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**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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Think College Now

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Think College Now



## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Think College Now  
**CDS Code:** 1612590100792  
**Principal:** Karen Schreiner  
**Date of this revision:** 4/1/2021

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:

<b>Contact:</b> Karen Schreiner	<b>Position:</b> Principal
<b>Address:</b> 2825 International Boulevard Oakland, CA 94601	<b>Telephone:</b> 510-532-5500
	<b>Email:</b> karen.schreiner@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/1/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

# 2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Think College Now

**Site Number:** Loading...

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input checked="" type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> Early Literacy Support Block Grant (ELSBG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> 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 Education Code 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/1/21

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, media announcements, etc.)

**Signatures:**

Karen Schreier  
Principal

ALBERT HONG  
SSC Chairperson

Kathleen Arnold  
Network Superintendent

Lisa Spielman  
Director, Strategic Resource Planning

Signature

Signature

Signature

6/1/21  
Date

6/2/21  
Date

6/2/221

Date

6/9/2021

Date

## 2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

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## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$109,470.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$575,055.00

### 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)	\$100,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,640.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,670.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$238,850.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$42,150.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,675.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$109,470.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$465,585.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$575,055.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Think College Now**School ID:** 190**School Description**

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

**School Mission and Vision**

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

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

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

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

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

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

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Math: increased proficiency on Math SBAC by 9%; decreased students scoring below by 12%. Improved in DFS by +29.7 points. ELA: increased proficiency on ELA SBAC by +7%; decreased students scoring below by 5%. Improved n DFS by +15.6 points.	ELA PD Focus; Teacher coaching including ENTL focus on supporting newcomers; hired K-2 Literacy Tutors with support from Early Literacy Lead Teacher



<i>Focal Student Supports</i>	<p>AA students: URFs decreased by 71%; decreased disproportionality by 7%. Eliminated URFs during Distance Learning.</p> <p>ICE SDC students with IEPs: suspensions decreased by 55%. Eliminated 5150s. Eliminated Suspensions during Distance Learning. Full-Inclusion Model for 4th grade students.</p> <p>ELs: Increased ELs proficiency on ELA SBAC by +6%; decreased ELs scoring Below on ELA SBAC by -6%. Increased ELs proficiency on Math SBAC by 7%; decreased ELs scoring Below on Math SBAC by -19% B.</p> <p>Students with IEPs: Increased proficiency on ELA SBAC; decreased students scoring Below on ELA SBAC by 4%. Increased SPED proficiency on Math SBAC by 8%; decreased SPED students scoring Below on Math SBAC by 19%.</p>	<p>Implmented Check In/Check out; implemented Case Managers Attendance System in COST strengthened Tier 1 and Tier 2 RJ practices; expanded School Leadership Team; partnered with Seneca for staff-wide PD; partnered with The Teaching Well for Mindful Mentoring for Staff</p>
<i>Student/Family Supports</i>	<p>0 Suspensions, 0 URFs, and 0 5150s during Distance Learning, 96% attendance during Distance Learning; 100% of students/families connected with technology and wifi</p>	<p>Implmented Check In/Check out; implemented Case Managers Attendance System in COST strengthened Tier 1 and Tier 2 RJ practices; expanded School Leadership Team; partnered with Seneca for staff-wide PD; partnered with The Teaching Well for Mindful Mentoring for Staff</p> <p>Extended contracts for teachers to partner with families for workshops on best practices for helping students meet and exceed grade level standards in reading and writing were successful (teaching sight words, decoding words, and developing vocabulary). Families used their knowledge to support students at home and volunteer in classrooms to help striving readers.</p>
<i>Staff Supports</i>	<p>Team Barometer indicate that staff appreciate each others' flexibility and are desiring connectedness during Distance Learning</p>	<p>Formed SLT, moving towards collective deciscion making and shared leadership structures</p>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	<p>Math: 40% of students scored below/far below on Math SBAC</p> <p>ELA: 44% of students scored below/far below on ELA SBAC</p> <p>During Distance Learning, many students did not take or complete assessments</p>	<p>Students do not always have consistant adult support at home with tech connectivity; lack of schoolwide alignment in terms of instructional vision; lack of coherence PD/PLC cycles during Distance Learning</p>



