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 14, 2024

Subject 2024-2025 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 2024-2025 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) - 2024-2025 School Plan for Student Achievement (SPSA) for Think College Now

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School: **Think College Now**

CDS Code: 1612590100792

Principal: Ana Vasquez

Date of this revision: 4/25/20

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:** ana.vasquez@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2024

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

OAKLAND UNIFIED SCHOOL DISTRICT

Kyla Johnson-Trammell, Superintendent

Benjamin "Sam" Davis, Board President

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

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

- ☑ Additional Targeted Support & Improvement
- ☑ After School Education & Safety Program (ASES)
- ☑ Local Control Funding Formula (LCFF) Base
- ☑ LCFF Supplemental

- ☐ 21st Century Community Learning Centers
- ☑ California Community Schools Partnership Program
- ☑ Title IV Student Support & Academic Enrichment
- ☐

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.

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

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

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

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

     Date(s) plan was approved: _____ **4/25/2024** _____

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

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

Signatures:

	Signature	Date
Ana Vasquez *Principal*		4/25/24
Janeth Rosas *SSC Chairperson*	*Janeth A. Rosas*	5/3/2024
Sabrina Moore *Network Superintendent*	*Dr. Sabrina Moore*	5/2/24
Lisa Spielman *Director, Strategic Resource Planning*	*Lisa Spielman*	5/3/2024

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

Date	Stakeholder Group	Engagement Description
1/25/2024 & 1/29/24	SSC/SELLS, ILT, CLT	Introduction to the SPSA in connectoin to the budget for 2022/2023 and 2024/2025.
2/22/24	ILT	ILT work session to review each LCAP goal and strategies/activities: LCAP #1, 2, Conditions for Black Students, Conditions for EL Students
2/26/24 and 3/4/24	CLT	CLT work session to review each LCAP goal and strategies/activities: LCAP #4, Conditions for Black Students, Conditions for EL Students
3/28/2024	SSC/SELLS	Current year's Title expenditures review, reveiw LCAP goals for 22023/2024 with up to date data for each LCAP goal.
4/25/2024	SSC/SELLS	Continue with the Title expenditures review for 2023/2024, SPSA review of LCAP goals for 2024/2025, discussion and approval.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$92,825.00
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	$669,659.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	$84,600	LCFF Discretionary (General Purpose Discretionary #0000)	$12,250
Title I, Part A Parent & Family Engagement (Title I #3010)	$2,350	LCFF Supplemental (LCFF Supplemental #0002)	$160,650
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	$0	Local Control Funding Formula Equity Multiplier (#7399)	$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	$5,875	After School Education & Safety (ASES) (ASES #6010)	$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	$0	California Community Schools Partnership Program (CCSPP #6332)	$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	$46,451
		Measure H (Measure H #9339)	$0
		Measure G1 (Measure G1 #9332)	$0
SUBTOTAL OF FEDERAL FUNDING:	**$92,825**		**$576,834**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$669,659.00

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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

CDS Code: 1612590100792	**SSC Approval Date:** 4/25/2024	**Board Approval Date:** 8/14/2024

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.

Purpose of this Plan

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

 • Additional Targeted Support & Improvement   for the following groups: Students with Disabilities

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

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

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
57.1%	13.4%	68.9%	0.0%	3.9%	11.8%	96.9%	64.2%	0.4%

% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
42.5%	1.6%	4.7%	2.8%	0.4%	0.4%	93.7%	12.2%	88.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Increase students' reading and math scores to be at proficient or above grade level by 10% and decrease students performing below grade level by 10% per year on state and district assessments.
Identified School Need:	If teachers implement the Eureka Math curriuulum with integrity (which targets each aspect of rigor called for by the CCSS shifts of fluency, conceptual development, and application) and if all teachers facilitate core ELA 5 days/week, with K-2 teachers teaching systematic phonics 4 days/week, and if teachers 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' i-Ready and SBAC proficiency by 10% per year and decrease performance below grade level by 10% per year.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	18.8%	not available until fall 2024	not available until fall 2025	40.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	25.8%	not available until fall 2024	not available until fall 2025	45.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	62.5%	not available until fall 2024	not available until fall 2025	70.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-94.3	not available until fall 2024	not available until fall 2025	80.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.8%	not available until fall 2024	not available until fall 2025	65.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-102.3	not available until fall 2024	not available until fall 2025	-77.3
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	10.1%	not available until fall 2024	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.9%	not available until fall 2024	not available until fall 2025	15.0%

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

School Goal:	For EL, AA and SPED students with dsabilities, increase students reading and math scores by one proficiency level on state and district assessments. Increase reclassification by 10%.
Identified School Need:	If teachers implement the Eureka math curriculum with integrity which targets each aspect of rigor called for by the CCSS shifts (fluency, conceptual development, and application) and if teachers facilitate EL Ed Complex Texts 5 days/week, and if K-2 teachers teach systematic phonics 4 days/week, then we will increase proficiency on math and ELA i ready and SBAC by 10% per year, & decrease "below" by 10% per year. Teachers will 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' i-Ready and SBAC proficiency by 10% per year, & decrease "below" by 10% per year, significantly decreasing EL, AA and SPED dispaortinatly overtime.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-159.6	not available until fall 2024	not available until fall 2025	-129.0
SBAC ELA Distance from Standard Met	English Learners	-118.4	not available until fall 2024	not available until fall 2025	-88.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.4%	not available until fall 2024	not available until fall 2025	75.0%
SBAC Math Distance from Standard Met	Special Education Students	-181.8	not available until fall 2024	not available until fall 2025	-150.0

| SBAC Math Distance from Standard Met | English Learners | -114.6 | not available until fall 2024 | not available until fall 2025 | -85.0 |

