSI	$136,563.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$575,549.44

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)	$89,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$15,480	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,380	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$194,680	TBD
21st Century Community Learning Centers (Title IV #4124)	$0	TBD	After School Education and Safety Program (ASES #6010)	$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$5,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0	TBD
Comprehensive Support and Improvement (CSI #3182)	$136,563	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$234,143**	**$0**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$341,406**	**$0**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$575,549**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities

55.2%	44.8%	68.6%	19.9%	1.4%	0.4%	92.8%	9.4%
% Black/ African-American	**% White/Caucas ian**	**% Hispanic/Latino**	**% Asian**	**% Filipino**	**% Pacific Islander**	**% American Indian/ Alaskan Native**	**% Multiracia l**
8.3%	2.9%	72.6%	5.4%	2.5%	0.4%	0.4%	2.2%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: 60% of students are proficient or above grade level as measurd by state and district assessments.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	5.4%	24.2%	*not available until Fall 2023*	34.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	12.2%	4.5%	*not available until Fall 2023*	18.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4.8%	15.0%	*not available until Fall 2023*	25.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-43.7	n/a	-84.3	*not available until Fall 2023*	-75.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	13.9%	7.2%	*not available until Fall 2023*	17.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-45	n/a	-102.4	*not available until Fall 2023*	-35.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	9.0%	*not available until Fall 2023*	13.0%
CAST (Science) at or above Standard	All Students	6.8%	n/a	5.6%	*not available until Fall 2023*	16.8%

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

School Goal for Targeted Supports for Focal Student Groups: 60% of students are proficient or above grade level as measured by state and district assessments

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-139.7	n/a	-152.9	*not available until Fall 2023*	-120.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-85.6	n/a	-108.8	*not available until Fall 2023*	-70.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	4.0%	0.0%	*not available until Fall 2023*	14.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-131.4	n/a	-193.9	*not available until Fall 2023*	-120.0
SBAC Math Distance from Standard Met	English Learners	-71.1	n/a	-117.7	*not available until Fall*	-65.0

Reclassification Measures & Annual Targets						

*Complete [Part 1 of ELD Reflection](#)

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	6.3%	0.7%	7.3%	*not available until Fall 2023*	17.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	14.3%	*not available until Fall 2023*	5.0%

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

School Goal for Student & Family Engagement: Decrease URFs by 10% per year, eliminating racial and gender disportionality over time, elimiating the disporportioanlity of referalls of African American students and boys.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	82.2%	84.9%	71.7%	*not available until Fall 2023*	90.0%
Out-of-School Suspensions	All Students	1.6%	n/a	3.3%	*not available until Fall 2023*	2.0%
Out-of-School Suspensions	African American Students	7.7%	n/a	3.3%	*not available until Fall 2023*	2.0%
Out-of-School Suspensions	Special Education Students	13.5%	n/a	3.3%	*not available until Fall 2023*	2.0%
Chronic Absenteeism	All Students	15.8%	12.5%	48.7%	*not available until Fall 2023*	12.5%

Chronic Absenteeism	African American Students	16.1%	17.9%	48.0%	*not available until Fall 2023*	8.0%

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

School Goal for High-Quality Staff: Increase staff satisfaction as measurd by a +.22 pp increase on the TCN Team Barometer

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	88.2%	77.2%	73.5%	*not available until Fall 2023*	83.5%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College, Career & Community Readiness	Using the i ready diagnostic from Fall to Midyear:Reading for 2022/2023 Increase reading mid to above by 2.6% Increase early on grade by 8.5% Decrease 1 grade level below by 2.5% Decrease 1 grade levels below or more by 7.4% Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking 3.6% at or above standard 18.8% near standard 69.6% below standard The use of Title 1 funds provided TCN field trips for grades K-5 provide every student with field based learning to contributes to their understanding real world experiences connected to ELA and science content units. Moreso, this year students were also given the opporutity to go to a college field trip for early exposure to a college camps.	PD Focus and cylces of inquiry on ELA; TSAs coaching first and second year teachers, TSA small reading interventions for tier 2, tier 3 and newcomers; hired three K-2 Literacy Tutors with support from Early Literacy Lead Teacher and on going professiona development; EL Education grade level collaborative planning time. -The use of Title 1 funds for field trips offered field based expereinces for students to make connections with content areas real life outside the classroom setting.

| LCAP Goal 2: Focal Student Group Supports | For AA students using the i ready diagnostic overall reading from Fall to Midyear:
Increase AA students who are at mid or above grade level by 6.1%
1 grade level below by 7.3%
Decrease AA students who are 3 grade levels below or more by 4.6%
For AA Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
AA students are 0% above standard
22.2% near standard
61.1% below standard

