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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Think College Now

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Think College Now.

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

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

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

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

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Think College Now

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

Date(s) plan was approved: 4/13/2026

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:

<u>Lacy Lefkowitz</u> <i>Principal</i>	<u>Lacy Lefkowitz</u> Signature	<u>4/16/2026</u> Date
<u>Felicia Henderson</u> <i>SSC Chairperson</i>	<u>Felicia Henderson</u> Signature	<u>4/16/2026</u> Date
<u>SELLS Representative (optional)</u>	_____ Signature	_____ Date
<u>Sabrina Moore</u> <i>Network Superintendent</i>	<u>Dr. Sabrina Moore</u> Signature	<u>04/17/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/17/26</u> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/1/2025	SSC & SELLS	Reviewed data and identified school needs, Reviewed SPSA goals and strategies
12/8/2025	Faculty	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections
12/11/2025	SELLS	Reviewed SPSA goals and strategies, Reflected on progress and challenges, Facilitated group feedback on SPSA sections
1/12/2026	SSC	Discussed proposed expenditures and priorities, Reflected on progress and challenges
1/21/2026	Other	Discussed proposed expenditures and priorities
1/21/2026		Reviewed data and identified school needs, Discussed proposed expenditures and priorities
1/26/2026	Faculty	Reviewed data and identified school needs, Discussed proposed expenditures and priorities
2/2/2026	SSC	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports
2/9/2026	Faculty	Discussed proposed expenditures and priorities
2/10/2026	SSC	Reviewed SPSA goals and strategies, Reflected on instructional practices and supports, Facilitated group feedback on SPSA sections

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

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

Early Literacy Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$143,920
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$699,361

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$141,350
Title I Parent & Family Engagement Resource 3010	\$2,570
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$143,920

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$699,361

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$25,900
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$193,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$51,573
SUBTOTAL OF STATE & LOCAL FUNDING:	\$555,441

2026-27 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:	Board Approval Date: 6/24/2026

School Mission and Vision

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

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

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

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

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

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

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

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

School Demographics, 2024-25								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.4%	13.4%	60.1%	0.0%	10.7%	14.6%	97.2%	51.8%	0.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.6%	3.6%	5.9%	2.4%	0.8%	0.4%	97.2%	13.8%	83.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	18.8%	13.6%	26.5%	32%	40%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	25.8%	52.9%	76.9%	82%	87%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	62.5%	78.1%	72.7%	78%	83%

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-94.3	-74.4	-73.4	-63.00	-53.0
SBAC ELA Participation	All Students	92.0%	97.7%	99.3%	95.0%	97.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.8%	63.6%	63.1%	68.0%	73.0%
Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-102.3	-98.3	-68.5	-58.0	-48.0
SBAC Math Participation	All Students	96.3%	96.3%	98.5%	95.0%	97.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.9%	4.5%	5.0%	15.0%	20.0%
California Science Test (CAST) Participation	All Students	91.1%	97.8%	100.0%	95.0%	97.0%

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

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-159.6	-155.1	-160.4	-100.0	-80.0
SBAC ELA Distance from Standard Met	English Learners	-118.4	-102.1	-117.3	-88.0	-75.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	82.4%	88.9%	85.0%	70.4%	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-181.8	-192.0	-160.6	-100.0	-80.0
SBAC Math Distance from Standard Met	English Learners	-114.6	-108.3	-103.2	-85.0	-75.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	11.5%	15.1%	9.0%	20.0%	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	66.7%	0.0%	10.0%	15.0%

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

School Goal: 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%
2. An annual suspension rate below 2%