Reclassification Measures & Targets		*Complete Part 1 of ELD Reflection*			
Measure	**Target Student Group**	**2022-23 Baseline**	**2023-24 Outcome**	**2024-25 Outcome**	**2025-26 Target**
ELL Reclassification	English Learners	11.5%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Decrease URFs and suspension by 10% per year, eliminating racial and gender disproportionality over time, eliminating the disproportionality of referrals of African American students and boys. Decrease chronic absences by 10%.				
Identified School Need:	If we continue to teach Social Emotional Learning via tier 1 stategies including the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (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 anti racist learniang practices, adults will have time and space to reflect and plan for SEL-aligned, anti racist learning.				
Measure	**Target Student Group**	**2022-23 Baseline**	**2023-24 Outcome**	**2024-25 Outcome**	**2025-26 Target**
Student Connectedness to School	All Students	71.4%	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	3.3%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	14.6%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	5.3%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	68.1%	not available until fall 2024	not available until fall 2025	28.0%

Chronic Absenteeism	African American Students	66.7%	not available until fall 2024	not available until fall 2025	27.0%

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

School Goal:	Increase staff satisfaction as measurd by a +.05 increase on the TCN Team Barometer
Identified School Need:	If teachers 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 staff satisfactaion.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	73.0%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	*Increase students' reading and math scores to be at proficient or above grade level by 10% and decrease students performing below grade level by 10% per year on state and district assessments.*	*Using the i ready diagnostic from Fall to Midyear:Reading for 2023/2024* *Increase reading mid to above by 1.4%* *Increase early on grade by 6%* *Decrease 1 grade level below by 2.8%* *Decrease 1 grade levels below or more by 8.5%* *Using the i ready diagnostic from Fall to Midyear: Math for 2023/2024* *Increase math mid to above by 0.9%* *Increase early on grade by 3.8%* *Decrease 1 grade level below by 5.3%* *Decrease 1 grade levels below or more by 2.7%* *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 and Math; TSAs coaching, TSA small reading and math interventions for tier 2, tier 3 and newcomers; two K-2 Literacy Tutors; Math Tutors, Universal Extended Day, PLCs and collaborative planning time. Pilot reading program open Literacy, Reading Partners* *-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:	For EL, AA and SPED students with dsabilities, increase students reading and math scores by one proficiency level on state and district assessments. Increase reclassification by 10%.	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 7.3% 1 grade level below decrease by 19.6% Increase AA students who are 3 grade levels below or more by 3.1% For AA students using the i ready diagnostic overall math from Fall to Midyear: Increase AA students who are at early on grade level by 1.6% 1 grade level below increase by 10.1% Increase AA students who are 3 grade levels below or more by .3% 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 1.7% Increase EL students who are early on grade level by 8.6% Decrease EL students who are 3 grade levels or more by 5.8% For EL students using the i ready diagnostic overall math from Fall to Midyear: Decrease EL students who are at or above grade level by 1.42% Increase EL students who are early on grade level by 2.7% Decrease EL students who are 3 grade levels or more by 5.8% For SPED students with disabilites using the i ready diagnostic overall reading from Fall to Midyear: Increase SPED students with disabilites who are early on grade level by 1.1% Decrease SPED students with disabilites who are 1 grade level by 3.6% Decrease SPED students with disabilites who are 2 grade levels by 15% Increase SPED students with disabilites who are 3 grade levels by 2.2% For SPED students with disabilitesusing the i ready diagnostic overall math from Fall to Midyear: Increase SPED students with disabilites who are 1 grade levels by 16.1% Decrease SPED students with disabilites who are 2 grade levels by 7.7% Increase SPED students with disabilites who are 3 grade levels by 2.2% TSA support small group for tier 2 and tier 3 students with a focus on ELA, Math and Newcomers, small group interventions in literacy and math with trained district tutors and Reading Partners.

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LCAP Goal 3:	*Decrease URFs and suspension by 10% per year, eliminating racial and gender disproportionality over time, eliminating the disproportionality of referrals of African American students and boys. Decrease chronic absences by 10%.*	*-Mid year attendance rate is 91%* *-Mid year five Supensions for injury or violence for the first semester, a drop of .71% when compared to 2022/2023* *-Mid year there are 68 URF with the majority for willfully using force and violoence or causing injury, male (79.4%) and Latino male students (38.2.%) and AA males students (4.4%)* *Implented Check In/Check out and targeted small group SEL interventions; COST team with a focus on attendance and academic, once a month PD on culture & climate to strengthen Tier 1 practices; anti racist learning, once a month culture, URFs/ suspension data, tier 2 and 3 consultancies; implement peer RJ group and increase student leadership including student council and in class leadeship opportunites. Community School Manager facilitating the parent engaement with bi monthly meetings, continue with on going in class parent volunteers and weekly newsletter communication.*
LCAP Goal 4:	*Increase staff satisfaction as measurd by a +.05 increase on the TCN Team Barometer*	*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 teachers are desiring more opportunites for vertical articulation to highlight and prepare students academically.* *Empower staff towards collective deciscion making and shared leadership structures including ILT and CLT*

