

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1428  
Introduction Date: 6/27/18  
Enactment No.: 18-1152  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Think College Now Elementary School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Think College Now Elementary Academy.



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

Legislative File ID No: 18-1428  
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## **2018-2019 Single Plan for Student Achievement (SPSA) er**

**School:** Think College Now  
**CDS Code:** 1612590100792  
**Principal:** Allison Henkel  
**Date of this revision:** 5/10/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Allison Henkel	<b>Position:</b> Principal
<b>Address:</b> 2825 International Boulevard Oakland, CA 94601	<b>Telephone:</b> 510-532-5500 <b>Email:</b> <a href="mailto:allison.henkel@ousd.org">allison.henkel@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

School Site: Think College Now

Site Number: 190

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5.17.17

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

**Signatures:**

<u>ALLISON HENKEL</u> Allison Henkel, School Principal	<u>[Signature]</u> Signature	<u>5.17.18</u> Date
<u>Prilla Wilson</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5-17-18</u> Date
<u>Sara Stone</u> Sara Stone, Network Superintendent	<u>[Signature]</u> Signature	<u>5/22/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5-31-18</u> Date

## 2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/12/2018	Faculty	Conducted work session to generate teacher, leadership, and organization practices aligned to school goals.
2/20/2018	SSC	Looked at school data to decide on "the big rocks" and strategies for improvement.
2/22/2018	SSC	Conduct SSC work session to generate teacher, leadership, and organization practices aligned to school goals.
3/22/2018	SSC	Conduct SSC work session to generate teacher, leadership, and organization practices aligned to school goals.
5/17/2018	SSC	Share rationale and overview of site plan and budget.

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$54,425.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$213,898.75	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$398,842.44</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$67,669.68	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,664.28	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$69,333.96</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Think College Now

**School ID:** 190

#### School Description

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

#### School Mission and Vision

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

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

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

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

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

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

#### Family & Student Engagement

TCN will:

Provide quality resources for all parents to support their child's path toward college

Provide meaningful opportunities for families to be involved in their child's classroom, school, and greater community.

Facilitate strong communication between TCN, teachers, and families

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>- Alignment. 100% of teachers K-5 use RW &amp; WW with fidelity. Kids hear the same language and use the same routines K-5 so that time isn't wasted each year re-teaching routines as opposed to content.</p> <p>-Our 1st, 2nd, and 5th grades ended the year with over 50% of students at/above grade level as measured by F&amp;P in 16-17 1st 82%; 2nd 57%; 5th 52%</p> <p>-SBAC ELA 3rd grade 21.6% at/above, increase of 7.2% from 15-16</p>	<p>- Potential lack of alignment to standards. Teachers follow standards aligned curriculum but don't use standards to plan lessons.</p> <p>-Our Kinder, 3rd, and 4th grades ended the year below 50% at/above as measured by F&amp;P in 16-17: Kinder 26%; 3rd 49%; 4th 46%</p> <p>-SBAC Performance: Overall ELA performance decreased 7.4pts; significant decrease in 4th grade; similar performance in 5th grade</p> <p>- Alignment between assessments. In 15-16, 63% of 3rd grade students were at or above on F&amp;P, 34% of students were at or above on the SRI and 4.7% were at or above on SBAC.</p> <p>- SBAC scores declined for all sub groups and grades in ELA.</p> <p>- Student reading volume appears to be low.</p>	<p>- Emphasis on planning using curriculum but not using the standards.</p> <p>-More than half of the teachers are new &amp; new to workshop.</p> <p>- The component of workshop that leverages discrete skills isn't present in most classrooms in 3-5.</p> <p>- There has been tremendous inconsistency in grades 3-5. Between 2013-14 and 2017-18, there have been 16 different teachers. Grades 3 and Grades 5 have had different teaching partnerships each year for the past 5 years. Much of admin time is spent on supporting new partnerships and onboarding.</p> <p>- There is no accountability measure after professional learning. We haven't been able to measure the impact of PD on student learning because admin and TSA's are not in classroom with consistent frequency.</p> <p>- There has been limited test prep since 2013-14.</p> <p>- We have gone from 0% to 30% newcomers. As a result, we have less resources in LLI in grades 3-5 and towards newcomer support.</p> <p>- Students with IEPs are our lowest achievers. Our RSP program does not yield results and is disconnected from the gen ed setting.</p> <p>- Students aren't moving once they hit levels M and levels N; they need to develop higher level thinking skills.</p> <p>- Teachers have stopped using systems such as AR to motivate readers and when they do they don't make the home school connection.</p>

