

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Think College Now Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Think College Now Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Think College Now Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Think College Now

0100792

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

The urgency reflected in our school's name, Think College Now (TCN), arose from an immediate need: At the time of our founding, less 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 Oakland students needed to be "thinking college," and not just as high school seniors. It had to start early. It had to start now--in kindergarten. In 2003, a team of parents, educators, and community organizations founded TCN in Oakland's Fruitvale district to close the achievement gap and give all students the chance to go to college and pursue their dreams. TCN was designed as a small school to address issues of overcrowding; in neighborhoods like ours, as many as 1,400 students were being taught in buildings designed for 500. The school grew a grade level each year until reaching capacity with 267 students, kindergarten through 5th grade. Now in our ninth year, TCN realizes its vision through effective instruction in a school culture based on five core values: reality (as in making college a reality), respect, responsibility, reflection, and ganas (dedication). With these concepts as our guide, we have significantly improved student achievement and developed a professional learning community committed to constant learning. 91% of our kids' families live at or below the poverty line, and 66% are English Learners. To realize our equity-based vision and college-focused mission, our theory of action is driven by high expectations for all students, standards-based and data-driven instruction and assessment, strong family involvement and community partnerships, an outstanding staff, and an early, community-wide emphasis on college. Our diverse group of teachers, students, and families is dedicated to improving skills through strategic reading, writing, and math instruction at school, consistent reading at home, and a college-going culture that inspires our students.

VISION

Think College Now's vision is to ensure 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 habits to make the dramatic student achievement gains required for college entrance. We believe that with high expectations, an early start with a college focus, more time, data to drive instruction and monitor our progress, family and community involvement, and an outstanding staff, Think College Now students can reach their goals. We received the California Distinguished School Award (2008), the Title I Academic Achievement Award (2008,2010), and the OUSD Academic Excellence Award for the growth and results our students have achieved (2009).

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

SCHOOL SITE COUNCIL (SSC) ? At monthly meetings, the SSC (with input from the English Language Advisory Committee) will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. ? The SSC will facilitate a State of the School Meeting for the greater community in the fall to present families and staff updates on progress towards the indicators of progress listed in the site plan and solicit input to improve progress. **ADMINISTRATIVE CHECK-INS WITH SUPPORT STAFF** ? The principal will meet with the after-school program (ASP) coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to the enrollment, program, or strategies implemented to improve progress. ? The principal will meet with the family resource center (FRC) coordinator and administrative assistant monthly to monitor progress in Family Engagement. The team will look at surveys, event attendance data, and other indicators of success and make adjustments to strategies and/or support provided in order to improve progress. **BENCHMARK DATA** ? Classroom teachers will review benchmark data in English Language Arts (ELA), Math, and/or Science 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and/or special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal/assistant principal or in a professional learning community session (grade level-wise, grade above and/or grade below). ? Benchmark data in ELA, Math, and Science will also be presented at the weekly community meeting, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. **STAFF MONITORING OF BENCHMARK DATA AND INTERNAL DATA** ? The Leadership Team (LT) and the classroom teachers will review benchmark, Developmental Reading Assessment 2, Core Phonics Survey, Scholastic Reading Inventory data in ELA, Math, and Reading at least 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark/Internal data review will take place either in a 1:1 meeting with the principal/assistant principal or in a professional learning community session. ? Benchmark data in ELA and Math will also be presented at Parent Committee meetings, displayed in the office, sent home to families, and shared in the SSC meetings following each administration. ? School-wide Caring Community Survey (Staff/Team Barometer, Parent Survey, Student Survey) will be given at least twice a year and looked at by our Leadership Team, School Site Council, Staff, and Student Council. ? Healthy Kids Survey and Caring Community survey will be cross checked by the SSC at the end of the year and help determine next steps for implementing programs that support the creation of a welcoming and caring school. **LEADERSHIP PRACTICES** ? Professional Development (PD) is conducted regularly on how to monitor student-learning, differentiation, and to develop common instructional strategies. ? We have determined that development of teacher leadership is key to school

improvement. Developing teacher leadership is key in growing the expertise and professionalism of the PLC's. ? Our Leadership Team (LT) meets to determine the key school wide instructional focus and analyzes the results and sets goals to continue our progress. Teachers post student results (on-going) for students to be able to monitor their own progress.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