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Increase students' reading and math scores to be at proficient or above grade level by 10% and decrease students performing below grade level by 10% per year on state and district assessments.	*Using the i ready diagnostic from Fall to Midyear, the majority of students are below reading proficiency:* *Fall 95.1%* *Midyear 93.7%* *Using the i ready diagnostic from Fall to Midyear, the majority of students are below math proficiency:* *Fall 97.5%* *Midyear 94.6%* *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.*

LCAP Goal 2:	For EL, AA and SPED students with dsabilities, increase students reading and math scores by one proficiency level on state and district assessments. Increase reclassification by 10%.	*Overall small gains, but also little movement from being below grade level standards.* *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 7.3%* *1 grade level below decrease by 19.6%* *Increase AA students who are 3 grade levels below or more by 3.1%* *For AA students using the i ready diagnostic overall math from Fall to Midyear:* *Increase AA students who are at early on grade level by 1.6%* *1 grade level below increase by 10.1%* *Increase AA students who are 3 grade levels below or more by .3%* *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 1.7%* *Increase EL students who are early on grade level by 8.6%* *Decrease EL students who are 3 grade levels or more by 5.8%* *For EL students using the i ready diagnostic overall math from Fall to Midyear:* *Decrease EL students who are at or above grade level by 1.42%* *Increase EL students who are early on grade level by 2.7%* *Decrease EL students who are 3 grade levels or more by 5.8%* *For SPED students using the i ready diagnostic overall reading from Fall to Midyear:* *Increase SPED students who are early on grade level by 1.1%* *Decrease SPED students who are 1 grade level by 3.6%* *Decrease SPED students who are 2 grade levels by 15%* *Increase SPED students who are 3 grade levels by 2.2%* *For SPED students using the i ready diagnostic overall math from Fall to Midyear:* *Increase SPED students who are 1 grade levels by 16.1%* *Decrease SPED students who are 2 grade levels by 7.7%* *Increase SPED students who are 3 grade levels by 2.2%* *New year brings budget contraints on outside support staff, loss of case manager, TSA from 3.00 to 1.6 FTE. Fairly new hires of TSA 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*

LCAP Goal 3:	Decrease URFs and suspension by 10% per year, eliminating racial and gender disproportionality over time, eliminating the disproportionality of referrals of African American students and boys. Decrease chronic absences by 10%.	-Mid year attendance rate is 91% -Mid year five Supensions for injury or violence for the first semester, a drop of .71% when compared to 2022/2023 -Mid year there are 68 URF with the majority for willfully using force and violoence or causing injury, male (79.4%) and Latino male students (38.2.%) and AA males students (4.4%) New year brings budget contraints on outside support staff, loss of case manager, TSA from 3.00 to 1.6 FTE. Fairly new hires of TSA 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. We will focus on targeted supports to address chronic absenteeism with our Special Education students as the past 2 years of data have shown an increase in missed schooling.
LCAP Goal 4:	Increase staff satisfaction as measurd by a +.05 increase on the TCN Team Barometer	TCN is desiring more opportunites for working towards a common vision and mission of our work. Year by year shifts in budget. Time to build systems and structures that build positive relationships. Budget to create spaces to coexist and engage as a school community. Open to continue our work on anti racist learning but would want experts at low to no cost for effective workshops and presenters.

ATSI Target Student Groups and Metrics					
Measure	**Target Student Group**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
		Baseline	**Outcome**	**Outcome**	**Target**
Chronic Absenteeism	Special Education Students	61.5%	not available until fall 2024	not available until fall 2025	35.7%

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

School: Think College Now	**SPSA Year Reviewed:** 2023-24
	SPSA Link: 2023-24 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.

TCN was able to hire three 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 with a focus on reading comprehension of informational text, supporting PLCs, establishing small group literacy interventions for tier 2 and tier 3 students. This year we also piloted two new programs one for math and another literacy program. Each pilot program came with tutors that included both in person and virtual tutors. 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. 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. At the start of the year there was a distict push for social emotional learning with new six week plan and whold district adopted platform for students to report weekly social emotional state. There was also the implementation of new embedded curriculum assessments in EL and math planning and execution took overall priroties for teachers and adoption of Ethnic Studies did not come to furision. Moreso, we pivoted into new OUSD initatives, 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 three TSAs. Teachers are more opted to do the All Block to suppot students and used 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 57.3% of the students population. Through ILT cycles of inquiry there is a whole school goal to increase increase reading comprehension of informational text across all content areas. 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 capture data using to show effectiveness of the Anti Racist Learning PDs, nevertheless this work will continue for the 2024-2025 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.

The 24/25 budget bring changes in our school support staff for SEL and academics. In 24-25 we will restructure our instructional focus to include TSAs to specialize in early literacy and math compared to working with specific grade level teachers. 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 stagies 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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Classified ET/OT	Chronic Absenteeism	Not Expended yet	No data to review	NA
10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	TSA focus was on early literacy, coaching new teachers, running tier 2 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: 25% increase in letter naming upper and lower in kinder as of the end of December 2023. There has been a gain of 22% of Kinders ready for SIPPS. I-Ready Reading diagnostic shows an steady increase for mid to above grade level, 1.4%, and early on grade 6% and a decrease on students behind on 1 grade level by 2.8% and a decrease for students who are 1 grades below or more by 8.5%.	Continue

10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	TSA focus was on early literacy, coaching new teachers, running tier 2 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: 25% increase in letter naming upper and lower in kinder as of the end of December 2023. There has been a gain of 22% of Kinders ready for SIPPS. I-Ready Reading diagnostic shows an steady increase for mid to above grade level, 1.4%, and early on grade 6% and a decrease on students behind on 1 grade level by 2.8% and a decrease for students who are 1 grades below or more by 8.5%.	Continue
Field Trips	College/Career Readiness	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
Field Trips	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

	2024-25 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 Goal: Increase students' reading and math scores to be at proficient or above grade level by 10% and decrease students performing below grade level by 10% per year on state and district assessments.