Identified School Need: 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven.
2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	71.4%	73.0%	85.7%	85.0%	90.0%
Out-of-School Suspensions	All Students	3.3%	3.4%	0.7%	0.0%	1.0%
Out-of-School Suspensions	African American Students	14.6%	15.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	5.3%	2.3%	2.4%	0.0%	1.0%
Chronic Absenteeism	All Students	68.1%	34.9%	30.5%	27.5%	24.0%
Chronic Absenteeism	African American Students	66.7%	40.6%	35.3%	32.0%	29.0%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	73.0%	73.2%	74.4%	85.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p><i>Using the iReady diagnostic from Fall to Midyear: Reading for 2025/2026</i></p> <ul style="list-style-type: none"> <i>Increase reading mid to above by 4%</i> <i>Increase early on grade by 11%</i> <i>Decrease 1 grade level below by 1%</i> <i>Decrease multiple grade levels below by 15%</i> <p><i>Using the iReady diagnostic from Midyear to Midyear: Reading typical growth for 2024/2025 v 2025/2026</i></p> <ul style="list-style-type: none"> <i>Increase 3%</i> <p><i>Using the iReady diagnostic from Fall to Midyear: Math for 2024/2024</i></p> <ul style="list-style-type: none"> <i>Increase math mid to above by 1%</i> <i>Increase early on grade by 6%</i> <i>Decrease multiple grades below by 16.4%</i> <p><i>Using the iReady diagnostic from Midyear to Midyear: Math typical growth for 2023/2024 v 2024/2025</i></p> <ul style="list-style-type: none"> <i>Increase 21%</i> <p><i>The use of Title 1 funds provided us with additional prep time which has allowed teachers to have more robust PLCs, CEA data analysis, 1:1 for observation, planning and feedback.</i></p> <p><i>Other things that impact this goal include:</i></p> <ul style="list-style-type: none"> <i>Increased family engagement, especially at events such as literacy night</i> <i>PD and PLC cycles on writing, tier 1 instruction and building student agency</i> <i>Field trips support expeditions and deepening knowledge, or support students in seeing themselves as college students.</i> <i>Interventions include: Math boost, Open Literacy and SIPPS</i>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>For AA students, using the iReady diagnostic overall reading from Fall to Midyear: Increase AA students who are at grade level by 14.9% Decrease AA students who are 2+ grade levels below or more by 9.6%</p> <p>For AA students, using the iReady diagnostic overall math from Fall to Midyear: Increase AA students who are at grade level by 9.3% Decrease AA students who are 2+ grade levels below or more by 33.1%</p> <p>For EL students, using the iReady diagnostic overall reading from Fall to Midyear: Increase EL students who are at grade level by 8.8% Decrease EL students who are 3 grade levels or more by 6.4%</p> <p>For EL students, using the iReady diagnostic overall math from Fall to Midyear: Increase EL students who are at grade level by 3.1% Decrease EL students who are 2+ grade levels or more by 7.4%</p> <p>For SPED students with disabilities, using the iReady diagnostic overall reading from Fall to Midyear: Increase SPED students with disabilities who are early on grade level by 3.8%</p> <p>Small group interventions in literacy and math with trained district tutors and Reading Partners.</p> <p>Support staff who are trained in restorative practices, implemented Check In/Check out and targeted small group interventions; implemented COST team focus on attendance and academic support, strengthened Tier 1 and Tier 2 RJ practices; Culture Team PD series focus on Antiracism and tier 1 practices</p> <p>Increased family engagement especially for events such as literacy night and unity night</p> <p>To continue to support the success around this work, we have used Title 1 funds for this year to support increased spending on field trips, as an extra layer of both motivation and real world application for learning, using our expeditionizing focus, specifically to support our focal groups.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>One suspension</p> <p>Implemented Check In/Check out and targeted small group SEL interventions; COST team with a focus on behavior and academic supports, weekly attendance meeting, Culture Team meets bi-monthly and conducts Culture PD arcs on anti-racism, increase of student leadership including student council and in class leadership opportunities. Community School Manager and principal facilitating parent engagement with monthly meetings, resurrection of the family rep council, continue with on going in class parent volunteers</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Team barometer indicates that overall, staff are satisfied in many areas such as communication, clear structures, flexibility, collaboration, support and in realizing our three big rocks. For the question, "are you proud to work at TCN?" 66% of staff said always agree, and 34% said agree!</p> <p>Empower staff towards collective decision making and shared leadership structures including ILT and CLT; TSA meetings and a robust faculty council</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Using the iReady diagnostic from Fall to Midyear, most students are below reading proficiency: Fall 93% Midyear 78%</p> <p>Using the iReady diagnostic from Fall to Midyear, most students are below math proficiency: Fall 93% Midyear 86%</p> <p>Data builds on previous year's gains. While we have made major gains in every area, students are still not at baseline to start.</p> <p>Additional efforts are needed to provide enriching, standards-aligned learning experiences, such as educational field trips, that strengthen student motivation, connection to school, and consistent participation in learning.</p> <p>Teachers currently have limited time within the school schedule to engage in the level of professional learning, collaborative planning, and data analysis needed to effectively implement curriculum and address diverse student learning needs. Staff need additional structured time to internalize and unpack curriculum, analyze student data, participate in professional development, and collaborate on instructional strategies that improve student outcomes. To address this challenge, the school will allocate resources to provide additional instructional coverage through prep teacher support and extended teacher contract time, allowing teachers dedicated opportunities for planning, collaboration, data dives, and professional learning that strengthen classroom instruction.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Using the iReady diagnostic from Fall to Midyear, the majority of our AA students are below reading proficiency: Fall: 74.2% Midyear:59.3%</p> <p>Using the iReady diagnostic from Fall to Midyear, the majority of our AA students are below math proficiency: Fall: 87.1 Midyear: 77.8%</p> <p>Using the iReady diagnostic from Fall to Midyear, the majority of our EL students are below reading proficiency: Fall: 99.2% Midyear:90.4%</p> <p>Using the iReady diagnostic from Fall to Midyear, the majority of our EL students are below math proficiency: Fall: 95.1% Midyear: 93%</p> <p>Using the iReady diagnostic from Fall to Midyear, the majority of our SPED students are below reading proficiency: Fall: 97.3% Midyear: 93.4%</p> <p>Using the iReady diagnostic from Fall to Midyear, all of our SPED students are below math proficiency: Fall: 100% Midyear: 100%</p> <p>Our SPED students have lower attendance rates when compared to other students.</p> <p>We still haven't found the right strategies to support our multilingual learners and continue to get conflicting guidance.</p> <p>Students who are performing below grade level in reading and math need additional targeted academic support during the school day to strengthen foundational skills and accelerate progress toward grade-level standards.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Some of our families speak languages that are not represented in our staff. We also have been increasing our overall family engagement but still coming up against barriers around language translation, and supporting active parents to be able to volunteer.</p> <p>To this end, we intend to use our Title 1 parent funds in order to support translation efforts at major events, which we hope will boost overall attendance, as well as parent workshops. We also want to better support the staff/family connection by supporting teachers with extended contracts and staff with overtime for planning and attending family engagement events to boost overall attendance.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Areas to improve include: Ensuring all voices are heard, prioritizing release time, getting clear on one or a few goals</p> <p>Hoping to use Title 1 funds to pay for subs for release time for teachers!</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Think College Now