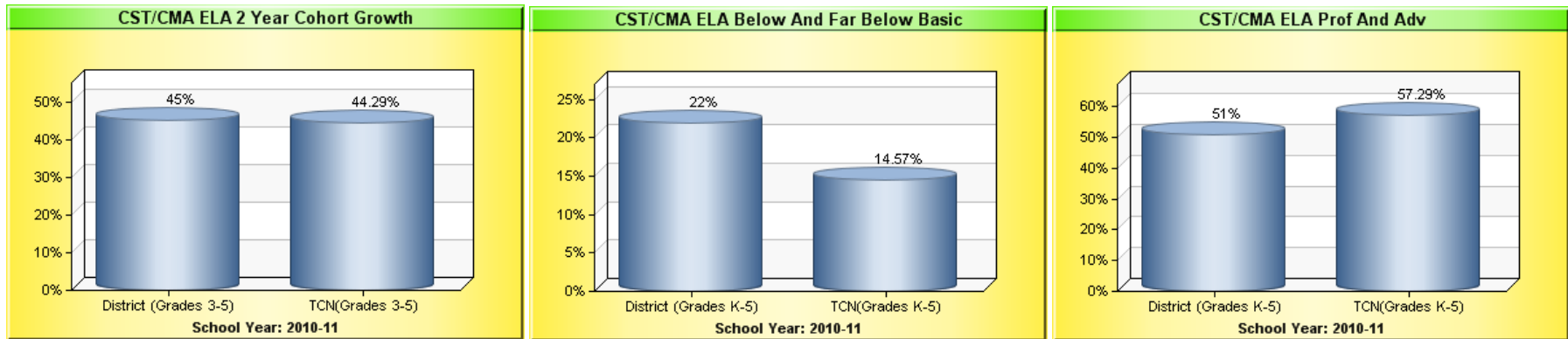
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Theory Action

- Data-driven Instruction: Multiple data sources are utilized to create instructional learning paths for students in their literacy development. A crucial piece of data in a balanced approach is a student's independent reading level.
- Classroom Instruction is Differentiated: Instruction reflects a balance between whole-group instruction with appropriate scaffolds, small-group differentiated instruction and independent practice. Small-group differentiated instruction is especial
- An understanding of the need for reading grade-level text and independent-level text: Students need to have access to grade level text (with appropriate scaffolding and background knowledge) and to grade-level tasks associated with that reading. I
- An organized classroom / school resource room with leveled books: Teachers and students need access to organized, leveled libraries to promote guided reading and independent -leveled reading.
- Effective teaching of the essential components of literacy instruction: Oral language development, concepts of print, letter name knowledge, sight word knowledge, phonological awareness, phonics, fluency, vocabulary, readi

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Additional teacher will support class size reduction and interventions for low-performing students to benefit from extra attention.	CST	FBB, BB and BAS	August-June	Olivares	4/2/2012	190SQ11A3460	Teacher	3010-Title I		K12TCH0102	1	\$59,174.85
Additional teacher will support class size reduction and interventions for low-performing students to benefit from extra attention.	CST		August - June	Olivares	4/2/2012	190SQ11A3468	Teacher	7090-EIA - SCE		K12TCH1143	0.15	\$10,791.82
Intervention prep teacher to provided addition release time for teachers to prep and conference to support increase planning for parent engagement of low performing students.	CST,	FBB, BB and BAS	August - June	Olivares	4/2/2012	190SQ11A3472	Teacher	7090-EIA - SCE		TCEEIP0112	0.5	\$31,351.06
Teacher on SA will												