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 1.4%
Increase EL students who are early on grade level by 7.7%
Decrease EL students who are 2 grade levels or more by 11.6%
For EL Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
EL students are 0% above standard
17.4% near standard
76.7% below standard

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 .8%
Decrease SPED students who are 1 grade levels or more by 20.5%
Decrease SPED students who are 2 grade levels or more by 10.1%
For SPED For EL Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
SPED students are 0% above standard
6.3% near standard
93.8% below standard | Hire of a case manager, TSA support for EL and Newcomers, Increase support staff who are trained in restorative practices, 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, TSAs holding small group literacy intervention groups for tier, tier 3 and newcomer students |

Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 3: Student & Family Engagement	Mid year attendance rate is 91% with the highest valid reason of absence being illness at 43/% -Mid year seven Supensions for injury or violence for the first semester, a significant drop when compared to prepandemic years as far back as 2015/2016 -Mid year there are 66 URF with the majority for willfully using force and violoence or causing injury, male (86.4%) and Latino male students (24.2.%) and AA males students (45.5%)	Implented Check In/Check out and targeted small group SEL interventions; implemented distinct COST team with a focus on attendance and academic, once a month PD on culture & climate to strengthen Tier 1 and Tier 2 RJ practices; anti racist learning, once a month culture, URFs/ suspension data, tier 2 and 3 consultancies; implement peer RJ group. Community School Manager facilitating the parent engaement with bi monthly meetings, continue with on going in class parent volunteers and weekly newsletter communication. Hire of a case manager to support students and families and take on inititives to address whole child support.
LCAP Goal 4: Staff Supports	Team Barometer indicate that staff appreciate each others' flexibility, clear communication, support from administration and and outside the classroom support staff, collaboration with grade level partners/TSAs and the majority are proud to work at TCN. TCN is desiring more opportunites to build staff relationships and hold courageous coversations.	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 & Community Readiness | Using the i ready diagnostic from Fall to Midyear, the majority of students are below reading proficiency:
Fall 96.8%
Midyear 94.1%

Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
3.6% at or above standard
18.8% near standard
69.6% below standard

Parent engagement has been a highlight of TCN. The focus was to establish relationship, build on parent leadership opportuites and provide academic workshops funded by title 1 parent education and facilitated by TCN Staff to support parents supporting their student. This year parent engagement opportuies have increased, but participation rates were low. | Building on ELA PD; school wide alighnment in terms of instructional vision and common practices, monthly academic data dives for teachers with clear goals for academic gains whole class and individual tier 2 and 3 students. New math curriclum and lack of PD focus on math content and TSA coaching on math.
-Having new staff, CSM and Case Manager, requierd building relaltionships to help with parent participation rates in parent workshops and activites.
-There is a need to build parent capacity for student literacy.
-Hire an additional TSA for coaching 1st, 2nd and veteran teachers for qulity instructional practices, push teaching practices, support in PLC and grade level planning.
-Consistent data dives as in PD as a school and in grade level collaboraiton for tier 2 and 3 small group student interventions. |

| LCAP Goal 2: Focal Student Group Supports | For AA students using the i ready diagnostic overall reading from Fall to Midyear:
Increase AA students who are at mid or above grade level by 6.1%
1 grade level below by 7.3%
Decrease AA students who are 3 grade levels below or more by 4.6%
For AA Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
AA students are 0% above standard
22.2% near standard
61.1% below standard

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 1.4%
Increase EL students who are early on grade level by 7.7%
Decrease EL students who are 2 grade levels or more by 11.6%
For EL Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
EL students are 0% above standard
17.4% near standard
76.7% below standard

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 .8%
Decrease SPED students who are 1 grade levels or more by 20.5%
Decrease SPED students who are 2 grade levels or more by 10.1%
For SPED For EL Fall Interim Assessment Block (IAB) 2022/2023 recorded grades 3-5 Operations and Algebraic Thinking
SPED students are 0% above standard
6.3% near standard
93.8% below standard | New hire of a case manager, TSAs and community school manager to increase skills and incorporate established routines, systems and structures. Continue to increase support staff who are trained in restorative practices and Check In/Check out with targeted small group interventions. Establish a focus on academic data dives with teachers to increase academic gains of focal students. Outside agency on literacy challenged by vacancy and late mid year start. |