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Overall implementation of the title 1 funds have gone well. The bulk of it went to a 4th prep which both allowed students to have a dedicated science class (a shift from PE) and for teachers to be able to have more time to collaborate, internalize, and have 1:1s. A few things that have shifted is that we could not determine how to support our parents with fingerprinting and we were told we weren't able to use postage, so we had both of those shifted to refreshments.

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

We now have translation at all of our meetings and major events which has supported an increased level of interaction and engagement! Teachers have more time to internalize, collaborate and have other needed meetings while still giving them time to prep.

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.

Most of the changes that we make will be based on changes in other funding. Otherwise, we would like to continue the bulk of the expenditures and perhaps add in the opportunity for release time for teachers

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why?</p> <p align="center"><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Extended contract</p>	<p align="center">Student Connectedness to School</p>	<p>This provides compensation so that our staff can be at our non work time events</p>	<p>12/14 teachers were able to attend our unity night and 8/14 were able to attend literacy night. Students are able to develop relationships in different ways with our teachers!</p>	<p>Continue</p>

Extended contract	Student Connectedness to School	This provides compensation so that our staff can be at our non work time events	Many staff are able to attend, which allows students to see staff in different ways!	Continue
fingerprinting	ELL Reclassification	This provides funding to cover fingerprinting for volunteers	We could not determine how to use this to support families in need so we changed it to refreshments	discontinue
postage	i-Ready Reading at or above Mid-Grade	This provides funding to cover postage to have another way to communicate with families	We could not determine how to use this to support families in need so we changed it to refreshments	discontinue
4th prep - science	SBAC ELA Distance from Standard Met	This allows teachers to have an extra prep and allows students to get targeted science instruction	Students are able to get 4 electives a week. Teachers are able to get an extra prep which also enables us to have critical Professional Learning Community conversations(especially around our curriculum embedded assessments) and 1:1s to support conversations around next steps related to data. Our midyear growth in reading shows an increase from last year by 3%	Continue
Workshops	College/Career Readiness	This provides compensation so that our staff can support for workshops	6 staff were able to prepare and lead workshops around literacy!	Continue
Translation	ELL Reclassification	This provides us the ability to pay for translation	We now have translators at every event	Continue
software	College/Career Readiness	Funding for software	We have not yet needed this	discontinue