<i>Focal Student Supports</i>	AA students: highest absence rate of all subgroups: 9.8% as compared to 4.3% overall/average ICE SDC students with IEPs: 5th graders reverted back to substantially separate/non-inclusion model during distance learning Newcomers: high rates of incomplete assessment ELs: 44% of students reading below grade level	Need for more PD in trauma-informed practice including with a lens on Inclusion and improving relationships in particular with our AA families; need continued support from Seneca/PEC Dept regarding best practices with Inclusion; SLT needs to create an aligned schoolwide instructional vision in particular for ELA and ELD
<i>Student/Family Supports</i>	AA students: URFs remain disproportional by race (11% of students are AA; yet 32% of URFs are for AA students) ICE SDC students with IEPs: make up 100% of suspensions in 19-20 (5)	Need for more PD in trauma-informed practice including with a lens on Inclusion and improving relationships in particular with our AA families; need continued support from Seneca/PEC Dept regarding best practices with Inclusion; SLT needs to create an aligned schoolwide instructional vision in particular for ELA and ELD  Lack of working new technology that supports students to access complex texts, specifically, we need new projectors for teachers.
<i>Staff Supports</i>	Staff feel disconnected from each other Distance Learning; collective stress-levels are very high; self-efficacy is decreased	Zoom fatigue, disconnectness during Distance Learning, lack of schoolwide alignment around instructional vision during Distance Learning

#### 1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:		By May 2024, 60% of students are proficient or above grade level as measured by state and district assessments			
Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	Mid-Year: 62% EOY: 80%	90%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	Mid-Year: 27% EOY: 40%	85%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	Mid-Year: 7% EOY: 20%	65%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-43.7 (Spring 2019)	-29.0	-14.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	29.3%	29.3	40.0%
IAB ELA Above Standard	All Students	n/a	12.2%	iReady Standards Mastery: MOY: 11% EOY Goal: 30%	40%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-30.0
IAB Math Above Standard	All Students	n/a	17.6%	iReady Standards Mastery: MOY: 14% EOY Goal: 30%	40.0%
CAST (Science) at or above Standard	All Students	n/a	6.8% (Spring 2019)	n/a	20.0%

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

<b>School Goal for May 2024:</b>	By May 2024, 60% of students are proficient or above grade level as measured by state and district assessments
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-139.7 (Spring 2019)	n/a	-100.0
SBAC ELA	English Learners	+20 points DF3	Spring 2019 SBAC: -85.6	-70.0	-55.0
IAB ELA Above Standard	Students with Disabilities	+20 points DF3	n/a	iReady Standards Mastery: MOY: 0% EOY: 10%	20.0%

IAB ELA	English Learners	+20 points DF3	n/a:	iReady Standards Mastery: MOY: 1% EOY: 10%	20.0%
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**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-131.4 (Spring 2019)	n/a	-100.0
SBAC Math	English Learners	+20 points DF3	Spring 2019 SBAC: -71.1	-55.0	-40.0
IAB Math Above Standard	Students with Disabilities	+20 points DF3	n/a	iReady Standards Mastery: MOY: 4.5% EOY: 14.5%	24.5%
IAB Math	English Learners	+20 points DF3	n/a	iReady Standards Mastery: MOY: 4% EOY: 14%	24.0%

**Instructional Focus Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	12.5%	16.0%	26.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	n/a

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

<b>School Goal for May 2024:</b>	Decrease URFs by 10% per year, eliminating racial and gender disproportionality over time, eliminating the disproportionality of referrals for Black students and boys, by 2024.
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**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	75.0%	n/a	80.0%
Suspensions	All Students	-2pp	1.8%	n/a	0.50%
Suspensions	African-American Students	-2pp	10.0%	n/a	8.0%

Suspensions	Students with Disabilities	-2pp	12.5%	n/a	10.0%
Chronic Absence	All Students	-2pp	15.8%	n/a	38.0%
Chronic Absence	African-American Students	-2pp	16.1%	n/a	44.0%
UCP Complaints	All Students	n/a	n/a	0	0