Identified Need: If teachers implement the Eureka Math curriuculum with integrity (which targets each aspect of rigor called for by the CCSS shifts of fluency, conceptual development, and application) and if all teachers facilitate core ELA 5 days/week, with K-2 teachers teaching systematic phonics 4 days/week, and if teachers 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' i-Ready and SBAC proficiency by 10% per year and decrease performance below grade level by 10% per year.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers give normed and agreed upon I-Ready assessments and embeded curricululm 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.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will implement OUSD adopted curriculum (Eureka math) with integrity 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.	All Students	Academic	Tier 1 - Universal
1-3	In PLCs teachers and TSAs analyze curriculum embedded assessments, i-ready reading and math data to explicitly plan differentiated supports with progess monitoring (e.g. small group re-teach, visual supports) in order to support ELs, newcomers, students with IEPs, and AA and possibly refer to additional academic interventions.	English Learner Students	Academic	Tier 2 - Supplemental

1-4	In PLCs teachers and TSAs analyze i-ready reading and math, SIPPS and mClass data to explicitly plan for out of class differentiated tutorial supports in order support ELs, newcomers, students with IEPs, and AA	Low Income Students	Academic	Tier 3 - Intensified

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

School Goal:	For EL, AA and SPED students with dsabilities, increase students reading and math scores by one proficiency level on state and district assessments. Increase reclassification by 10%.
Identified Need:	If teachers implement the Eureka math curriculum with integrity which targets each aspect of rigor called for by the CCSS shifts (fluency, conceptual development, and application) and if teachers facilitate EL Ed Complex Texts 5 days/week, and if K-2 teachers teach systematic phonics 4 days/week, then we will increase proficiency on math and ELA i ready and SBAC by 10% per year, & decrease "below" by 10% per year. Teachers will 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' i-Ready and SBAC proficiency by 10% per year, & decrease "below" by 10% per year, significantly decreasing EL, AA and SPED dispaportinatly overtime.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	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	African American Students	Academic	Tier 2 - Supplemental
2-2	Teachers K-2 implement systematic, sequential, explicit phonics program via SIPPS. Teachers explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, AA, newcomers and students with IEPs based on SIPPS Mastery Test data	Low Income Students	Academic	Tier 1 - Universal
2-3	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan for out of class differentiated tutorial supports in order support ELs, newcomers, students with IEPs, and AA	English Learner Students	Academic	Tier 3 - Intensified
2-4	Teachers designate an All Block EL Education segment in their schedule to support small group differentiation.	African American Students	Academic	Tier 2 - Supplemental

#		Students Served	Academic	Tier 3 - Intensified
2-5	Teachers and staff will know students IEP goals, develop instructional plans to meet the goals, monitor progress and make adjustments as eneded to support with students with disabilites and IEPs.	Special Education Students	Academic	Tier 3 - Intensified

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

School Goal:	Decrease URFs and suspension by 10% per year, eliminating racial and gender disproportionality over time, eliminating the disproportionality of referrals of African American students and boys. Decrease chronic absences by 10%.
Identified Need:	If we continue to teach Social Emotional Learning via tier 1 stategies including the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (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 anti racist learniang practices, adults will have time and space to reflect and plan for SEL-aligned, anti racist learning.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	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. In case of core values are not being followed, techers follow a clear consequence chain, including opportunity to investigate and offer restoratiave conflict resolution prior to a URF whenever possible. Actively invite families to attend weekly principal drop-in hours, and monthly parent meetings so they feel welcomed and engaged.	All Students	SEL / Mental Health	Tier 1 - Universal

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-2	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching (building relationships, cultural connectedness, build on cultural assets) and leverage relationship-building strategies with students and families through home visits and report conferences.	Low Income Students	Behavioral	Tier 2 - Supplemental
3-3	"Teachers engage in peer classroom observations (every other month) and provide positive feedback to one another. Possible Tier 1 Look Fors: - Student voice, small group student talk - 5:1 positive reinforcement - Engagement strategies -Student leadership -Whole class incentives -Peace Corners/Calming Corners -Stretch/Brain Break	Low Income Students	Behavioral	Tier 1 - Universal
3-4	"-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. "	Special Education Students	Behavioral	Tier 3 - Intensified