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Think College Now	SCHOOL ID: 190
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers give normed and agreed upon I-Ready assessments and embedded curriculum 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 ELLs 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 progress 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, 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
1-5	Teachers will expeditionize their EL lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	All students	Academic	Tier 1 - Universal

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

School Goal:
 By May of 2027
 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
 - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY

Identified Need:
 - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment
 - D-ELD in daily schedules for all ELLs
 - IEPs completed on time
 - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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 UFLI. 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, UFLI spelling tests and DIBELS.	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
2-5	Teachers and staff will know students IEP goals, develop instructional plans to meet the goals, monitor progress and make adjustments as needed to support with students with disabilities and IEPs.	Special Education Students	Academic	Tier 3 - Intensified

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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, teachers follow a clear consequence chain, including opportunity to investigate and offer restorative 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
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 engagement.	Special Education Students	Behavioral	Tier 3 - Intensified
3-5	Staff will plan and support events such as literacy night, Black history night and Unity night to support family engagement efforts emphasizing belonging and family agency	All students	Behavioral	Tier 1 - Universal
3-6	Support staff will support in and out of the classroom to ensure our tier 2 and tier 3 students are getting the support they need to thrive	All students	Behavioral	Tier 2 - Supplemental
3-7	Restorative practices will be utilized to increase student belongingness and decrease overall adult managed behaviors and conflicts	All students	Behavioral	Tier 1 - Universal
3-8	Increase family belonging and communication through systems such as family reps, translation, postage, parentsquare, itcn news boards and social media	English Language Learner Students	Behavioral	Tier 2 - Supplemental

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need:

- Specifically:
- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 examine 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 opportunities	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
4-5	Identify a leader/teacher leader on site whose role it will be to support each new teacher. This person will meet with the new(er) teacher on a regular cadence, ensure they are participating in New Teacher Support & Development trainings and Credentials and establish on-site systems of support.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	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 affinity groups to build positive relationships.	African American	Behavioral	Tier 1 - Universal
5-3	Professional Development workshops that extend beyond the introductory stage and include culturally responsive teaching strategies with a focus on leveraging cultural capital, building relationships and make learning contextual through experiential learning.	African American	Behavioral	Tier 2 - Supplemental
5-4	To alleviate 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		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers integrate ELD and ELA via D-ELL 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 delivered 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	Preparation leading up to ELPAC on oral output and writing genres	English Learner Students	Academic	Tier 2 - Supplemental
6-4	Inquiry cycles within Professional Development that specifically targets writing, as it was the area with the most opportunity for growth	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students. 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.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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.	190-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students. 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.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			To alleviate 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.	190-2
Classroom art teacher to make cross curricular connections and support expeditionizing in the classroom.	\$47,859	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.40			Teachers will expeditionize their EL lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	190-3
Art supplies for students to make cross curricular connections and support expeditionizing in the classroom	\$3,714	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Teachers will expeditionize their EL lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	190-4
The CSM will take on leadership roles around enrollment, college going culture, safety and village response team to support whole school initiatives	\$86,630	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9328	Program Mgr Community School	0.50			Restorative practices will be utilized to increase student belongingness and decrease overall adult managed behaviors and conflicts	190-5
This noon sup will support and provide the bridge from inside to outside the classroom, to ensure that students are safe and joyful.	\$13,557	California Community Schools Partnership Program	2905	Other Classified Salaries	4495	Noon Supervisor	0.30			Support staff will support in and out of the classroom to ensure our tier 2 and tier 3 students are getting the support they need to thrive	190-6

PROPOSED 2026-27 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
Consultants will be approved throughout the year with SSC to support Tier 1, Tier 2 and Tier 3 interventions, starting with Americorps	\$68,563	California Community Schools Partnership Program	5825	Consultants			0.00			Restorative practices will be utilized to increase student belongingness and decrease overall adult managed behaviors and conflicts	190-7
Consultants will be approved throughout the year with SSC to support Tier 1, Tier 2 and Tier 3 interventions, starting with Americorps	\$25,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Restorative practices will be utilized to increase student belongingness and decrease overall adult managed behaviors and conflicts	190-8
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Staff will plan and support events such as literacy night, Black history night and Unity night to support family engagement efforts emphasizing belonging and family agency	190-9
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			All staff engage in leadership opportunities	190-10
Extended contract to support our teacher driven PD and PLCs through our ILT work	\$15,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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/Calmng Corners -Stretch/Brain Break	190-11
To support field trips so students can see the work they are doing in their expeditions(EL) come alive	\$5,600	LCFF Supplemental	5826	External Work Order Services			0.00			Teachers will expeditionize their EL lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	190-12
Software to support students who may need more support. Teachers and staff will know students IEP goals, develop instructional plans to meet the goals, monitor progress and make adjustments as needed to support with students with disabilities and IEPs.	\$5,300	LCFF Supplemental	5846	Licensing Agreements			0.00			Teachers and staff will know students IEP goals, develop instructional plans to meet the goals, monitor progress and make adjustments as needed to support with students with disabilities and IEPs.	190-13