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

**School Goal for May 2024:** Increase Staff Satisfaction as measured by a +.2pp increase on the TCN Team Barometer

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	5.5	5.7%
Teacher Retention	All Teachers	n/a	77.2% (Fall 2020)	70.0%	80.0%

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

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

<b>School:</b> Think College Now		<b>SPSA Year Reviewed:</b> 2020-21	<b>SPSA Link:</b> <a href="#">20-21 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2020-21 SCHOOL PLAN (SPSA)</b>			
<b>21-22 Conditions for Student Learning Priority:</b>		<b>Multi-Tiered Systems of Support for Behavior and SEL</b>	
<b>Theory of Change:</b>	<p>If our MTSS-B teams determine enter &amp; 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.</p> <p>If we continue to teach Social Emotional Learning via the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches, Check-In Check-Out, and small group skill building), students in Tier 2 will have fewer behavioral challenges. If we continue to provide professional development on social emotional learning, adults will have time and space to reflect and plan for SEL-aligned instruction.</p>		
<b>Related School Goal:</b>	All students build relationships to feel connected and engaged in learning.		
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
During Distance Learning, we pivoted the function of our COST team to targeted Zoom attendance and student engagement. We expanded our COST team to include several more ASP Staff as well as our Seneca UE Coach who serve as Case Managers for student attendance. We are leveraging all COST teammates to implement a modified version of Check In/Check Out for targeted students based on attendance/engagement data and teacher COST referrals. We also continued our school-wide aligned implementation of Morning Meeting SEL practices			
<b>What evidence do you see that your practices are effective?</b>			
Our Zoom attendance is 96% which is above the district average of 92%.			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
In 21-22, when we return to some form of in-person instruction, we will restructure our instructional minutes to scale up Tier 1 SEL and trauma-informed practices in order to respond to the collective trauma students have experienced during the pandemic. In addition to Morning Meeting, we will implement mindfulness practices and teach explicit strategies for self-soothing, among other trauma-informed practices.			
<b>20-21 Standards-Based Instruction Priority:</b>		<b>Mathematics: Standards-Based Instruction</b>	
<b>Theory of Change:</b>	If teachers implement the EngageNY math curriculum with fidelity which targets each aspect of rigor called for by the CCSS shifts (fluency, conceptual development, and application), engage in professional learning (PD) that is coherently aligned to COIs within PLCs, and receive bi-weekly coaching and feedback focused on instructional and class culture practices, then we will increase students' Math SBAC proficiency by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disproportionality over time.		
<b>Related School Goal:</b>	By May 2024, 60% of students are proficient or above grade level as measured by state and district assessments		
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			

During Distance Learning, we continue to implement the EngageNY Math curriculum. Though we have had to modify our pacing guides due to the pandemic, teachers are prioritizing the standards that target the Major Work of the Grade

**What evidence do you see that your practices are effective?**

Student growth on TCN math benchmark; students progressing through Zearn levels; slight growth on iReady Math Standards Master in 3rd-5th

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

Given the shortened amount of instructional minutes during distance learning, teachers have modified EngageNY pacing guides to focus on the Major Work of the Grade, resulting in some units and supporting standards being deprioritized

**20-21 Language & Literacy Priority: Literacy**

**Theory of Change:**

If teachers facilitate the Close Reading of Complex Texts 3 days/week, and if K-2 teachers teach systematic phonics 4 days/week, then we will increase proficiency on the ELA SBAC by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disproportionality over time.

**Related School Goal:**

All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

K-3 is implementing systematic phonics via SIPPS daily in small groups. Close reading is happening intermittently via science and social studies texts in 3-5, however the text complexity is greatly lacking.

**What evidence do you see that your practices are effective?**

growth on iReady Diagnostic, student progress on iReady MyPath, student progress on RI in 3rd-5th

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

Given the shortened amount of instructional minutes during distance learning, teachers have modified their ELA units to focus on content-forward units in science and social studies.

**20-21 Conditions for Adult Professional Learning Priority:**

**Professional Development**

**Theory of Change:**

By engaging in professional development cycles on school culture including trauma-informed practice, de-escalation, logical consequences, and restorative justice, we will increase teachers capacity to build strong relationships and defuse escalations thereby decreasing Level 3 and Level 4 behaviors that require URF documentation by 10% per year, eliminating racial and gender disproportionality over time.