LCAP Goal 3: Student & Family Engagement	-Mid year attendance rate is 91% with the highest valid reason of absence being illness at 43/% -Mid year seven Supensions for injury or violence for the first semester, a significant drop when compared to prepandemic years as far back as 2015/2016 -Mid year there are 66 URF with the majority for willfully using force and violoence or causing injury, male (86.4%) and Latino male students (24.2.%) and AA males students (45.5%)	New hire of a case manager, TSAs and community school manager to increase skills and incorporate established routines, systems and structures. Continue to increase support staff who are trained in restorative practices and Check In/Check out with targeted small group interventions.
LCAP Goal 4: Staff Supports	TCN is desiring more opportunites for courageous conversations and focusing on anti racist learning to not only support students but also staff culture. There is a need to build adult relationships to break racial and new/veteran TCN staff clicks.	Time to build systems and structures that build positive relationships that is not work related. Building people skills to bridge the "human aspect" to support buidling relationships with a balance of personal and professional connections.

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, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

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

School: Think College Now	**SPSA Year Reviewed:** 2022-23
	SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Unlike last year with key vacant positions, TCN was able to hire two TSAs that have launched key academic literacy gains including but not limited to coaching new teachers, being key members of the Instructional Leadership Team to establish a school wide goals based on ELPAC performance data, supporting PLCs, establishing small group literacy interventions for tier 2 and tier 3 students. Moreso, TCN was able to secure a case manager to continue to support the high social emotional needs for students and support the increase of attendance rates. While we continue under pandemic conditions, TCN has continued to forge foward with addressing: student's academic needs and social emotional needs, professional development to push professional practice and establish a joyful place to learn and work. This year there was a focus with implementation of new ELA and math curriculum, planning and execution took overall priroties for teachers and adoption of Ethnic Studies did not come to furision. Moreso, we pivoted into designated ELD, again limitied the adoption of Ethnic Studies.

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

Teachers familiarity with EL Education, ELA, has been increased and execution has been better established given the support of two TSAs. Teachers are more opted to do the All Block to suppot students and most recently have explored the use of language dives. ILT has been able able to offer relevent PD cycles that support teacher's professional development to support specific focal EL student in their class, but also expanding to support TCN EL students that make up 68.8% of the students population. Through ILT cycles of inquiry there is a whole school goal to increase reclassificaiton of our students by 10%. The Anti Racist Learning has supported in building staff capacity, but the data continues to show high percentage of Latino and AA males being referred with URFs. Besides office and behavior referrals, it has been challenging how to caputure data using to show effectiveness of the Anti Racist Learning PDs, nevertheless this work will continue for the 2023-2024 school year, but with a deeper dive that expands to working with our students and families.

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 23-24 we will restructure our instructional focus to include TSAs to specialize in early literacy and math. We will also continue to support our EL students and 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. To continue to bring joy to our students, we will focus on our theme "Think College Now" and offer explicit opportunites to explore college and career options. We will also continue with the Anti Racist Learning work, but with a deeper dive that expands in working with our students and families. TCN will increase parent participation through workshop offerings that focus on buiding student's academics and social emotional learning and empowering parents/guardians as partners in their students school experience and journey.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working/not working? Why? *(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)*	Based on this evaluation, what will you change, continue, or discontinue? Why?
10 month Teacher on Special Assighnment	SBAC ELA Distance from Standard Met	TSA focus was on early literacy, coaching new teachers, running tier 3 academic support literacy interventions and key member of ILT to create the school wide goals and cycles of inquiry for the school year on writing and language dives for EL support.	There have been small wins on academic gains: 12% increase in letter naming upper and lower in kinder, and 12% gain ready for SIPPS. I-Ready Reading diagnostic shows an steady increase for mid to above grade level, 2.7%, and early on grade 8.5% and a decrease on students behind on 1 grade level by 2.4% and highest percentage of a decrease for students who are 2 grades below grade by 5.4%.	Continue
Field trips for all students	Student Connectedness to School	Each teacher had funds to plan field trips connected to content in EL Educaiton and option of taking a second field tirp to a local college/university	100% of students able to attend a field trip	Continue