<p align="center"><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<p>SBAC Math 16-17 -Overall 21.1% at/above which is an increase of 5.8% -3rd Grade: 34% at/above; increase of 25.5%</p>	<p>SBAC Math 16-17 -significant decrease in 4th grade; similar performance in 5th grade  - Potential lack of alignment to standards. Teachers follow standards aligned curriculum but don't use standards to plan lessons.  -Lack of vertical alignment (multiple curricula)</p>	<p>(See above and...) - Emphasis on planning using curriculum but not using the standards. - Lack of common assessment, assessment buy-in, data analysis - There is no math intervention. -Lack of focus on DOK, CCSS, and SBAC alignment -Varying levels of cognitive demand (rigor) across classrooms -K-2 uses a lot of tools, unsure of the tools 3-5 students use -Close questioning techniques, rather than open questions, used</p>
<p align="center"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<p>-Attendance team is up and running; and consistent</p>	<p>-Absence rate 5.9% as of February 2018 (5.2% at end of 16-17) Kinder 7.5%; 1st 5.9%; 2nd 4.9%; 3rd 4.5%; 4th 6.3%; 5th 5.8% (February 2018)  -Chronic Absenteeism 16.4% as of February 2018</p>	<p>-Students travelling to school from great distances, leading to inconsistent attendance -Students with excused illnesses, who are not eligible for SART contracts, but are chronically absent -Most students on the chronic absentee list are new to TCN and have history of chronic absenteeism at previous schools</p>
<p align="center"><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p>-45.5% of students grew on CELDT  -2 teachers are trained as GLAD trainers -3 additional teachers are GLAD trained -2nd, 3rd, and 5th grades are doing GLAD units</p>	<p>-18.9% of students slid on CELDT</p>	<p>-Increase in number of newcomer students throughout the year -Most of the school's teachers are new and not familiar with ELD standards; -New teachers haven't been trained in Systematic ELD nor GLAD.</p>



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Think College Now

**School ID:** 190

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By May 2019, 30% of students will be at/above grade level according to SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC ELA	Low-Income Students	-78	-70.5	-63
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	-F&P -SRI -WTW				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If teachers regularly analyze student work (and set goals with students) and differentiate instruction through small group instruction and conferring, then students will increase academic achievement.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>Teachers assess students using F&amp;P and SRI 4 times per year.</p> <p>Teachers progress monitor 5-6 students between F&amp;P quarterly assessments.</p> <p>Before the administration, teachers frame the assessment (what and why).</p> <p>For SRI, teachers review assessment strategies before the assessment.</p> <p>After the administration, teachers give feedback to students based on assessment and set goal with students.</p>	<p>August assessment memo with clear expectations that is updated throughout the year.</p> <p>Co-assess or sit in on assessments to ensure norming throughout the year.</p> <p>Plan and coordinate assessment release days.</p> <p>Support teachers to assess all students before the deadline.</p> <p>Support teachers to analyze the data after each administration.</p> <p>Share school-wide data after each administration.</p> <p>Share celebrations when students move up levels and/or reach goals. Time during professional development to norm.</p> <p>A sub and/or STIP sub will release each teacher for a full assessment release day for each administration. The STIP sub will release each teacher for 90min between each administration</p> <p>Access to Illuminate and clear instructions on how to enter data.</p> <p>Site developed assessment calendar created before the beginning of year.</p>	<p><i>F&amp;P Reading Assessment</i></p>