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.				
School Goal:	Increase staff satisfaction as measurd by a +.05 increase on the TCN Team Barometer			
Identified Need:	If teachers 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 staff satisfactaion.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	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 and anti racist practices	All Students	Behavioral	Tier 1 - Universal
4-2	Teachers will collaborate with each other and observe each other's practice to push their own professional growth	All Students	Behavioral	Tier 1 - Universal
4-3	All staff engage in leadership opportunites	All Students	Academic	Tier 1 - Universal
4-4	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS *Instructions & resources*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Intentional time during PD for teachers to engage in PD to examine biases, interrupt and eliminate inequitable practices, and create inclusive and just conditions for all students, particularly AA students. (peer observations)	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Expand anti racist learning to include community conversations through affiinty groups to build positive relationships.	African American	Behavioral	Tier 1 - Universal
5-3	Professional Develeopment workshops that extend beyond the introductory stage and include culturally responsive teaching stategies with a foucus on leveraging cltural capital, building relastionships and make learning contextual through experiential learning.	African American	Behavioral	Tier 2 - Supplemental
5-4	To eliviate chronic absenteeism for AA students, teachers will engage with AA families by building relationships through home visits and/or making sure to hold parent/teacher conferences with 100% of AA families from their class to support social emotional needs and academic performance.	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	*Stages of ELD Implementation Self-Assessment*			
#		STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers integrate ELD into ELA via D-ELD strategies and implement designated ELD consistently. Accountability through observations and PD. Maintain a D-ELD in every class schedule and hold accountability that D-ELD is delievered 30 min. daily.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers and TSAs analyze language data of Newcomer and EL students in order to form leveled language groups for tier 2 intervention and create COI specifically for EL cohort of students.	English Learner Students	Academic	Tier 2 - Supplemental
6-3	Build on the success of ELPAC from 22/23 with preparation leading up to ELPAC on oral output and writing genres	English Learner Students	Academic	Tier 2 - Supplemental
6-4	Adopt 4 GLAD strategies to ensure a focus on academic discussion across content areas	English Learner Students	Academic	Tier 1 - Universal

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	$1,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and AA	190-1
4310 - Materials and Supplies	$10,750	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	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	190-2
4310 - Materials and Supplies	$1,500	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Teachers will implement OUSD adopted curriculum (Eureka math) with integrity 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.	190-3
4310- Uniforms	$2,849	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching and leverage relationship-building strategies with students and families through home visits and report conferences.	190-4
5846 - Licensing Agreements	$5,380	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan for out of class differentiated tutorial supports in order support ELs, newcomers, students with IEPs, and AA	190-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	$8,989	LCFF Supplemental	2905	Other Classified Salaries	4495	Noon Supervisor	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching and leverage relationship-building strategies with students and families through home visits and report conferences.	190-6
1120 - Teachers Salaries Stipends	$13,800	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers give normed and agreed upon assessments to both drive instructional practice, small groups and a triangulated approach to RTI that results in cycles of reading Intervention	190-7
TSA 10Pay	$15,871	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7221	10-Month Teacher on Special Assignment (TSA)	0.1	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and AA	190-8
Teacher STIP	$50,548	LCFF Supplemental	1105	Certificated Teachers' Salaries	8742	STIP Teacher	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	"Teachers engage in peer classroom observations (every other month) and provide positive feedback to one another. Possible Tier 1 Look Fors: - Student voice, small group student talk - 5:1 positive reinforcement - Engagement strategies -Student leadership -Whole class incentives -Peace Corners/Calming Corners -Stretch/Brain Break	190-9
Teacher Education Enhancement	$61,713	LCFF Supplemental	1105	Certificated Teachers' Salaries	9568	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan for out of class differentiated tutorial supports in order support ELs, newcomers, students with IEPs, and AA	190-10

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PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5829-Admissions	$1,042	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	190-11
5829 - Admission Fees	$4,202	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	190-12
TSA 10Pay	$79,356	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7221	10-Month Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and AA	190-13
4311- Refreshments	$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Expand anti racist learning to include community conversations through affiinty groups to build positive relationships.	190-14
1120 - Teachers Salaries Stipends	$925	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All staff engage in leadership opportunites	190-15
2422- Childcare	$925	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	All staff engage in leadership opportunites	190-16

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5829 - Admission Fees	$5,875	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will implement OUSD adopted curriculum (Eureka math) with integrity 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.	190-17
5825 - Consultants	$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 in joyful schools.	Student Connectedness to School	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching and leverage relationship-building strategies with students and families through home visits and report conferences.	190-18
5100 - Subagreements For Services	$107,483	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 in joyful schools.	Student Connectedness to School	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching and leverage relationship-building strategies with students and families through home visits and report conferences.	190-19
5825 - Consultants	$4,900	Literacy Coaches & Reading Specialists Grant	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers integrate ELD into ELA via D-ELD strategies and implement designated ELD consistently.	190-20
TSA Classroom 10Mos	$107,600	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7222	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan differentiated supports (e.g. small group re-teach, visual supports) in order support ELs, newcomers, students with IEPs, and AA	190-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will implement OUSD adopted curriculum (Eureka math) with integrity 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.	190-22
5829 - Admissions	$5,447	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment	190-23
5825 - Consultants	$11,500	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC ELA Distance from Standard Met	Teachers and TSAs analyze language data of Newcomer and EL students in order to form leveled language groups for tier 2 intervention	190-24
2428 - Clerical Salaries Hourly	$16,000	California Community Schools Partnership Program	2428	Clerical Salaries Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	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, AA, newcomers ad students with IEPs	190-25
5825 - Consultants	$72,644	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching and leverage relationship-building strategies with students and families through home visits and report conferences.	190-26