Extended Contracts for parent workshop and training	i-Ready Reading at or above Mid-Grade	TSA and CSM supported in holding a parent workshop on early literacy for kinder parents.	There have been small wins on academic gains: 12% increase in letter naming upper and lower in kinder, and 12% gain ready for SIPPS.	Continue with adjustment to help increase parent particpation and craete a series for other grade levels.
Extended Contracts for teachers - intervention	SBAC ELA Distance from Standard Met	Teachers offer academic interventions for students in ELA and/or math.	Teachers taking on additional work time to support students has not been executed.	Possible discontinue to repurpose funds that are less reliant on teacher center approach to academic interventions after school.
On-Line Curricula	Reading Inventory (RI) Multiple Years Below Grade Level	Purchase Imagine Learning for Newcomers at TCN	There has been a delay in the purchse due to logistical complexities. Will be implemented as soon as access is provided for newcomes at TCN small group sessions.	Continue the purchase of software of on-line curriculum for student learning and interventions.
Supplies for Family Resource Room	College/Career Readiness	Purchase of technology	Able to hold workshops with parents using visual tools for adult learning.	Discontinue

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

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

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

School Priority:	Mathematics: Standards-Based Instruction
School Theory of Change:	If teachers implement the Eureka Math Squared 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 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.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers 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		Tier 2

1-2	Teachers will implement 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 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

1-3	Teachers will use a blended learning model 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 1
1-4	Teachers will use a normed internalization/planning process for each component of Eureka Math Squared, 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 2

1-5	Teachers and designated TSA analyze i-ready math data to explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and GATE students	-Budget to hire additional staff for tutorial support on math fundamentals	-Tutorial support schedule -Weekly designated support from TSA during PLC/GLP	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 3

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority:	Literacy
School Theory of Change:	If teachers facilitate EL Education instruction with fidelity 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.
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 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
2-2	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 -TSA Coordinator facilitates SSTs -Interventions received are tracked over time to determine appropriate supports for students who are in intervention over time		Tier 2

2-3	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	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 1
2-4	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 -Friday minimun days for data analysis, action planning, and module internalization -Create exemplar schedule options that meet the designated number of phonics instruction minutes	-Instructional learning walks with ILT with feedback loop to teams and teachers -Weekly designated support from TSA during PLC/GLP	60% of students are proficient or above grade level as measured by state and district assessments	Tier 2
2-5	Teacher on Special Assighnment collaborate weekly to engage with standardized testing data (i-Ready, SIPPS) to explicity plan differentiatied support groups.	-TSA support model designated to support cohort of teachers by grade level -TSA model to support differentiated small groups, including N1 newcomers -Budget for reading community reading intevention program on site and work in collaboration with TSAs	-Data progess monitoring -Differenitiated groups through out the year with a focus on different levels, specifically tier 2 and tier 3 students	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 3
2-6	Teachers designate an All Block EL Education segment in their schedule to support small group differentiation.	-Differentiation driven by Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assesment cycle (3-6x per year)	Interventions received are tracked over time to determine appropriate supports for students who are in intervention over time	60% of students are proficient or above grade level as measured by state and district assessments	Tier 2

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

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 (and/or Sown to Grow) students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches/Play Sessions, 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.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Explicit teaching of SEL practices (e.g., Caring School Community and Sown to Grow) 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 the year.	Teachers give normed and agreed upon assessments along with curriculum embedded assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	-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.	Decrease URFs by 10% per year, eliminating racial and gender disportionality over time, elimiating the disporportioanlity of referalls of African American students and boys.	Tier 1

3-2	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 class wide Tier 1 behavior supports through N2 behavior specialist -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	Decrease URFs by 10% per year, eliminating racial and gender disportionality over time, elimiating the disporportioanlity of referalls of African American students and boys.	Tier 1
3-3	-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	-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	Decrease URFs by 10% per year, eliminating racial and gender disportionality over time, elimiating the disporportioanlity of referalls of African American students and boys.	Tier 1

3-4	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 | Caputre data on observations | 60% of students are proficient or above grade level as measured by state and district assessments | Tier 1 |
| 3-5 | -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
-Attendance team will conduct home visits for tier 2/3 students | -Decrease in chronic absence for target students | 60% of students are proficient or above grade level as measured by state and district assessments | Tier 3 |

3-6	Partner with parents via workshops and/or leverage in evening events including Math Night and Literacy Night to train families in best practices in reading and math instruction in order to best support their students	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series, including academic and social emtional workshops	-Calendar of parent workshops -Workshop agendas -Parent rep meetings -Parents volunteers present in classrooms	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 1