1-2	<p>Teachers will identify striving students based on data and refer them to additional interventions as needed.</p>	<p>Administrators and TSAs will work with teachers to ensure that students are paired with appropriate programs. Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p> <p>Access to afterschool programming will provide extended learning and increased opportunities for student engagement and language development.</p>	
1-3	<p>Teachers use the Lucy Calkins Reading Units of Study, approved word work program (Words their Way, OCR, F&amp;P)</p>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon using the TGDS evaluation system, walk-throughs, goals conferences, etc. Principal, AP, TSAs, and TGDS alternate observers will provide coaching cycles with teachers around Readers Workshop and literacy. Time for collaboration and planning. Access to curriculum and online resources. .8FTE TSA, .45FTE TSA, 1.0FTE AP to support implementation of program and coaching for teachers.</p>	<p><i>F&amp;P Reading Assessment</i></p>

1-4	Conferring moves: Teachers build a repertoire of conferring moves to use with all students, including ELLs, students with IEPs, GATE students, and low-income students.	Participate in lab sites and reinforce expectations during observations, walk-throughs, and professional development. Access to professional learning and feedback during lab-sites, TGDS observations (admin/AO), planning institute, and PD.	<i>F&amp;P Reading Assessment</i>
1-5	Teachers participate in data/goals conferences with administration 4x/year (beginning of the year and after each trimester) to analyze data (F&P and SRI) and create action plans for target students. Depending on the semester we will target striving or thriving students. Targeted student groups will include students who have regressed academically over the summer (BOY), students far below grade level (Tri1), and academically advanced/GATE students (Tri2)	Assistant principal will create schedule and agendas and compile data for goals conferences. Notes will be captured and shared via Google Docs. Follow-up reminders regarding action items will be conducted 6 weeks after goals conferences. Additional data-analysis prep weekly to provide to analyze data weekly and time for quarterly goals conferences. Assistant principal to support data analysis and goals conference facilitation and team. Access to Illuminate.	<i>F&amp;P Reading Assessment</i>
1-6	Small group work: Teachers use small group work cycles during readers workshop to confer with students. Teachers use reading progressions, charts from previous lessons or grade levels, or other artifacts.	Participate in lab sites and reinforce expectations during observations, walk-throughs, and professional development. Time during lab sites and PD to practice teaching methods, create toolkits, etc. Weekly data-analysis release to analyze data to better plan for small groups.	<i>F&amp;P Reading Assessment</i>
1-7	100% of parents will participate in report cards where the teacher will share the current reading level, goal, and strategies to reach the goal. Parents will participate in literacy workshops through the year created and facilitated by teachers.	Admin will hire FRC coordinator. Support communication between teachers and coordinator to setup workshops. Time to plan workshops. FRC coordinator will coordinate logistics and family outreach. Minimum days for report cards. Weekly Home School Letter to communicate and promote events and report cards.	<i>F&amp;P Reading Assessment</i>
1-8	Teachers will give access to books through classroom libraries and weekly trips to the school library.	Audit classroom libraries, purchase books, and manage school library. Librarian to manage school library and help student identify and check in/out books.	<i>F&amp;P Reading Assessment</i>

1-9	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	<i>IEP goals &amp; F&amp;P Reading Assessment</i>
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<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Mathematics	By the May of 2019, 35% of students will be proficient in math as measured by the SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	Low-Income Students	-66.6	-56.6	-46.6

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	-Illuminate Benchmarks 3-5 -CEOU K-2 -EngageNY Unit assessments				
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<b>Theory of Action for Standards-Based Instruction Priority:</b>	If teachers regularly assess and define instructional practices that relate to the standards and focus on building procedural fluency through conceptual understanding then rigor will increase and all students will increase math achievement.				
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Teachers create long term plans using curriculum and Common Core State Standards with the focus on essential understanding and key learning experiences..	Share expectations during August retreat, read long term plans, and provide feedback. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Principal/ILT will ensure that all TCN instructional expectations are followed-through upon Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.	<i>SBAC Math</i>