**Related School Goal:**

All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We greatly pivoted this goal during distance learning, as behavioral concerns are much less of a concern compared to student attendance and engagement. We reallocated roles (e.g. of after-school program educators) to expand our COST team to include multiple attendance case managers. These case managers serve as the point person for families with Tier 3 attendance needs.	
<b>What evidence do you see that your practices are effective?</b>	
Overall attendance of 95-97% daily average, decrease in chronic absence for students receiving attendance interventions	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
In terms of Professional Development, we pivoted this year to address the growing requests to build towards an actively antiracist school culture. We have partnered with the RJ department and are using Courageous Conversations as a starting point to lean into difficult conversations about race.	
<b>20-21 Conditions for English Language Learners Priority:</b>	English Language Development
<b>Theory of Change:</b>	If K-5 teachers utilize systematic and integrated ELD into the teaching of science and social students content via GLAD strategies, then our percentage of students who reclassify as English Proficient will increase by 7% per year.
<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
This focus has continued this year.	
<b>What evidence do you see that your practices are effective?</b>	
Designated ELD around thematic science and social studies content taught to Newcomers in small groups; observations of student discourse using tier 2 and tier 3 vocabulary; progress on iReady MyPath	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
none	
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>	
n/a	



# 2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

**School:** Think College Now

**School ID:** 190

## 3: SCHOOL STRATEGIES & ACTIONS

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

**School Priority ("Big Rock"):**

**Multi-Tiered Systems of Support for Behavior and SEL**

**School Theory of Change:**

If our MTSS-B teams determine enter & exit criteria for interventions and have a consistent plan for progress monitoring student data, our MTSS-B system will more effectively address student needs and allocate our school site resources appropriately.

If we continue to teach Social Emotional Learning via the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches, Check-In Check-Out, and small group skill building), students in Tier 2 will have fewer behavioral challenges. If we continue to provide professional development on social emotional learning and trauma-informed practices, adults will have time and space to reflect and plan for SEL-aligned, trauma-informed instruction.

**Related Goal(s):**

All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Explicit teaching of SEL curriculum (Caring School Community) during Morning Meeting & Afternoon Circle	-Culture Team Learning Walks -Morning meeting added to master schedule -Teachers encouraged to include weekly class meeting -Leverage RSCM & Recess Coach to support disproportionality reduction	-Decreased disproportionality via URF & Suspension and attendance data -Master schedule with morning meetings and class meetings		Tier 1
1-2	To support our African-American, Latinx students, low-income students, foster youth, and unhoused students, teachers will utilize Culturally Responsive Teaching & the Brain practices and leverage relationship-building strategies with students and families.	-TCN Culture PD at August Retreat (all staff) -4 week Culture PD & PLC cycle focused on Tier 1, relationship-building, Culturally Responsive Teaching & The Brain, and trauma-informed practice -Implement an Inclusion Model for SPED students in our Intensive Counseling Enriched SDC class -Partner with RJCSM & COST team to ensure students have appropriate supports -PD on Tier 2 behavior supports for identified students	-Culture Team learning walks with feedback loop to teams and teachers -improvement in focal students behavior and engagement found during PLC cycle -decreased URF & Suspension data -increased attendance for target students		Tier 1
1-3	Use Caring Schools Community lessons to welcome new students into the class, including Newcomers. Communicate with COST team about students who are struggling to transition.	-Leverage RJCSM, counselor, and counseling interns to support students experiencing transitions (e.g. Kinders struggling to adjust; newcomers) -Implement Newcomer Intake Protocol with key stakeholders to gather key family information, connect families to resources, supporting newcomers through adjusting to school, and hold a Newcomer Intake SST	-Increased attendance for Newcomers and new students		Tier 1