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

School Priority:	All staff will engage on professional learning and particpate in leadership opportunites that develops staff's overall professional growth.
School Theory of Change:	If we provide professional development that deepens instructional practice and provide opportunities to engage with on campus leadership opportunities staff will build efficacy and deepen staff feeling supported, empowered and collaborate effectivlty.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	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.	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.	Increase staff satisfaction as measurd by a +.22 pp increase on the TCN Team Barometer	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. -Leader will provide additional prep in the schedule to support PLC, collaboration, planning, coaching from designated TSA	-GLP Collaboration Agenda; peer observation notes -Additional TSA hire to create a new TSA of support model (TSA #1 grades TK,1; TSA #2 grades 2-3;TSA #3 4-5 grades) -TSAs schedule to suppport cohort of teachers	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 1
4-3	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 -Leader will provide additional prep in the schedule to support PLC, collaboraiton, planning, coaching from designated TSA	-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. -Additional TSA hire to create a new TSA of support model (TSA #1 grades TK,1; TSA #2 grades 2-3;TSA #3 4-5 grades) -TSAs schedule to suppport cohort of teachers	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 1
4-4	All staff engage in leadership opportunites	-Leader provided leadership opportunites and choice for leadership on campus -Leader budgets funds for extended contracts and OT	-Leadership sign ups -Meeting agendas -School Wide Event Calender	Increase staff satisfaction as measurd by a +.22 pp increase on the TCN Team Barometer	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:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	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 and Community of Care 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"	60% of students are proficient or above grade level as measured by state and district assessments	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 curicululm	60% of students are proficient or above grade level as measured by state and district assessments	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	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 1
5-4	Expand anti racist learning to include community conversations to build positive relationships.	Welcome and work in collaboration with Community of Care	-Affinity based programming for Black students, staff and community. -Community Conversation Series for parents, community members and staff. -Designed curriculum that addresses usage of the N-Word for students, staff and community. -Design and implementation of a policy/community agreement rooted in restorative practices that addresses usage of racist hate language.	Decrease URFs by 10% per year, eliminating racial and gender disportionality over time, elimiating the disporportioanlity of referalls of African American students and boys.	Tier 2
5-5	Case Manager focus on all AA students and family with enrichment and academic support	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Welcome and work in collaboration with Office of Equity and/or Community of Care	Provide and connect families to outside resources/opportunities for academic enrichment or enrichment in general such as STEM and/or art that are free of cost.	Decrease URFs by 10% per year, eliminating racial and gender disportionality over time, elimiating the disporportioanlity of referalls of African American students and boys.	Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: *Stages of ELD Implementation Self-Assessment*

School Priority:	English Language Development
School Theory of Change:	If K-5 teachers utilize designated and integrated ELD and GLAD strategies in all content areas, then our percentage of students who reclassify as English Proficient will increase by 10% per year.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers/TSAs/Staff will partner with parents via workshops and/or leverage in evening events including Math Night and Literacy Night to train families in best practices in reading and math instruction in order to best support their students	Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series	-Workshop agendas -Math Night at TCN -Literacy Night at TCN -Parent rep meetings -Parents volunteers present in classrooms	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 1
6-2	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 TSA on best practices for supporting Newcomers and ELs -TSA Coaching	-PD agendas -lesson & unit plans -Instructional learning walks with ILT with feedback loop to teams and teachers	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 2

6-3	Teachers integrate ELD into ELA via D-ELD 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 and EL Ed Language Dives sections -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 -TSA Coaching	60% of students are proficient or above grade level as measurd by state and district assessments.	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET   **Site Number:** 190   **School:** Think College Now

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over $25K	$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers refer students identified as having needs to the ASP Extended Learning Program	190-1
Afterschool contract $25K	$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Teachers refer students identified as having needs to the ASP Extended Learning Program	190-2
12-Month Community School Manager	$115,072	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9328	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	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
Case Manager	$54,241	California Community Schools Partnership Program	2405	Clerical Salaries	9124	Case Manager	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	-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 -Attendance team will conduct home visits for tier 2/3 students	190-4

Mental Health Paid Interns	$17,687	California Community Schools Partnership Program	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	190-5
Mental Health Interns	$20,000	California Community Schools Partnership Program	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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	190-6
Mental Health Clinician (add day)	$7,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-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.	190-7
AmeriCorps Members	$24,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	-Budget to hire additional staff for tutorial support on math fundamentals	190-8
Student Engagement (OEF), .40	$30,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL practices (e.g., Caring School Community and Sown to Grow) 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 the year.	190-9

10-Month Classroom Teacher on Special Assignment (TSA)	$25,714	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7222	10-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	-Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment -Leader will provide additional prep in the schedule to support PLC, collaboraiton, planning, coaching from designated TSA	190-10
10-Month Teacher on Special Assignment (TSA)	$110,849	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7221	10-Month Teacher on Special Assignment (TSA)	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Teacher on Special Assighnment collaborate weekly to engage with standardized testing data (i-Ready, SIPPS) to explicitly plan differentiatied support groups.	190-11
Extended Contracts/ Edu. Effectiveness	$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	ELL Reclassification	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	190-12
STIP Teacher	$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8742	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	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. -Leader will provide additional prep in the schedule to support PLC, collaboration, planning, coaching from designated TSA	190-13
Early Literacy Tutor	$30,817	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7988	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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	190-14
Early Literacy Tutor	$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7995	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	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	190-15
Supplies	$11,480	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Use Title I Parent money to compensate teachers and TSAs for extended contract hours	190-16