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	$119,409	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9328	12-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	To support our African-American, Latino students, low-income students, foster youth, and unhoused students, teachers will utilize practices such as Culturally Responsive Teaching and leverage relationship-building strategies with students and families through home visits and report conferences.	190-27
4310 - Materials and Supplies	$8,422	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All staff engage in leadership opportunites	190-28
Teacher Education Enhancement	$38,029	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	3161	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	In PLCs teachers and TSAs analyze i-ready reading and math data to explicitly plan for out of class differentiated tutorial supports in order support ELs, newcomers, students with IEPs, and AA	190-29
Teacher STIP	$22,976	PTA/PTO Donations	1105	Certificated Teachers' Salaries	8742	STIP Teacher	0.25	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	"Teachers engage in peer classroom observations (every other month) and provide positive feedback to one another. Possible Tier 1 Look Fors: - Student voice, small group student talk - 5:1 positive reinforcement - Engagement strategies -Student leadership -Whole class incentives -Peace Corners/Calming Corners -Stretch/Brain Break	190-30
Library Technician	$34,506	Measure G, Library Support	2205	Classified Support Salaries	7223	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers give normed and agreed upon I-Ready assessments and embedded curriculm assessments to drive instructional practice and small group intervention. Teachers reflect upon assessment data with grade level partners to identify grade-level trends and needs.	190-31

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Title I, Part A School Parent and Family Engagement Policy

2023-2024

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Think College Now

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
- Providing on-site adult education on how to encourage student and family success.

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

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

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Providing workshops on an as-needed basis. These workshops are held in partnership with other community organizations such as the Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Holding the School Site Council (SSC) meetings on a monthly basis.

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

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Convening an annual meeting to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Sending out the Home-School Letter every Monday (or Tuesday if it is a 3-day weekend). The Home-School Letter contains valuable information and events taking place in the school community.

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

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

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's academic achievement by:
- Holding parent workshops as needed throughout the year on topics related to supporting students academic growth, including learning strategies and offering recommendations on best practices to support learning at home.

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

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

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:
- Listening and acknowledging parents' concerns and opinions as an important part of our home-school partnership.

- Principal holds weekly office hours from 8:15am-8:45 am every Monday dedicated to hearing parent concerns or suggestions.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- Holding SSC monthly meetings at the same time and same place.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Providing translation and in an accessible location.

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

- Principal holds weekly office hours from 8:15am-8:45 am every Monday dedicated to hearing parent concerns or suggestions.

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

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

- Supporting the Family Resource Center, FRC, with resources to different community groups to provide workshops ranging from UC Berkeley College-going culture (financial aid, community college, etc). Champions for Change (Nutrition and Health) to OUSD Adult Education-professional development (computer Training, literacy, etc) and much more. Translation and childcare for all workshops and meetings are provided free of charge.

Adoption
This policy was adopted by the Think College Now on 08/16/2023 and will be in effect for the period of August 7, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before September 30, 2023.

Ana Vasquez
Name of Principal   Ana Vasquez

Signature of Principal *Ana Vasquez*

Date 8/16/23

Please attach the School-Parent Compact to this document.

Política de participación de padres y familias de la escuela Título I, Parte A

2023-2024

Todas las escuelas del Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de los padres y la familia del Título I, Parte A.

Piense en la universidad ahora

acuerda implementar las siguientes prácticas de participación, de acuerdo con Estándares del Distrito Escolar Unificado de Oakland para la Participación Familiar Significativa:

Estándar 1 de participación familiar de OUSD: Programa de educación para padres/cuidadores
Las familias reciben apoyo con habilidades de crianza y crianza de los 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 sitio sobre cómo alentar el éxito de los estudiantes y las familias.

- Proporcionar acceso al Centro de Recursos para la Familia (FRC).

- Enviar la Carta Hogar-Escuela todos los lunes (o martes si es un fin de semana de 3 días). La Carta Hogar-Escuela contiene información valiosa sobre cómo apoyar y comprender el desarrollo académico de un niño.

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:

- Impartición de talleres en función de las necesidades. 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 de la escuela se involucran 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 padres y familias de la escuela mediante:

- Convocar una reunión anual a la que todos los padres serán invitados y alentados 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.
- Llevar a cabo las reuniones del Consejo del Sitio Escolar (SSC) mensualmente.

- Llevar a cabo el Subcomité de Aprendices del Idioma Inglés del sitio mensualmente.

La escuela se comunica con las familias sobre los programas Título I, Parte A de la escuela mediante:

- Llevar a cabo reuniones periódicas 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 y 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 al:

- Convocar una reunión anual a la que todos los padres serán invitados y alentados 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.

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 por:

- Enviar la Carta Hogar-Escuela todos los lunes (o martes si es un fin de semana de 3 días). La Carta Hogar-Escuela contiene información valiosa y eventos que tienen lugar en la comunidad escolar.

Estándar 3 de Participación Familiar de OUSD: Programa de Padres Voluntarios
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 voluntarias en las aulas y otras actividades escolares al:

- Proporcionar información sobre cómo los padres pueden convertirse en *registrado* voluntarios de OUSD.

- Ayudar a los maestros en el salón de clases con proyectos o apoyar a los estudiantes en general con las tareas. Antes del horario escolar, los padres también pueden entrar y leerles a los estudiantes. Después del horario escolar, los padres pueden apoyar a los maestros con la preparación del salón de clases, la preparación general para las actividades del día siguiente y/o las llamadas telefónicas, incluida la traducción.

- Asistir en el Centro de Recursos Familiares, FRC, con varias tareas como archivo, traducción, llamadas telefónicas, hacer copias y/u otras tareas según sea necesario.