1-4	<p>Trauma informed practices based on UCSF Hearts Core Guiding Principals</p> <ul style="list-style-type: none"> <li>--Understand trauma and stress</li> <li>-Cultural Humility</li> <li>-Resilience and SEL</li> <li>-Safety and Predictability</li> <li>-Compassion and Dependability</li> <li>-Empowerment and Collaboration</li> </ul> <p>-Calm down corner provided for all students</p> <p>-Routines and rituals consistently practiced</p>	<p>-Increase all staff education related to bias and anti-racism work, including the Special Education team.</p> <p>-Professional development on trauma and de-escalation</p> <p>-Support staff self-care and support with the stress of teaching students impacted by trauma via partnership with The Teaching Well</p>	<p>PD scope and sequence includes understanding of trauma and trauma-informed interventions</p> <p>Building strong school-family partnerships through home visits</p> <p>Calm down corners present in all classrooms and available to all students as a preventative or supportive intervention</p>		Tier 1
1-5	<p>Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports</p> <p>- Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs</p>	<p>-SRSS training and follow up sessions are added to PD calendar</p> <p>-COST Team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively</p> <p>-COST Team updates data in OUSDForce to reflect student interventions</p>	<p><a href="#">SRSS spreadsheet data</a></p> <p><a href="#">Progress monitoring tools for Tier 2 and 3 interventions</a></p> <p><a href="#">OUSDForce</a></p>		Tier 2
	<p>Individualized plans for students with symptoms related to trauma based on the core guiding principals</p> <ul style="list-style-type: none"> <li>--Understand trauma and stress</li> <li>-Cultural Humility</li> <li>-Resilience and SEL</li> <li>-Safety and Predictability</li> <li>-Compassion and Dependability</li> <li>-Empowerment and Collaboration</li> </ul> <p>-Somatosensory breaks scheduled for students with regulation challenges</p> <p>-Progress monitoring for students receiving tier 3 mental health services</p>	<p>Somatosensory stations available to all students in class and in communal spaces (hallway, office, playground)</p>	<p>-COST Team tracks progress-monitoring</p> <p>-decreased URF &amp; Suspension Data</p>		Tier 3
	<p>Teachers engage in peer classroom observations every other month and provide positive feedback to one another.</p> <p>Possible Look Fors:</p> <ul style="list-style-type: none"> <li>- Opportunities to Respond</li> <li>- 5:1 positive reinforcement</li> <li>- Engagement strategies</li> </ul>	<p>Provide time in PLCs or PD for teachers to review feedback and create action steps for supporting each other's progress</p>	<p><a href="#">Peer observation data forms</a></p>		Tier 1
	<p>-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</p> <p>-Teachers will submit a COST referral for students when they become aware of any issue that might affect students' attendance and/or engagement.</p>	<p>-Attendance Team will monitor absence categories and implement Tier 2 intervention when student enters "at-Risk Category."</p> <p>-Attendance Team will implement Tier 3 intervention when student enters Chronic category</p> <p>-Attendance Team will have identify students in need of SART based on progress monitoring previous interventions and/or when student becomes truant.</p> <p>-Attendance Team will process SARF referrals in a timely manner and monitor progress, intervening when progress is not made.</p>	<p>-Decrease in chronic absence for target students</p>		Tier 3

<b>District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION</b>					
<b>School Priority ("Big Rock"):</b>	<b>Mathematics: Standards-Based Instruction</b>				
<b>School Theory of Change:</b>	If teachers implement the EngageNY math curriculum with fidelity which targets each aspect of rigor called for by the CCSS shifts (fluency, conceptual development, and application), engage in professional learning (PD) that is coherently aligned to COIs within PLCs, and receive bi-weekly coaching and feedback focused on instructional and class culture practices, then we will increase students' Math SBAC proficiency by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disproportionality over time.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will implement EngageNY with fidelity to address all 3 CCSS shifts daily: fluency, conceptual understanding, application. All teachers are trained in GLAD and will use ELD supports (e.g. total physical response, pictorial input charts, cognitive content dictionaries, etc.) to support ELs and students with IEPs.	-PD on school-wide instructional routines including Fluency (e.g. Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give examples of how to teach all components/shifts in our instructional minutes -PD on focused on internalization (module & topic level) -facilitate Peer Observations as part of PLCs, during 3rd prep, or via Friday coverage from STIP -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1/tri) shift away from assessment and towards data analysis, action planning, and module internalization	-Instructional learning walks with ILT with feedback loop to teams and teachers -internalization practices present and used by teams during collaborative planning		Tier 1
2-2	Teachers will use a normed internalization/planning process for each component of EngageNY, in particular Concept Development. Teachers explicitly plan differentiated supports in order support ELs, newcomers, students with IEPs, and GATE students.	-PD on school-wide instructional routines including Fluency (e.g. Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give examples of how to teach all components/shifts in our instructional minutes -PD focused on internalization (module & topic level) -release days throughout year (1/tri) shift away from assessment and towards data analysis, action planning, and module internalization	-Instructional learning walks with ILT with feedback loop to teams and teachers -internalization practices present and used by teams during collaborative planning		Tier 1