2-2	<p>Teachers will encourage productive struggle, facilitate mathematical discourse (i.e. Number Talks), and include key learning experiences (performance tasks) through activities that attend to identified students, including struggling readers, English Learners, and GATE students.</p>	<p>Share expectations during August retreat and provide professional development.          Audit classroom schedules and long term plans to ensure Number Talks and tasks are included.          Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.          Administrators will conduct TGDS observations and coaching cycles in math.          Time during August retreat to create long term plans using approved curriculum.          Access to approved curricular programs and materials.</p>	<i>SBAC Math</i>
2-3	<p>Students are assessed through common beginning of the year assessments, benchmarks throughout the year, and the SMI.</p>	<p>August assessment memo with clear expectations that is updated throughout the year.          Support teachers to assess all students before the deadline (create release schedule for kinder to assess 1-1).          Support teachers to analyze the data after each administration.          Share school-wide data after each administration. Chromebooks are available for scheduling using the Chromebook Google Calendar for each administration of the SMI.          Target students will be allowed to test in a small group with an administrator.          Teachers will receive labels with student passwords, student data, and graphs/charts to prepare.          Access to Illuminate and clear instructions on how to enter data.          Site developed assessment calendar created before the beginning of year.</p>	<i>SBAC Math</i>

2-4	Students will use ST Math regularly for 45-90 minutes each week. Teachers will analyze ST Math data to set goals for students and identify intervention needs.	Renew ST Math licenses and arrange for training for teachers and families. Teachers have access to Chromebook carts for daily access to ST Math. Teachers have access to ST Math representative for questions and support.	<i>SBAC Math</i>
2-5	Students will engage in math instruction for 60-75min daily including Number Talks 3-5 times per week for 10-15 minutes.	Share expectations during August retreat. Audit classroom schedules to ensure Number Talks are included. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Teachers will have access to examples of successful schedules. Teachers have access to Number Talks books and DVDs.	<i>SBAC Math</i>
2-6	Small group work: Teachers use small group work cycles during math workshop to confer with students.	Arrange for peer observations and reinforce expectations during observations, walk-throughs, and professional development. Time during PD to practice teaching methods, etc. Weekly data-analysis release to analyze data to better plan for small groups.	<i>SBAC Math</i>

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Attendance	By the end of 18-19, the TCN attendance rate will be 96% for the year.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Attendance Rate	Low-Income Students	coming soon	coming soon	coming soon
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>					
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	By using the PBIS core features of evaluation, progress monitoring, acknowledgement, and consequence/response student attendance will improve.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	

3-1	<p>Set school-wide and grade level attendance goal at the beginning of the year and monitor regularly.</p> <p>Teachers, attendance clerk, and admin educate families on attendance expectations, logistics (i.e. 3 30+ tardies equals an absence), when to keep home, and impact on education (Target kinder families; or groups with highest absence rates).</p>	<p>Allocate time at team meetings, events, and assemblies; allocate space in the Home School Letter and on a bulletin board.</p> <p>Organizes and coordinates Attendance Team.</p> <p>Admin share attendance policies with teachers at beginning of year. Attendance Team at least 2X per month to implement comprehensive attendance plan.</p> <p>Time at staff meetings, assemblies, SSC meetings, etc.</p> <p>Attendance clerk pulls data for staff meetings, assemblies, SSC, etc. and prepares reports.</p>	<p><i>Attendance Data</i> <i>Chronic Absenteeism Data</i></p>
3-2	<p>Aknowledge strong attendance and growth of students, grade-level, and school through awards, certificates, and 'Panther Points'.</p>	<p>Allocate time at team meetings, events, and assemblies; allocate space in the Home School Letter and on a bulletin board.</p> <p>Organizes and coordinates Attendance Team. Attendance Team at least 2X per month to implement comprehensive attendance plan.</p> <p>Time at staff meetings, assemblies, SSC meetings, etc.</p> <p>Attendance clerk pulls data for staff meetings, assemblies, SSC, etc. and prepares reports.</p>	<p><i>Attendance Data</i> <i>Chronic Absenteeism Data</i></p>
3-3	<p>Identify students and families for SART/SARB process.</p> <p>Identify students and families on track for SART/SARB and send letters or make phone calls early.</p>	<p>Facilitate SART/SARB meetings montly. Attend and facilitate SST meetings. Report SART/SARB dat to COST. Regularly monitor chronically absent and at-risk students at Attendance Team meetings.</p>	<p><i>Attendance Data</i> <i>Chronic Absenteeism Data</i></p>
3-4	<p>Provide safe and supportive environment for all students especially newcomers, African American students, and new-to-TCN students.</p>	<p>Ensure all areas of the school are safe and that all adults use PBIS practices. Train all staff in PBIS practices and trauma-informed teaching.</p>	<p><i>Attendance Data</i> <i>Chronic Absenteeism Data</i></p>