Copier Maintenance Contract	$4,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers engage students in reading of complex texts in a way that is engaging and accessible for all students	190-17
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	$86,453	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	-peer observations 1/month	190-18
10-Month Classroom Teacher on Special Assignment (TSA)	$16,155	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.12	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	-TSA support model designated to support cohort of teachers by grade level -TSA model to support differentiated small groups, including N1 newcomers -Budget for reading community reading intevention program on site and work in collaboration with TSAs	190-19
Extended Contracts	$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	-Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment -Leader will provide additional prep in the schedule to support PLC, collaboraiton, planning, coaching from designated TSA	190-20
Case Manager	$44,379	LCFF Supplemental	2405	Clerical Salaries	9124	Case Manager	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	-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 -Attendance team will conduct home visits for tier 2/3 students	190-21

Noon Supervisor	$9,591	LCFF Supplemental	2905	Other Classified Salaries	4495	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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.	190-22
Reading Partners	$15,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will use a blended learning model 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	190-23
Licensing	$3,103	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Teacher on Special Assignment collaborate weekly to engage with standardized testing data (i-Ready, SIPPS) to explicity plan differentiatied support groups.	190-24
10-Month Classroom Teacher on Special Assignment (TSA)	$111,735	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.83	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	-TSA support model designated to support cohort of teachers by grade level -TSA model to support differentiated small groups, including N1 newcomers -Budget for reading community reading intevention program on site and work in collaboration with TSAs	190-25
To be allocated in Fall 2023.	$765	Literacy Coaches & Reading Specialists Grant	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	-TSA support model designated to support cohort of teachers by grade level -TSA model to support differentiated small groups, including N1 newcomers -Budget for reading community reading intevention program on site and work in collaboration with TSAs	190-26

Library Technician	$38,811	Measure G, Library Support	2205	Classified Support Salaries	7223	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers engage students in reading of complex texts in a way that is engaging and accessible for all students	190-27
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	$19,610	Other Donations	1105	Certificated Teachers' Salaries	3161	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	-peer observations 1/month	190-28
Early Literacy Tutor	$4,402	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7988	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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	190-29
Early Literacy Tutor	$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7995	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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	190-30
Early Literacy Tutor	$15,764	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	9242	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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	190-31
Classified ET/OT	$2,380	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Use Title I Parent money to compensate teachers and TSAs for extended contract hours	190-32
10-Month Classroom Teacher on Special Assignment (TSA)	$6,731	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers and designated TSA analyze i-ready math data to explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and GATE students	190-33

10-Month Classroom Teacher on Special Assignment (TSA)	$77,143	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7222	10-Month Classroom Teacher on Special Assignment (TSA)	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teacher on Special Assighment collaborate weekly to engage with standardized testing data (i-Ready, SIPPS) to explicity plan differentiatied support groups.	190-34
Field Trips	$5,376	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	-Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment -Leader will provide additional prep in the schedule to support PLC, collaboraiton, planning, coaching from designated TSA	190-35
Field Trips	$5,950	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment -Leader will provide additional prep in the schedule to support PLC, collaboraiton, planning, coaching from designated TSA	190-36
Early Literacy Tutor	$15,764	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	9242	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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	190-37

Title I, Part A School Parent and Family Engagement Policy

2022-2023

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) which is staffed by a staff member.

- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter which contains valuable information on supporting and understanding their child's 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, 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.
- Holding SSC meetings on a monthly basis.

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

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:
- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter. It is imperative that parents read it each week and return the folder every Wednesday.

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:
- Classroom - Parents can volunteer in the classroom by assisting the teacher (helping with projects, preparing student supplies, or helping students with assignments). Before School hours, parents can also come in and read to students. After school hours can help support teachers as well.

- FRC - Parents are welcome to volunteer in the family resource center assisting the administrative staff with various tasks such as filing translation making phone calls, making copies, and distributing (especially on Mondays).

- Cafeteria - In the cafeteria volunteers

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:

- TCN holds parent workshops as needed throughout the year to support parents learning at-home strategies and materials to support learning.