PROPOSED 2026-27 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
TSA to support teachers grow their practice, as well as hold leadership and special projects	\$103,205	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10766	TSA 11Mon 12Pay	0.60			In PLCs teachers and TSAs analyze curriculum embedded assessments, i-ready reading and math data to explicitly plan differentiated supports with progress 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.	190-14
The CSM will take on leadership roles around enrollment, college going culture, safety and village response team to support whole school initiatives	\$86,630	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9328	Program Mgr Community School	0.50			Expand anti racist learning to include community conversations through affinity groups to build positive relationships.	190-15
TSA to support teachers grow their practice, as well as hold leadership and special projects	\$107,879	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7221	TSA 10Pay	0.95			In PLCs teachers and TSAs analyze i-ready reading and math, mClass data to explicitly plan for out of class differentiated tutorial supports in order support ELs, newcomers, students with IEPs, and AA	190-16
This is a mandatory fee that supports PLCs teachers and TSAs analyze curriculum embedded assessments, i-ready reading and math data to explicitly plan differentiated supports with progress 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.	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			In PLCs teachers and TSAs analyze curriculum embedded assessments, i-ready reading and math data to explicitly plan differentiated supports with progress 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.	190-17
Supports for our students who are not yet making the progress we want to see in phonics	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			Teachers K-2 implement systematic, sequential, explicit phonics program via UFLI. 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, UFLI spelling tests and DIBELS.	190-18
Classroom science teacher to make cross curricular connections and support science content TK - 5	\$70,929	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	9568	Teacher Education Enhancement	0.50			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	190-19
Classes will visit the library to attend read alouds and get opportunities to pick out new books to support our overall reading culture	\$44,637	Measure G, Library Support	2205	Classified Support Salaries	7223	Library Technician	0.50			Preparation leading up to ELPAC on oral output and writing genres	190-20

PROPOSED 2026-27 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
Classroom art teacher to make cross curricular connections and support expeditionizing in the classroom.	\$59,823	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.50			Teachers will expeditionize their EL lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	190-21
Extended contract to support parent workshops	\$1,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Student Connectedness to School	Staff will plan and support events such as literacy night, Black history night and Unity night to support family engagement efforts emphasizing belonging and family agency	190-22
To support translation effort outside of the instructional day so that regardless of language, families can engage in family engagement events	\$1,000	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation			0.00		ELL Reclassification	Increase family belonging and communication through systems such as family reps, translation, postage, parentsquare, itcn news boards and social media	190-23
Refreshments to support bringing in our families for events and important meetings	\$570	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Staff will plan and support events such as literacy night, Black history night and Unity night to support family engagement efforts emphasizing belonging and family agency	190-24
.1 EEIP (Art) teacher will provide teachers with an additional prep period for data analysis and planning with the TSA. Dedicated teacher collaboration time and additional prep time will strengthen instructional effectiveness. All students and teachers will benefit from a well-rounded, high-quality learning environment.	\$11,965	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3161	Teacher Education Enhancement	0.10		College/Career Readiness	Teachers will expeditionize their EL lessons including an emphasis on field work, cross curricular connections, arts integration, and if possible putting within a local context to ensure that students become leaders of their own learning	190-25
.5 EEIP (PE) teacher will provide teachers with an additional prep period for data analysis and planning with the TSA. Dedicated teacher collaboration time and additional prep time will strengthen instructional effectiveness. All students and teachers will benefit from a well-rounded, high-quality learning environment.	\$70,929	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9568	Teacher Education Enhancement	0.50		i-Ready Reading at or above Mid-Grade	Teachers give normed and agreed upon I-Ready assessments and embedded curriculum 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.	190-26
Extended contract to support teachers, esp as it related to planning, collaboration, professional development, data dives and to ensure that they are compensated	\$5,000	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Reading Inventory (RI) Growth of One Year or More	All staff engage in leadership opportunities	190-27
This academic mentor will support small group instruction in the kinder and other classrooms to increase gains in instruction	\$40,359	Title I, Part A Schoolwide Program	2250	Classified Support Salaries: Substitutes			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	Teachers designate an All Block EL Education segment in their schedule to support small group differentiation.	190-28