3-5	Hold SST meetings for students Identified as foster youth.	A school staff person (e.g., counselor, teacher, social worker) whom homeless/foster youth can talk to about any problems or concerns.cclf the child has fallen behind his grade Strong Response to Intervention pyramid in place to move students into the sphere of success	<i>Attendance Data</i> <i>Chronic Absenteeism Data</i>
3-6	Hold SST meetings for students Identified as homeless youth.	A school staff person (e.g., counselor, teacher, social worker) whom homeless/foster youth can talk to about any problems or concerns.cclf the child has fallen behind his grade Strong Response to Intervention pyramid in place to move students into the sphere of success	<i>Attendance Data</i> <i>Chronic Absenteeism Data</i>
3-7	Small group work: Teachers use small group work cycles during math workshop to confer with students.	Arrange for peer observations and reinforce expectations during observations, walk-throughs, and professional development. Time during PD to practice teaching methods, etc. Weekly data-analysis release to analyze data to better plan for small groups.	<i>Attendance Data</i> <i>Chronic Absenteeism Data</i>
3-8	Hold SST meetings for students Identified as newcomers.	A school staff person (e.g., counselor, teacher, social worker) whom homeless/foster youth can talk to about any problems or concerns.cclf the child has fallen behind his grade Strong Response to Intervention pyramid in place to move students into the sphere of success	<i>Attendance Data</i> <i>Chronic Absenteeism Data</i>

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	EL Reclassification	30% of ELL students will be reclassified by the end of 2019			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	0.14	0.17	0.2
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	-SRI -S&P -Express				

<b>Theory of Action for English Language Learners Priority:</b>	If teachers use integrated ELD strategies from the framework and continue to refine our practice using in designated ELD.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-1	Students are assessed using ELPAC, Express for all students;	Ensure teachers know and understand students' CELDT levels to be able to set goals and deliver instruction to meet those goals Clear and effective CELDT plan that support testing conditions for students Supportive testing conditions for SRI (working computers, additional staff member, computer literacy, etc.)	<i>ELPAC</i>

<p>4-2</p>	<p>Provide Integrated ELD that:</p> <ul style="list-style-type: none"> <li>-has clear articulation, instruction, and assessment of content- language objectives.</li> <li>-provides students appropriate levels of language-focused scaffolds in content area instruction.</li> <li>-intentionally develops students' development of academic language and literacies specific to that discipline (language of math, science, history, etc.), sometimes referred to as Discipline-specific and Academic Language Expansion (DALE)-</li> <li>-requires ample oral and written production of language.</li> <li>-intentionally incorporates the Three High-Impact Language Practices (fortify complex output, academic discussion, use complex text) into content area instruction and Reader's and Writer's workshop.</li> <li>-Teachers group students using language level for explicit ELD.</li> </ul>	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding. Access to supplementary ELL material (Systematic ELD or Discussions4Learning) aligned to the new ELD standards.</p> <p>Collaboration time allocated for teacher planning in ELD</p> <p>Classroom culture is consistent across classrooms; this allows students to regroup and move between classrooms during designated ELD time.</p>	<p>ELPAC</p>
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4-3	<p>Teachers coordinate and plan a kinder orientation for all incoming families. Teachers share kinder expectations and allow the students to see the classrooms.</p> <p>Teachers invite families into the classroom for morning 'Family Reading' so students can read with their or other students' families. Teachers facilitate targeted family workshops throughout the year.</p>	<p>Provide time and resources for teachers to provide targeted workshops to families, etc. All kinder students/families have access to RAZkids and ST Math.</p> <p>The length of the day extends past the minimum requirements for instructional minutes.</p>	<i>CHKS</i>
4-4	<p>Communicate key messages to families early and often. Target families based on ELPAC, SRI, reclassification status.</p>	<p>Hire Family Resource Center coordinator to support meeting planning, publicity, and recruitment of targeted family meetings and events. Logistical support to plan targeted workshops and family meetings.</p>	<i>ELPAC</i>