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:
- TCN holds trainings for parents at a needs-basis when needs are lifted up.
- We engage parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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:
- TCN listens to and acknowledges parent concerns and opinions as an important part of our home-school partnership.

- Principal and Assistant Principal have weekly office hours from 9:00-9:30 AM every Tuesday 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:
- TCN holds SSC Meeting regularly every month 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:
- When TCN holds a parent meeting we always provide translation and in an accessible location.

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

- Every Monday (or Tuesday if it is a 3-day weekend) we send out a Home-School Letter. This 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:

- TCN provides 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.

- The Family Resource Center works with different community resource 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 08/12/2022 and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, 2022.

Ana Vasquez
Name of Principal   **Signature of Principal**   **Date 8/12/22**

Please attach the School-Parent Compact to this document.

Escuela Título I, Parte A Política de participación de los padres y la familia

2022-2023

La escuela primaria TCN acepta implementar las siguientes prácticas de participación, de conformidad con los Estándares para la participación significativa de la familia del Distrito Escolar Unificado de Oakland:

Estándar 1 de participación familiar de OUSD
Familias son apoyados con habilidades de crianza y crianza de niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:
- Brindar educación para adultos en el lugar sobre cómo alentar el éxito de los estudiantes y las familias.

- Proporcionar acceso al Centro de Recursos Familiares (FRC) que cuenta con un miembro del personal.

- Todos los lunes (o martes si es un fin de semana de 3 días) enviamos una Carta de Hogar-Escuela que contiene información valiosa sobre cómo apoyar y comprender el desarrollo de su hijo.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:
- Brindar talleres según sea necesario. Estos talleres se llevan a cabo en asociación con otras organizaciones comunitarias como el Centro Legal de la Raza, el Centro de Salud Nativo Americano y el Departamento de Nutrición de Alameda.

Estándar 2 de participación familiar de OUSD: comunicación con los padres y cuidadores
Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de los padres y la familia de la escuela al:
- Convocar una reunión anual, en un momento conveniente, a la que se invitará y animará a todos los padres a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A. y para explicar los requisitos del programa y el derecho de los padres a participar.
- Celebrar reuniones del SSC mensualmente.

La escuela se comunica con las familias sobre los programas Título I, Parte A de la escuela mediante:
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:
- Convocando una reunión anual, en un momento conveniente, a la que se invitará a todos los padres y animados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entiendan:
- Todos los lunes (o martes si es un fin de semana de 3 días) enviamos un Carta Hogar-Escuela. Es imperativo que los padres lo lean cada semana y devuelvan la carpeta todos los miércoles.

Estándar 3 de participación familiar de OUSD: Programa de voluntariado de padres Las
familias participan activamente como voluntarias y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias se ofrezcan como voluntarios en los salones de clase y otras actividades escolares de la siguiente manera:
- clases: los padres pueden ser voluntarios en el salón de clases ayudando al maestro (ayudando con proyectos, preparando útiles para los estudiantes o ayudando a los estudiantes con las tareas). Antes del horario escolar, los padres también pueden entrar y leerles a los estudiantes. El horario extraescolar también puede ayudar a apoyar a los maestros.

- FRC - Los padres son bienvenidos a ser voluntarios en el centro de recursos familiares para ayudar al personal administrativo con diversas tareas, como archivar, traducir, hacer llamadas telefónicas, hacer copias y distribuir (especialmente los lunes).

- Cafetería: en la cafetería, los voluntarios

de OUSD Participación familiar Estándar 4: Aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:
- TCN realiza talleres para padres según sea necesario durante todo el año para apoyar a los padres a aprender estrategias y materiales en el hogar para apoyar el aprendizaje.

Estándar 5 de participación familiar de OUSD: poder compartido y toma de decisiones
Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales a través de:
- TCN realiza capacitaciones para padres según las necesidades cuando las necesidades aumentan.
- Involucramos a los padres/familias en el proceso de planificación de los talleres para padres/familias.
- Pedir a los padres y padres líderes que compartan necesidades/solicitudes y reunión de padres líderes.

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:
- TCN escucha y reconoce las inquietudes y opiniones de los padres como una parte importante de nuestra asociación entre el hogar y la escuela.

- El director y el subdirector tienen horas de oficina semanales de 9:00 a 9:30 am todos los martes dedicadas a escuchar las inquietudes o sugerencias de los padres.

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:
- TCN celebra una reunión del SSC regularmente todos los meses en el misma hora y mismo lugar.

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, de la siguiente manera:

- Cuando TCN realiza una reunión de padres, siempre brindamos traducción y en un lugar accesible.