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

Title I, Part A School Parent and Family Engagement Policy



2025-2026

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing on-site adult education on how to encourage student and family success.
- Regularly we send out a TCN newsletter which contains valuable information on supporting and understanding their child's development.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Holding SSC meetings on a monthly basis.

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

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Parentsquare
- Instagram
- TCN newsboards

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

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

- Classroom - Parents can volunteer in the classroom by assisting the teacher (helping with projects, preparing student supplies, or helping students with assignments). Before School hours, parents can also come in and read to students. After school hours can help support teachers as well.
- Family reps - families can work to organize their child's classroom community to support with communication, materials or chaperones
- Cafeteria - In the cafeteria volunteers

OUSD Family Engagement Standard 4: Learning at Home

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

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

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

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- TCN listens to and acknowledges parent concerns and opinions as an important part of our home-school partnership.
- Regular coffee with the principal to ensure families are able to share with each other and the school about their experiences

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- TCN holds SSC meetings regularly every month at the same time and same place.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- When TCN holds a parent meeting we always provide translation and in an accessible location.

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

- Regularly we send out a TCN newsletter which contains valuable information on supporting and understanding their child's development.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

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

- TCN provides workshops on an as-needed basis. These workshops are held in partnership with other community organizations such as the Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition.
- The community schools manager works with different community resource groups to provide workshops ranging from UC Berkeley College-going culture (financial aid, community college, etc). Champions for Change (Nutrition and Health) to OUSD Adult

Education-professional development (computer Training, literacy, etc) and much more. Translation and childcare for all workshops and meetings are provided free of charge.

Adoption

This policy was adopted by the Think College Now on August 28, 2025 and will be in effect for the period of August 11, 2025 through May 31, 2026.

The school will distribute this policy to all parents on or before September 30, 2025.

Lacy Lefkowitz
Name of Principal

Lacy Lefkowitz
Signature of Principal

8/28/2025
Date

The School-Parent Compact is attached to this document [HERE](#).



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

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



2025-2026

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

Estándar 1 de participación familiar de OUSD

Las familias son apoyadas con habilidades de crianza de niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y grado escolar.

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:

- Brindar educación para adultos en el lugar sobre cómo alentar el éxito de los estudiantes y las familias.
- Periódicamente enviamos un boletín de TCN que contiene información valiosa sobre cómo apoyar y comprender el desarrollo de su hijo.
- Todos los lunes (o martes si es un fin de semana de 3 días) enviamos una Carta de Hogar-Escuela que contiene información valiosa sobre cómo apoyar y comprender el desarrollo de su hijo.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:

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

Estándar 2 de participación familiar de OUSD: comunicación con los padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de los padres y la familia de la escuela al:

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

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

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado.

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes:

- Convocando una reunión anual, en un momento conveniente, a la que se invitará a todos los padres y animadores a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entiendan:

- Parentsquare
- Instagram
- TCN newsboards

Estándar 3 de participación familiar de OUSD: Programa de voluntariado de padres.

Las familias participan activamente como voluntarias y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias se ofrezcan como voluntarios en los salones de clase y otras actividades escolares de la siguiente manera:

- Salon de clases: los padres pueden ser voluntarios en el salón de clases ayudando al maestro (ayudando con proyectos, preparando útiles para los estudiantes o ayudando a

los estudiantes con las tareas). Antes del horario escolar, los padres también pueden entrar y leerles a los estudiantes. El horario extraescolar también puede ayudar a apoyar a los maestros.

- Representantes Familiares: Las familias pueden trabajar en la organización de la comunidad del aula de sus hijos para apoyar con comunicación, materiales o acompañantes.
- Cafetería: en la cafetería, los voluntarios

de OUSD Participación familiar Estándar 4: Aprendizaje en el hogar

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

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- TCN realiza talleres para padres según sea necesario durante todo el año para apoyar a los padres a aprender estrategias y materiales en el hogar para apoyar el aprendizaje.