- Apoyar en la cafetería con supervisión, guiar a los estudiantes con la limpieza, recordar y mantener las expectativas de la cafetería y los valores de toda la escuela.

Estándar 4 de participación familiar de OUSD: 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 académico de sus hijos al:
- Realizar talleres para padres según sea necesario durante todo el año sobre temas relacionados con el apoyo al crecimiento académico de los estudiantes, incluidas las estrategias de aprendizaje y la oferta de recomendaciones sobre las mejores prácticas para apoyar el aprendizaje en el hogar.

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.

La escuela estableció oportunidades para la colaboración de los padres y el personal para enfatizar la asociación con los padres. La asociación se establece mediante:

- Involucrar a los padres/familias en el proceso de planificación de los talleres para padres/familias
- Crear oportunidades de liderazgo para los padres en la comunidad escolar
- Solicitar constantemente las necesidades y solicitudes de los padres.

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:

- Escuchar y reconocer las preocupaciones y opiniones de los padres es una parte importante de nuestra asociación entre el hogar y la escuela.

- El director tiene un horario de oficina semanal de 8:15 am a 8:45 am todos los lunes dedicado 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 al:
- Realizar reuniones mensuales del SSC a la misma hora y en el 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, al:
- Proporcionar 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 por:
- El director tiene un horario de oficina semanal de 8:15 am a 8:45 am todos los lunes dedicado a escuchar las inquietudes o sugerencias de los padres.

- Enviar la Carta Hogar-Escuela todos los lunes (o martes si es un fin de semana de 3 días). La Carta Hogar-Escuela contiene información importante sobreactividades 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 al:
- Impartición de talleres en función de las necesidades. 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.

- Apoyar al Centro de Recursos Familiares, FRC, con recursos para diferentes grupos comunitarios para brindar 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 el Piense en la universidad ahora en16/08/2023y estará vigente por el período del 7 de agosto de 2021 al 23 de mayo de 2023.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2023 o antes.

Ana Vasquez

Nombre del Director Ana Vasquez

Firma del Director *Ana Vasquez*

Fecha 16/8/23

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

School-Parent Compact

2023-2024

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

This School-Parent Compact is in effect for the 2023-2024 school year.

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   ○ Implementing district adopted curriculum including: EL Education, Science System (FOSS) and Engage2 Math Curriculum
   ○ Incorporating strong instruction around complex text including access to complex text for English language learners
   ○ Building out rigorous STANDARDS-BASED formative and interim assessments
   ○ Refining differentiation and tiered intervention for early literacy and language skills

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

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

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

4) **Provide parents reasonable access to staff.**
    - Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school data conferences between families and teachers and parent workshops.
    - Principal holds weekly office hours from 8:15am-8:45am every Monday dedicated to hearing parent concerns or suggestions.

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
    - Registered parent volunteers support teachers in the classroom with projects or general student support with assignments. Before school hours, parents can also come in and read to students. After school hours, parents can support teachers with classroom set-up, overall preparation for next day activities and/or phone calls, including translation.
    - Whenever TCN holds a meeting with parents, translation is provided in an accessible location.

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

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
    - Engage parents/families in the planning process for parent/family workshops
    - Creating parent leadership opportunities in the school community

- Consistently solicit parents needs and requests

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
    - Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school data conferences between families and teachers and parent workshops.
    - Principal holds weekly office hours from 8:15am-8:45am every Monday dedicated to hearing parent concerns or suggestions.

Parent Responsibilities
As a parent, I will support my child's learning in the following ways:
- Promote positive use of my child's extracurricular time.
- Participate in the decisions related to the academic success of my child.
- Monitor the completion of homework assignments.
- Make school attendance a priority.
- Abide by the uniform policy.
- Support and contribute to the betterment of the school community including volunteering when possible. *All volunteers will need to be OUSD registered parent volunteers.*
- Actively participate in the school community and work in collaboration with other families and school staff to create the best learning environment for my child.

Teacher Responsibilities

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

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

- Participate in the decisions related to the academic success of my child.
- Monitor the completion of homework assignments.
- Make school attendance a priority.
- Abide by the uniform policy.
- Support and contribute to the betterment of the school community.
- Actively participate in the school community and work in collaboration with other families and school staff to create the best learning environment for my child.

This Compact was adopted by Think College Now on August 16, 2023, and will be in effect for the period of August 7, 2023 to May 23, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2023.

Principal's Name Ana Vasquez   Signature of Principal *Ana Vasquez*   Date 8/16/23

Pacto entre la escuela y los padres

2023-2024

Este Pacto entre la escuela y los padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán un asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2023-2024.

Responsabilidades de la escuela
La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

1) **Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del Estado de California.**
   - Implementar el currículo adoptado por el distrito que incluye: educación EL, sistema de ciencias (FOSS) y currículo de matemáticas Engage2
   - Incorporar instrucción sólida en torno a textos complejos, incluido el acceso a textos complejos para estudiantes del idioma inglés.
   - Desarrollar evaluaciones formativas e intermedias rigurosas BASADAS EN ESTÁNDARES
   - Refinar la diferenciación y la intervención escalonada para la alfabetización temprana y las habilidades lingüísticas

2) **Celebre conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.**

   Reuniones regulares entre padres y maestros (SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres para padres y reuniones mensuales de padres y líderes.