La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres:

- El director tiene un horario de oficina semanal de 9:00 a. m. a 9:30 a. m. todos los martes dedicado a escuchar las inquietudes o sugerencias de los padres.

- Todos los lunes (o martes si es un fin de semana de 3 días) enviamos una Carta de Hogar-Escuela. Esta carta contiene información importante sobre las actividades de participación de los padres y la familia.

Estándar 6 de participación familiar de OUSD: colaboración y recursos comunitarios
Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- TCN ofrece talleres sobre un según sea necesario. Estos talleres se llevan a cabo en asociación con otras organizaciones comunitarias como el Centro Legal de la Raza, el Centro de Salud Nativo Americano y el Departamento de Nutrición de Alameda.

- El Centro de Recursos para la Familia trabaja con diferentes grupos de recursos de la comunidad para ofrecer talleres que van desde la cultura de asistir a la Universidad de UC Berkeley (ayuda financiera, colegio comunitario, etc.). Campeones por el cambio (nutrición y salud) para la educación de adultos de OUSD: desarrollo profesional (capacitación en computación, alfabetización, etc.) y mucho más. La traducción y el cuidado de niños para todos los talleres y reuniones son gratuitos.

Adopción
Esta política fue adoptada por Think College Now el 08/_____/2022 y estará vigente durante el período del 8 de agosto de 2022 al 25 de mayo de 2022.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2022 o antes. 2022.

Ana Vásquez
Nombre del director   Firma del director   Fecha

Adjunte el Acuerdo entre la escuela y los padres a este documento.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

THINK COLLEGE NOW

2022-2023

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of its 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.**

   - Implement district-adopted curriculum including EL Education, Full Option Science Systems (FOSS), and Engage NY Math Curriculum
   - Incorporating intense 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.), whole school data conferences between families and teachers, grade level workshops, and monthly parent-led meetings.

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards and assessments and how to monitor and improve their children's achievement.**

- 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 children's classrooms, receive information on the curriculum, and directly communicate with their children's teacher for academic progress reports.
- Every Monday (or Tuesday if it is a 3-day weekend), TCN sends out the Home-School Letter that supports a student's academic progress and success.

4) **Provide parents with reasonable access to staff.**

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school date conferences between families and teachers, and grade-level workshops.
- The principal holds weekly office hours from 9:00-9:30 a.m. every Tuesday 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 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 preparations for the next day's activities, and/or phone calls, including translation.
- Whenever TCN holds a meeting with parents, translation is provided in an accessible location.

6) **Provide parents with materials and training to help them improve their children's academic achievement.**

- Hold parent workshops as needed throughout the year on topics related to supporting students' academic growth, including learning strategies and offering recommendations on the 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 on the value of parent and family member contributions and on 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.), whole school data conferences between families and teachers, grade level workshops, and monthly parent-teacher meetings.
- The principal holds weekly office hours from 9:00-9:30 a.m. every Tuesday dedicated to hearing parent concerns or suggestions.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education 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.
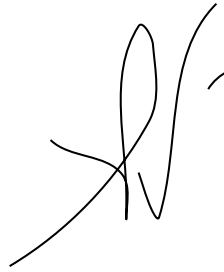- Promote positive use of my child's extracurricular time.

Teacher Responsibilities

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

- Communicate students' academic expectations and performance to both 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.

This Compact was adopted by TCN on August 12, 2022, and will be in effect for the period of August 8, 2022, to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Ana Vasquez
8/12/22

Principal's Name   **Signature of Principal**   **Date**

School Site Council Membership Roster
2022-2023

SSC - Officers

Co-Chairperson:	Janeth Rosas
Co-Chairperson:	Jody Talkington
Secretary:	Emily Bronston-Joseph

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	☑	☐	☐	☐	--	1
Emily Bronston-Joseph	☐	☑	☐	☐	1	1
Jason Boni	☐	☑	☐	☐	1	1
Heather Howitz	☐	☑	☐	☐	1	1
Karina Castillo	☐	☐	☑	☐	1	1
Jessica Lopez	☐	☐	☐	☑	1	1
Jessica Umana	☐	☐	☐	☑	1	1
Ingrid Figueroa	☐	☐	☐	☑	1	1
Janeth Rosas	☐	☐	☐	☑	1	1
Jody Talkington	☐	☐	☐	☑	2	1
	☐	☐	☐	☐		
	☐	☐	☐	☐		

SSC Meeting Schedule: (Day/Month/Time)	Last Thursday of Each Month @ 4:00 PM

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers 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