Estándar 5 de participación familiar de OUSD: poder compartido y toma de decisiones

Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales a través de:

- TCN realiza capacitaciones para padres según las necesidades cuando las necesidades aumentan.
- Involucramos a los padres/familias en el proceso de planificación de los talleres para padres/familias.
- Pedir a los padres y padres líderes que compartan necesidades/solicitudes y reunión de padres líderes.

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- TCN escucha y reconoce las inquietudes y opiniones de los padres como una parte importante de nuestra asociación entre el hogar y la escuela.
- Tomar un café regular con el director para garantizar que las familias puedan compartir entre ellos y con la escuela sobre sus experiencias.

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- TCN celebra una reunión del SSC regularmente todos los meses en la misma hora y mismo lugar.

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

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

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

- El director tiene un horario de oficina semanal de 9:00 a. m. a 9:30 a. m. todos los martes dedicado a escuchar las inquietudes o sugerencias de los padres.
- Regularmente enviamos un boletín de TCN que contiene información valiosa sobre cómo apoyar y comprender el desarrollo de su hijo.

Estándar 6 de participación familiar de OUSD: colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

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

- TCN ofrece talleres sobre un según sea necesario. Estos talleres se llevan a cabo en asociación con otras organizaciones comunitarias como el Centro Legal de la Raza, el Centro de Salud Nativo Americano y el Departamento de Nutrición de Alameda.
- El Manager de la Comunidad Escolar trabaja con diferentes grupos de recursos de la comunidad para ofrecer talleres que van desde la cultura de asistir a la Universidad de UC Berkeley (ayuda financiera, colegio comunitario, etc.). Campeones por el cambio (nutrición y salud) para la educación de adultos de OUSD: desarrollo profesional (capacitación en computación, alfabetización, etc.) y mucho más. La traducción y el cuidado de niños para todos los talleres y reuniones son gratuitos.

Adopción

Esta política fue adoptada por Think College Now el 08/28/2025 y estará vigente durante el período del 11 de agosto de 2025 al 25 de mayo de 2026.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2024 o antes.

Lacy Lefkowitz

Name of Principal

The School-Parent Compact is attached to this document [HERE](#).

Lacy Lefkowitz

Signature of Principal

8/28/2025

Date



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact



2025-2026

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 2025-26 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Implement district-adopted curriculum including EL Education, Full Option Science Systems (FOSS), and Eureka Math squared
 - Incorporating intense instruction around complex text, including access to complex text for English language learners.
 - Building out rigorous standards-based formative and interim assessments
 - Refining differentiation and tiered intervention for early literacy and language skills
 - Incorporating weekly hands-on science investigations.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school data conferences between families and teachers, grade level workshops, and monthly parent-led meetings.

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

- Families participate in conferences to review the trimester report card and establish a plan for academic success.
- Hold Back to School and Open House nights to provide opportunities for parents to visit their children's classrooms, receive information on the curriculum, and directly communicate with their children's teacher for academic progress reports.
- Regularly send out a TCN newsletter which contains valuable information on supporting and understanding their child's development

4) Provide parents with reasonable access to staff.

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school date conferences between families and teachers, and grade-level workshops.
- Coffee with the principal on a regular basis

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class and observe classroom activities.

- Registered parent volunteers support teachers in the classroom with projects or general student support with assignments. Before school hours, parents can also come in and read to students. After school hours, parents can support teachers with classroom set-up, overall preparations for the next day's activities, and/or phone calls, including translation.
- Whenever TCN holds a meeting with parents, translation is provided in an accessible location.

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

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

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

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

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), whole school data conferences between families and teachers, grade level workshops, and monthly parent-teacher meetings.
- Coffee with the Principal on a regular basis

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Monitor the completion of homework assignments.
- Make school attendance a priority.
- Support and contribute to the betterment of the school community, including volunteering when possible. All volunteers will need to be OUSD registered parent volunteers.
- Actively participate in the school community and work in collaboration with other families and school staff to create the best learning environment for my child.
- Promote positive use of my child's extracurricular time.

Teacher Responsibilities

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

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

This Compact was adopted by TCN on August 28, 2025 and will be in effect from August 11,

2025, to May 25, 2026.

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, 2025.

Lacy Lefkowitz
Name of Principal

Lacy Lefkowitz
Signature of Principal

8/28/2025
Date

The Title I Parent & Family Engagement Policy is attached to this document [HERE](#).