2-3	Teachers will use a blended learning model with Zearn to support smaller, flexible student groupings that includes: -using the coherence map to target students' ZPD in coherence w/ current module/topic -flexible student grouping for the concept development portion via a station model or a back-to-back model -data talks (1:1, small group, whole class) focused on Zearn data -goal setting with Zearn data with regular incentives tied to completion/other identified targets	-peer observations 1/month	-Instructional learning walks with ILT with feedback loop to teams and teachers		Tier 2
2-4	Teachers partner with parent leaders on monthly workshops in a "Train the Trainer" model wherein we leverage "Parents As Partners" so that parents can train other parents on key skills in order to support their children at home and children in classrooms	-leverage SSC and Parent Reps to create scope & sequence of parent workshops. -pay teachers extended contract hours to train parent reps on a monthly basis, focused on a different key skill/month so that parents can disseminate knowledge and training among other parents	-weekly Parent Rep meetings -monthly SSC meetings -feedback from parents and families via google form survey after trainings	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC During Distance Learning, many students did not take or complete assessments	Tier 1

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Literacy				
<b>School Theory of Change:</b>	If teachers facilitate the Close Reading of Complex Texts 3 days/week, and if K-2 teachers teach systematic phonics 4 days/week, then we will increase proficiency on the ELA SBAC by 10% per year, & decrease "below" by 10% per year, significantly decreasing SPED & EL disproportionality over time.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers give normed and agreed upon assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	-Intervention groups determined by a triangulated, data-driven approach to academic RTI following each major assesment cycle (3-6x per year)	-use of triangulated RTI grid by academic RTI team -RTI Coordinator facilitates SSTs -interventions received are tracked over time to determine appropriate supports for students who are in intervention over time	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC During Distance Learning, many students did not take or complete assessments	Tier 1

3-2	Teachers engage students in close reading of complex texts	-PD and PLC cycle on Close Reading via text dependent question road maps, differentiated between K/1-2 and 2-3/5	-Instructional learning walks with ILT with feedback loop to teams and teachers -reading PDs are facilitated in coherence and alignment with PLC COIs -internalization practices present and used by teams during collaborative planning	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC	Tier 1
3-3	K-2 implements systematic, aligned phonics program via SIPPS. Teachers explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and GATE students	-peer observations -release days throughout year (1/tri) to shift away from assessment and towards data analysis, action planning, and module internalization -create exemplar schedule options that meet the designated number of phonics instruction	-Instructional learning walks with ILT with feedback loop to teams and teachers	Math: 40% of students scored below/far below on Math SBAC ELA: 44% of students scored below/far below on ELA SBAC	Tier 1
3-4	Teachers refer students identified as having needs to the ASP Extended Learning Program	Monitor ASP Extended Learning Program & Roster to ensure students in need of supports are enrolled	ASP Attendance		Tier 2

#### **District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Professional Development for New ELA Curriculum Adoption (EL Education)
<b>School Theory of Change:</b>	By engaging in professional development focused on unpacking a new high-quality, standards-aligned ELA Curriculum (EL Education), teachers will leverage collaboration, module internalization, peer observation, and data analysis in order to support students in making continuous growth towards meeting or exceeding standards in ELA.
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment.	All teachers have a curriculum map that maps the standards for the year, the assessments for the year, and the module lessons to be taught from the tier 1 adopted curriculum.		
4-2	Teachers will collaborate with each other and observe each other's practice to push their own professional growth.	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	GLP Collaboration Agenda; peer observation notes		

#### **CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	English Language Development	
<b>School Theory of Change:</b>	If K-5 teachers utilize systematic and integrated ELD into the teaching of science and social students content via GLAD strategies, then our percentage of students who reclassify as English Proficient will increase by 7% per year.	