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 190

**School:** Think College Now

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Attendance	A1.6 After School Programs	5825				190-1
\$16,525.76	General Purpose Discretionary	TSA	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0153	0.15	190-2
\$7,863.65	General Purpose Discretionary	Extended Contracts	Literacy	A3.4 Teacher Professional Development focused on Literacy	1122				190-3
\$4,034.52	General Purpose Discretionary	Noon Supervisor	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0170	0.13	190-4
\$23,001.07	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				190-5
\$3,000.00	General Purpose Discretionary	Copier	Literacy	A2.3 Standards-Aligned Learning Materials	5610				190-6
\$6,996.79	LCFF Concentration	Subs	Literacy	A2.8 Data & Assessment	1150				190-7
\$3.21	LCFF Concentration	Supplies to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4310				190-8
\$18,000.00	LCFF Concentration	Counseling Interns	Attendance	A5.1 School Culture & Climate (Safe & Supportive Schools)	5739				190-9
\$25,766.94	LCFF Supplemental	EEIP Teacher will release teachers for Professional Learning Communities with grade level partner and coach/admin to plan instruction based on CCSS for low-income and ELLs.	EL Reclassification	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0112	0.35	190-10

\$45,333.79	LCFF Supplemental	STIP will release teachers for Professional Learning Communities with grade level partner and coach/admin to plan instruction based on CCSS for low-income and ELLs.	Mathematics	A3.1 Blended Learning	1105	TEACHER STIP	TCSTIP0646	1.00	190-11
\$11,393.00	LCFF Supplemental	Extended Contracts will be for teachers to conduct workshops with families of low-income/ELL students and for professional development and planning to meet the needs of ELLs.	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1122				190-12
\$2,476.74	LCFF Supplemental	Subs	Literacy	A2.8 Data & Assessment	1150				190-13
\$128,883.45	LCFF Supplemental	Hire Literacy Coordinator	Literacy	A3.4 Teacher Professional Development focused on Literacy	1305	COORDINATOR CERTIFICATE	CCERTF0071	0.91	190-14
\$44.83	LCFF Supplemental	Supplies to support academic acceleration	Literacy	A2.3 Standards-Aligned Learning Materials	4310				190-15
\$66,103.04	Title I: Basic	TSA	Literacy	A3.2 Reading Intervention	1119	10 MONTH CLASSROOM TSA	C10TSA0153	0.60	190-16
\$1,566.64	Title I: Basic	Surplus	n/a	n/a	4399				190-17
\$1,664.28	Title I: Parent Participation	Surplus	n/a	n/a	4399				190-18

## **TCN FAMILY INVOLVEMENT POLICY 2017-2018**

**VISION:** Think College Now's students will have the tools to successfully choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams. In order to achieve our vision, we must value and encourage family involvement as one of our top priorities.

**GOAL:** To engage and create family partnerships – to build links between home and school culture –to support student achievement.

• **Volunteering** -Parents are encouraged to volunteer in a variety of ways. All volunteers that work with children must have a TB test (The fee can be paid by TCN-contact the FRC to set it up).

Volunteer opportunities include:

- o **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, parents can work at home to support teachers as well. Talk to your teacher if you want to help!
- o **FRC**- Parents are welcome to volunteer in the family resource center assisting the administrative staff with various tasks. Filing, translation, making phone calls, making copies, and distributing (especially Mondays) are all tasks that have been completed by parent volunteers in the past.

• **Parent voice**-Listening to and acknowledging parent concerns and opinions is an important part of our home-school partnership. There are various ways for parents to communicate with other parents, teachers, staff and the principal:

- o **Teachers**- Teachers want to work with you to support their students. Any classroom issue should always go directly to the teacher (not to other parents). They often can speak to parents before or after school. Parents may also make an appointment with any teacher by leaving a note in the appropriate office mailbox, or by phone or e-mail.
- o **Parent Representatives**-Each classroom needs 2 parent representatives. The parent representatives should have a monthly meeting.
- o **Principal and Assistant Principal**- The principal and assistant principal will have weekly office hours from 9:00-9:30 am every Tuesday dedicated to parent concerns or suggestions. Currently acting principals meet with parents by appointment.