3) **Brindar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**
   - Las familias participan en conferencias para revisar la boleta de calificaciones del trimestre y establecer un plan para el éxito académico.
   - Realice las noches de Regreso a la escuela y Casa abierta para brindar oportunidades a los padres de visitar el salón de clases de sus hijos, recibir información sobre el plan de estudios y comunicarse directamente con el maestro de sus hijos para obtener informes de progreso académico.
   - Todos los lunes (o martes si es un fin de semana de 3 días) TCN envía tLa carta de la escuela en casa. La carta Hogar-Escuela contiene información valiosa sobre los próximos eventos que respaldan el progreso académico y el éxito de un estudiante.

4) **Proporcionar a los padres un acceso razonable al personal.**
   - Reuniones periódicas entre padres y maestros (SST, conferencias de padres y maestros, etc.), conferencias de datos de toda la escuela entre familias y maestros y talleres para padres.
   - El director tiene un horario de oficina semanal de 8:15 a. m. a 8:45 a. m. todos los lunes dedicados a escuchar las inquietudes o sugerencias de los padres.

5) **Brindar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades del salón de clases.**
   - Los padres voluntarios registrados apoyan a los maestros en el salón de clases con proyectos o brindan apoyo general a los estudiantes con las tareas. Antes del horario escolar, los padres también pueden entrar y leerles a los estudiantes. Después del horario escolar, los padres pueden apoyar a los maestros con la preparación del salón de clases, la preparación general para las actividades del día siguiente y/o las llamadas telefónicas, incluida la traducción.
   - Cada vez que TCN celebra una reunión con los padres, se proporciona traducción en un lugar accesible.

6) **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
   - Realice talleres para padres según sea necesario durante todo el año sobre temas relacionados con el apoyo al crecimiento académico de los estudiantes, incluidas las estrategias de aprendizaje y la oferta de recomendaciones sobre las mejores prácticas para apoyar el aprendizaje en el hogar.
   - Los maestros envían a casa materiales instructivos para que los padres los usen, como libros, tarjetas didácticas, etc., para apoyar el aprendizaje de los estudiantes.

○ Las conferencias de padres y maestros ofrecen informes de progreso académico, estableciendo metas académicas y planes académicos personalizados para estudiantes individuales.

7) **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y miembros de la familia como socios iguales.**
   ○ Involucrar a los padres/familias en el proceso de planificación de los talleres para padres/familias
   ○ Crear oportunidades de liderazgo para los padres en la comunidad escolar
   ○ Solicitar constantemente las necesidades y solicitudes de los padres.

8) **Asegurar una comunicación bidireccional regular y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
   ○ Reuniones periódicas entre padres y maestros (SST, conferencias de padres y maestros, etc.), conferencias de datos de toda la escuela entre familias y maestros y talleres para padres.
   ○ El director tiene un horario de oficina semanal de 8:15 a. m. a 8:45 a. m. todos los lunes dedicados a escuchar las inquietudes o sugerencias de los padres.

Responsabilidades de los padres
Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:
● Promover el uso positivo del tiempo extracurricular de mi hijo.
● Participar en las decisiones relacionadas con el éxito académico de mi hijo.
● Supervisar la realización de las tareas asignadas.
● Hacer de la asistencia a la escuela una prioridad.
● Cumplir con la política de uniformes.
● Apoyar y contribuir al mejoramiento de la comunidad escolar, incluido el voluntariado cuando sea posible.*Todos los voluntarios deberán ser padres voluntarios registrados en OUSD.*
● Participar activamente en la comunidad escolar y trabajar en colaboración con otras familias y el personal de la escuela para crear el mejor entorno de aprendizaje para mi hijo.

Responsabilidades del maestro

● Esforzarse por abordar las necesidades individuales del estudiante.
● Proporcionar un entorno de aprendizaje seguro, positivo y saludable.

- Comunicar las expectativas académicas y el rendimiento del estudiante a los estudiantes y padres.
- Establecer y mantener los valores de toda la escuela y las expectativas de comportamiento en clase.
- Atender las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar constantemente a los padres/familias con el progreso y las necesidades de los estudiantes.

Responsabilidades del estudiante

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Participar en las decisiones relacionadas con el éxito académico de mi hijo.
- Supervisar la realización de las tareas asignadas.
- Hacer de la asistencia a la escuela una prioridad.
- Cumplir con la política de uniformes.
- Apoyar y contribuir al mejoramiento de la comunidad escolar.
- Participar activamente en la comunidad escolar y trabajar en colaboración con otras familias y el personal de la escuela para crear el mejor entorno de aprendizaje para mi hijo.

Este Pacto fue adoptado por Think College Now el 16 de agosto de 2023 y estará vigente durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A el 30 de septiembre de 2023 o antes.

Nombre de la directora Ana Vásquez   Firma de la directora *Ana Vasquez*   **Fecha 8/16/23**

School Site Council Membership Roster
2023-2024

SSC - Officers

Co-Chairperson:	Janeth Rosas
Co-Chairperson:	Mohamed Almahen
Secretary:	Jason Boni

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
Jason Boni	☐	☑	☐	☐	1	1
Cindy Hukill	☐	☑	☐	☐	1	1
Karina Castillo	☐	☐	☑	☐	1	1
Felicia Henderson	☐	☐	☐	☑	1	1
Salah Alqadri	☐	☐	☐	☑	1	1
Mohamed Almahen	☐	☐	☐	☑	1	1
Janeth Rosas	☐	☐	☐	☑	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

2 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members