provide reading interventions to support ELL student meet academic standards.	CELDT, CST	English Learners	August - June	Olivares	4/2/2012	190SQ11A3476	Teacher On Special Assignment	7091-EIA - LEP		T10TSA0169	0.55	\$50,260.30
Teacher on Special Assignment to provide reading intervention support FBB, BB and Basic students to meet academic standards	CST	FBB, BB and BAS	August - June	Olivares	4/2/2012	190SQ11A3478	Teacher On Special Assignment	3010-Title I		T10TSA0169	0.2	\$18,276.47
Additional materials and supplies to allow for differentiated instruction to support low performing students.	CST	FBB, BB and BAS	August - June	Olivares	4/2/2012	190SQ11A3479	Supplies	3010-Title I	4310-SUPPLIES		0	\$5,690.82
Students will participate in fieldtrips to enrich instruction and meet academic standards	CST, CHKS	FBB, BB and BAS	August - June	Olivares	4/2/2012	190SQ11A3480	Admission fees	3010-Title I	5829-ADMISSION FEES		0	\$6,715.65
Students will participate in fieldtrips to enrich instruction and meet academic standards	CST, CHKS	FBB, BB and BAS	August - June	Olivares	4/2/2012	190SQ11A3481	Buses	3010-Title I	5826-NON-CONTRACT SERVICES		0	\$3,558.00
Additional books other text books to allow for differentiated instruction to support low performing student	CST	FBB, BB and BAS	August - June	Olivares	4/2/2012	190SQ11A3482	Books Other Than Text	3010-Title I	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$761.97
Additional materials and Supplies to allow for differentiated instruction to support low performing students	CST		August - June	Olivares	4/2/2012	190SQ11A3483	Supplies	7090-EIA - SCE	4310-SUPPLIES		0	\$2,014.84
Supplies and materials to support instruction for ELL students to meet academic standards	CELDT, CST	English Learners	August - June	Olivares	4/2/2012	190SQ11A3484	Supplies	7091-EIA - LEP	4310-SUPPLIES		0	\$191.27
Students will participate in technology based interventions to support math skill development	CST		August - June	Olivares	4/2/2012	190SQ11A3485	Consultant Contract	7090-EIA - SCE	5825-CONSULTANTS		0	\$819.88

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

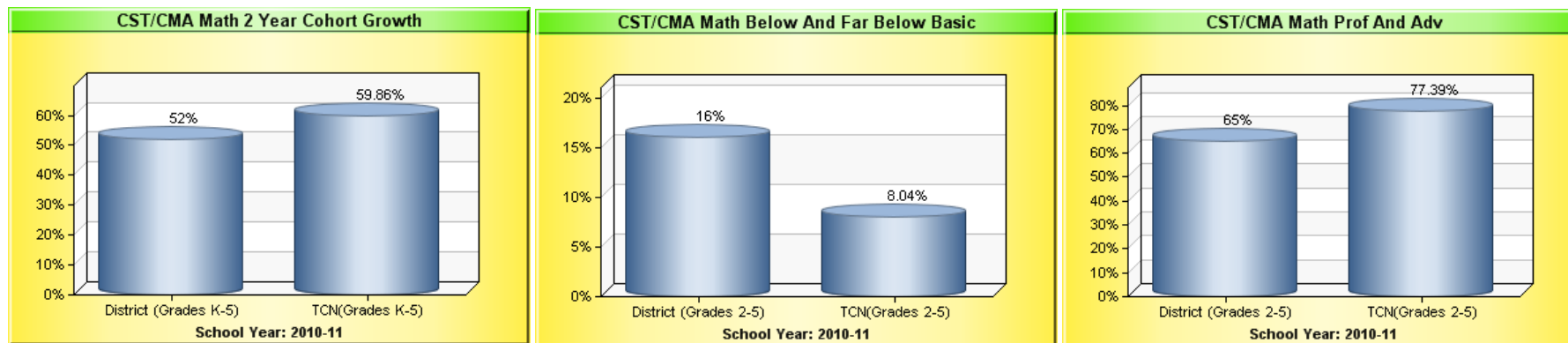
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