<b>Related Goal(s):</b>		English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		<i>Newcomer students, English Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers integrate ELD into ELA via GLAD strategies and implement designated ELD consistently.	-create exemplar schedule options that meet the designated number of instructional 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	-Instructional learning walks with ILT with feedback loop to teams and teachers		Tier 1
5-2	Teachers partner with families of EL students to communicate progress, goal-set, and prepare for ELPAC in February	-support teachers in hosting targeting family workshops at each grade level -support RJCSM in targeting families for attendance at workshops -leverage Interventionists and RJCSM to gather resources for families to support ELPAC preparation at home -dedicate a winter staff meeting to begin ELPAC preparation; leverage a long-time TCN teacher to lead this work and share best practices	-Family Workshop Agendas	Math: 40% of students sc ELA: 44% of students scd	
5-3	Teachers analyze language data of Newcomer students in order to form leveled language groups for in-class teacher-delivered tier 2 intervention (including sharing of students across classes based on data)	PD facilitated by Newcomer TSA on best practices for supporting Newcomers and ELs	-PD agendas -lesson & unit plans -Instructional learning walks with ILT with feedback loop to teams and teachers		
5-4	Teachers will partner with parents via workshops to train families in best practices in reading and math instruction in order to best support their students & support in teachers' classrooms	-Leverage SSC and Parent Rep to plan "Parents As Partners" workshop series -Use Title I Parent money to compensate teachers for extended contract hours	-Workshop agendas -Parent rep meetings -Parents present in classrooms in the morning for "tutoring" with students	Math: 40% of students sc ELA: 44% of students scd	
5-5	Teachers collaborate with Newcomer TSA to implement data-driven push-in Tier 2 ELD and language level group pull-out intervention	-Newcomer TSA pushes in to collaboration time & PLCs	-PLC Agendas -Newcomer TSA schedule of tiered support groups		

**PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
After School Programming	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Explicit teaching of SEL curriculum (Caring School Community) during Morning Meeting & Afternoon Circle	190-1
Substitutes	\$4,992	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	190-2
Supplies	\$9,648	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	190-3
Postage	\$3,000	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund postage to send communications between school and families regarding students.	190-4
Teacher Stipends	\$5,000	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	-PD on school-wide instructional routines including Fluency (e.g. Happy Counting) and Application (e.g. Read/Draw/Write; Number Talks) -creation of exemplar schedules that give examples of how to teach all components/shifts in our instructional minutes -PD on focused on internalization (module & topic level) -facilitate Peer Observations as part of PLCs, during 3rd prep, or via Friday coverage from STIP -guided visit to spotlight schools to observe highly effective implementation -release days throughout year (1/tri) shift away from assessment and towards data analysis, action planning, and module internalization	190-5
Substitutes	\$13,000	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.	190-6



**PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Noon Supervisor	\$3,932	LCFF Concentration	2905	Other Classified Salaries	4495	Noon Supervisor	0.13	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	-Culture Team Learning Walks -Morning meeting added to master schedule -Teachers encouraged to include weekly class meeting -Leverage RCSM & Recess Coach to support disproportionality reduction	190-7
To be allocated Fall 2021	\$7,691	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	190-8
To be allocated Fall 2021	\$18,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	tbd	tbd	190-9
To be allocated Fall 2021	\$44,469	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	190-10
Teacher Prep	\$16,996	LCFF Supplemental	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.15	Goal 1: All students graduate college, career, and community ready.	-PD and PLC cycle on Close Reading via text dependent question road maps, differentiated between K/1-2 and 2-3/5	190-11
STIP	\$47,704	LCFF Supplemental	1105	Certificated Teachers' Salaries	4724	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-PD and PLC cycle on Close Reading via text dependent question road maps, differentiated between K/1-2 and 2-3/5	190-12
Teachers' Stipends	\$12,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	-peer observations -release days throughout year (1/tri) to shift away from assessment and towards data analysis, action planning, and module internalization -create exemplar schedule options that meet the designated number of phonics instruction	190-13
Administrator salary	\$117,682	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7796	Enter position number at left.	0.75	Goal 1: All students graduate college, career, and community ready.	Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment.	190-14
Library Technician	\$33,832	Measure G: Library	2205	Classified Support Salaries	7223	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Teachers engage students in close reading of complex texts	190-15
To be allocated Fall 2021	\$21,861	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	190-16
TSA	\$99,125	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers collaborate with Newcomer TSA to implement data-driven push-in Tier 2 ELD and language level group pull-out intervention	190-17

**PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Teachers' Stipends	\$1,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers partner with parent leaders on monthly workshops in a "Train the Trainer" model wherein we leverage "Parents As Partners" so that parents can train other parents on key skills in order to support their children at home and children in classrooms	190-18
Teachers' Stipends	\$2,670	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers partner with parent leaders on monthly workshops in a "Train the Trainer" model wherein we leverage "Parents As Partners" so that parents can train other parents on key skills in order to support their children at home and children in classrooms	190-19
Educational Technology	\$6,675	Title IV: Student Support & Academic Enrichment	4430	Educational Technology	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers give normed and agreed upon assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	190-20



## Title I, Part A School Parent and Family Engagement Policy



**2020-2021**

**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 how to support and understand 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 run and maintain the Salad Bar.

### **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 and Assistant 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 08/21/2020 and will be in effect for the period of August 10, 2020 through May 28, 2021.

**The school will distribute this policy to all parents on or before September 30, 2020.**

Karen Schreiner  
**Name of Principal**

**Signature of Principal**

08/21/2020  
**Date**

*Please attach the School-Parent Compact to this document.*



## School-Parent Compact



### Think College Now (TCN) Elementary School 2020 - 2021

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#### School Responsibilities:

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
  - Building out rigorous STANDARDS-BASED formative and interim assessment practices
  - Refining Differentiation and Tiered intervention for early literacy and language skills
  - Incorporating hands-on science investigations for students weekly
- 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 (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and monthly parent-leader meetings.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - Parents and Families participate in conferences to review elementary report cards.
  - Hold Back to School and Open House nights to provide opportunities for parents to visit their child's classroom, receive information on curriculum, conferences or communication with their child's teacher.



- 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.

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

- 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.
- Principal and Assistant Principal have weekly office hours from 9:00-9:30 AM 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 to observe classroom activities.**

- Parents are encouraged to 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.
- Whenever TCN holds a meeting with parents we always provide translation and childcare in an accessible location.

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

- TCN holds parent workshops several times a year to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as books, flashcards, etc. to support learning.
- Parent-teacher conferences to outline goals and action plans.

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

**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 (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and hold monthly "Cafecitos" for parent-leader meetings.

- Principal and the Community School Manager have weekly office hours via Zoom from 9:00-9:30 AM every Tuesday dedicated to hearing parent concerns or suggestions.

## **Teacher Responsibilities:**

- Communicate clear expectations for performance to both students and parents.
- Reinforce expectations and policies communicated in the Handbook.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

## **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.
- Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- Support strong attendance at school.
- Send my child to school everyday in a clean uniform/attire.
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

This Compact was adopted by the Think College Now (TCN) on 08/21/2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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, 2020.

**Karen Schreiner**

**08/21/2020**

**Signature of Principal**

**Date**

## Strategic Resource Planning (SRP)



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

# THINK COLLEGE NOW ELEMENTARY SCHOOL

## School Site Council Membership Roster

2020-2021

### SSC - Officers

Chairperson:	Albert Hong
Vice Chairperson:	Carmen Perez
Secretary:	Karen Schreiner

### 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
Karen Schreiner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emma Tadlock-Goldsmith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michaela Kline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nikita Ramanujun	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colby Cotton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Albert Hong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carmen Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teresa Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maria Islas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Cheryl Narvaez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**SSC Meeting Schedule:**  
(Day/Month/Time)

Last Thursday of each month at 4:00 PM

### SSC Legal Requirements (EC Sections 65000-65001):

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