• **Procedure for concerns or suggestions:**

- o **Classroom Concerns:** Please go directly to your child's classroom teacher. If you are not satisfied, visit the principal or assistant principal at their office hours or make an appt.
- o **All other suggestions (i.e., school-wide)**
  - Drop into the Family Resource Center and speak to an FRC staff member
  - Speak to your class rep or discuss your concern during the class meeting
  - Leave a note in the principal's box or in the appropriate teacher or staff member's box
  - Speak to the principal during his office hours or make an appointment

• **School Committees**-Parents are encouraged to be members, officials and participants in decisions relating to the education of their children:

- o **SSC (School Site Council)**- The SSC has the power to vote on how some of the school budget will be spent. It also votes and decides on school related issues. This committee is composed of an equal amount of teachers, parents, and staff. Both teachers and parents hold official positions. [Held the first Thursday of the month at 5:00 pm] unless otherwise noted.

- **SELL (Site English Language Learners)** parents meet first Friday of each month to advocate for

their children's acquisition of English in reading, writing and math. Parents also participate in classes which help them help their children reinforce their learning at home so they can be reclassified.

- **Parent Education-** Parents are a child's first teachers. TCN supports and provides on-site adult education. Parents are empowered to reach their own educational goals. Parent education is essential for student success and for family success.

- o **Parent workshops-** A variety of parent workshops are provided at TCN on an as-needed basis. Some of our community partners are Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition. The Family Resource Center works with different community resource groups to provide workshops ranging from UC Berkeley: college-going culture (financial aid, community college, etc), Champions for Change (Nutrition and Health) to OUSD Adult Education-professional development (computer training, literacy, etc) and much more. Translation and childcare for all workshops and meetings will be provided.

- **Family Resource Center (FRC)-** The FRC does outreach for students and their families. The family resource center is a comfortable, safe space where families can come in search of guidance for the home and various forms of school and community resources. The FRC is also the hub for parent representatives and volunteers.

- **Counseling Program-** TCN's counseling program is an integral part of our students' daily educational experience, and the program is designed to produce positive changes in student behavior and student learning. Students and families benefit from an array of direct services provided on site at Think College Now Elementary School. We provide families with individual, group and family counseling services as well as in-depth case management and referral services. Our program is integrated into the school and works as a group to provide services to enhance academic achievement and the social and emotional growth of our student.

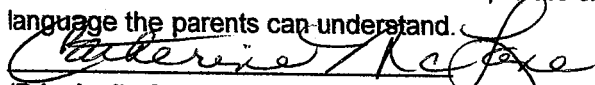
- **Family Involvement Policy and Compact-** Each parent must sign the family compact to complete enrollment. As we have told families who enter our school, we expect more from ourselves, from the staff, the parents and the students. That is the only way we can achieve our lofty goals... together. As TCN grows, so do our families; we look forward to providing any support needed to maintain our family involvement as priority in our students' education.

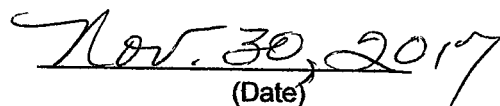
- **Back-to-School Night and Open House Accountability Celebrations-** These events are opportunities for parents to visit their child's classroom, receive information on curriculum, academic assessment and student progress, proficiency levels, and the process for having conferences or communication with their child's teacher.

- **Home-School Letter-** Every Monday (or Tuesday if it is a 3-day weekend), TCN families receive valuable information to strengthen our family-school communication. It is imperative that you read it each week and return the folder every Wednesday.

This policy was adopted by the Think College Now Elementary School Site Council on November 30, 2017 and will be in effect for the remainder of the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The Think College Now Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
(Principal's Signature)

  
(Date)



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School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

**Student Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

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Student signature

**Parent/Guardian or Family Member Pledge:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Parent/Guardian or Family member signature

## Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

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Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20<sup>17</sup>\_\_\_\_\_.



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

<b>Chairperson :</b>
<b>Vice Chairperson:</b>
<b>Secretary:</b>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
3-Classroom Teachers  
1-Other Staff

**AND**

5-Parent /Community