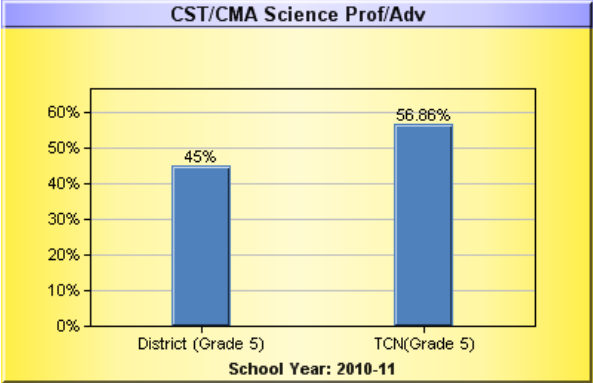
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Think College Now

Principal: JOSE OLIVARES

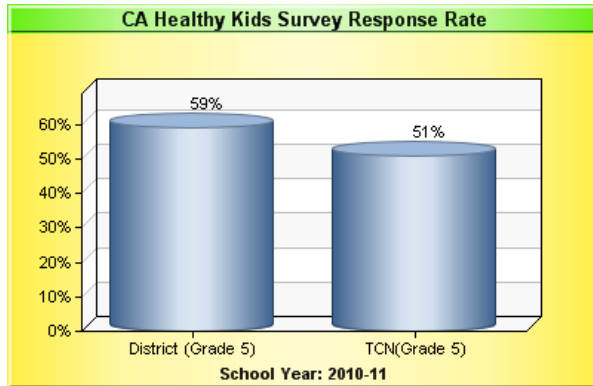
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide incoming kindergarten students with transition support.	Parent satisfaction surveys.	Pre-Kindergarten	late Spring to Early Fall	Pre-K / K teachers	5/18/2012	190SQ1C4761	Hold informational meetings and tours for families of incoming students.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

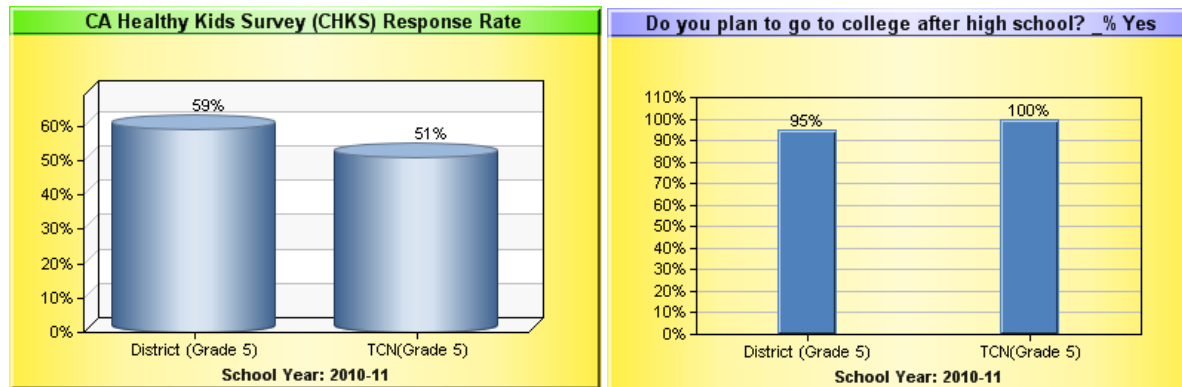
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement differentiated instruction for GATE students.	CST	GATE	August-June 2012-13	Principal and Teachers	5/18/2012	190SQI1E4760	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Think College Now