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

Pacto Entre la Escuela y los Padres de Familia



2024-2025

Este Pacto entre Escuela y Padres ha sido desarrollado conjuntamente con 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 una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto entre escuela y padres está vigente para el año escolar 2024-25.

Responsabilidades Escolares

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 un plan de estudios adoptado por el distrito que incluye educación EL, sistemas de ciencias de opción completa (FOSS) y el plan de estudios de matemáticas de Eureka math squared.
 - Incorporar instrucción intensa en torno a textos complejos, incluido el acceso a textos complejos para estudiantes de inglés.
 - Elaboración de evaluaciones formativas e intermedias rigurosas basadas en estándares
 - Refinar la diferenciación y la intervención escalonada para la alfabetización temprana y las habilidades lingüísticas
 - Incorporando investigaciones científicas prácticas semanales.

- 2) Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual de cada niño.**
 - Reuniones periódicas entre padres y maestros (SST, conferencias de padres y

maestros, etc.), conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y reuniones mensuales dirigidas por padres.

3) Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares y evaluaciones de contenido académico del estado y cómo monitorear y mejorar el rendimiento de sus hijos.

- Las familias participan en conferencias para revisar el boletín de calificaciones trimestral y establecer un plan para el éxito académico.
- Celebrar noches de regreso a clases y de puertas abiertas para brindar oportunidades a los padres de visitar las aulas de sus hijos, recibir información sobre el plan de estudios y comunicarse directamente con los maestros de sus hijos para obtener informes de progreso académico.
- Enviar periódicamente un boletín de TCN que contenga información valiosa sobre cómo apoyar y comprender el desarrollo de su hijo.

4) Proporcionar a los padres un acceso razonable al personal.

- Reuniones periódicas entre padres y maestros (SST, conferencias de padres y maestros, etc.), conferencias escolares entre familias y maestros y talleres a nivel de grado.
- Café con el director periódicamente

5) Proporcionar 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 observar las actividades del aula.

- Los padres voluntarios registrados apoyan a los maestros en el aula con proyectos o 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 ayudar a los maestros con la configuración del aula, los preparativos generales para las actividades del día siguiente y/o llamadas telefónicas, incluida la traducción.
- Siempre 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.

- Realizar talleres para padres según sea necesario durante todo el año sobre temas relacionados con el apoyo al crecimiento académico de los estudiantes, incluidas estrategias de aprendizaje y ofrecer recomendaciones sobre las mejores prácticas para apoyar el aprendizaje en casa.
- Los maestros envían a casa materiales educativos para que los usen los padres, como libros, tarjetas didácticas, etc., para apoyar el aprendizaje de los estudiantes.

- Las conferencias de padres y maestros ofrecen informes de progreso académico, establecen 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 familiares y sobre cómo trabajar con los padres y familiares como socios iguales.

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

8) Garantizar una comunicación bidireccional 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, talleres de nivel de grado y reuniones mensuales de padres y maestros.
- Café con el director periódicamente

Responsabilidades de los Padres

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

- Ser voluntario en el salón de clases de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Supervisar la realización de las tareas asignadas.
- Hacer de la asistencia a la escuela una prioridad.
- 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 personal de la escuela para crear el mejor ambiente de aprendizaje para mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo.

Responsabilidades del Maestro

Acepto apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Comunicar las expectativas académicas y el desempeño de los estudiantes tanto a los estudiantes como a los padres.

- Establecer y mantener valores escolares completos y 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.

Este Pacto fue adoptado por TCN el 28 de agosto de 2025 y estará vigente desde el 11 de agosto de 2025 hasta el 25 de mayo de 2026.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A antes del 30 de septiembre de 2025.

Lacy Lefkowitz
Name of Principal

Lacy Lefkowitz
Signature of Principal

8/28/2025
Date

La Política de Participación de Padres y Familias del Título I se adjunta a este documento. [AQUÍ](#).



School Site Council Membership Roster

2025-2026

SSC - Officers

Chair:	Felicia Shelton
Vice-Chair	Vanessa Trinidad
Secretary:	Megan Hatschek

SSC - 8 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?)
Lacy Lefkowitz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Megan Hatschek	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Megan Bumpus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Vivica Rojo	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Sofala Mayfield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Alex Poole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Vanessa Trinidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Felicia Shelton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	First Monday of Each Month @ 3:00 PM
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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