Principal: JOSE OLIVARES

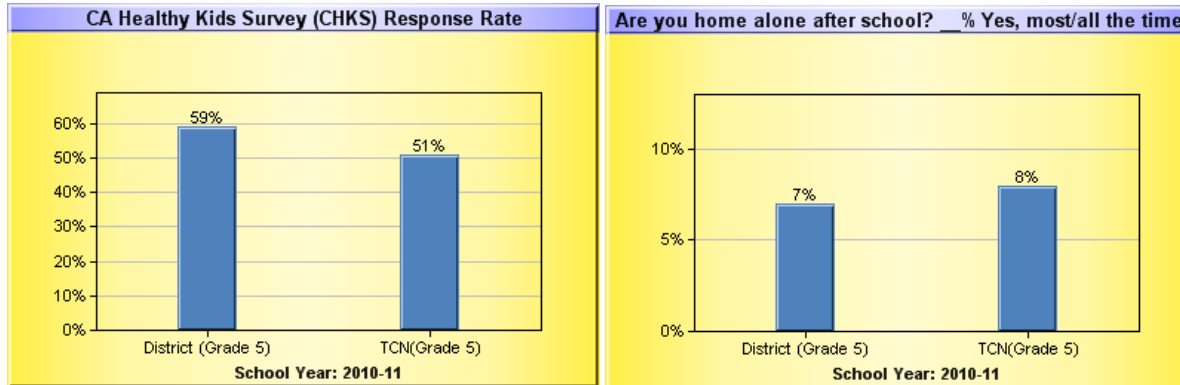
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

A quality school...

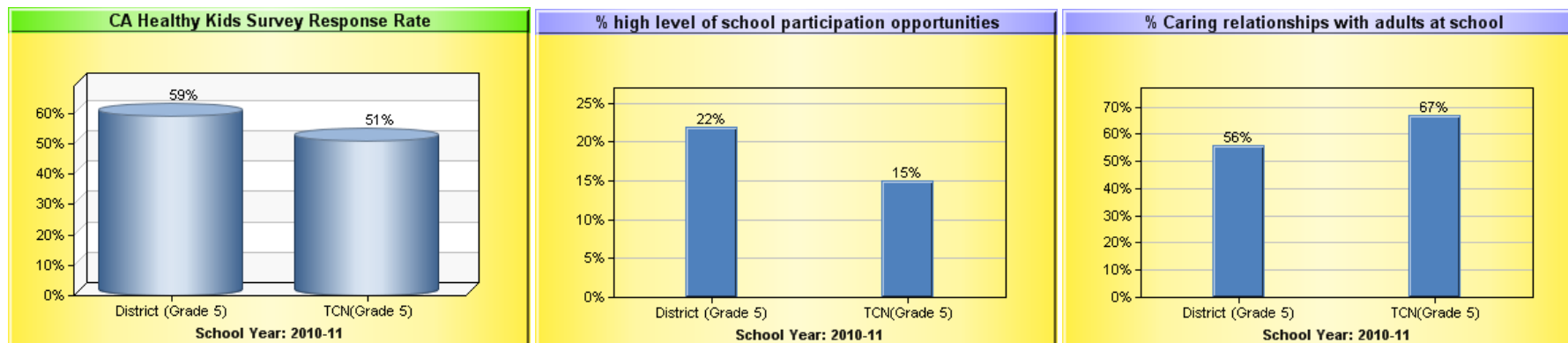
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

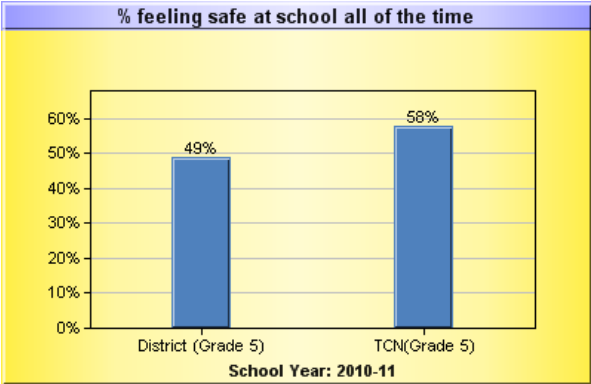
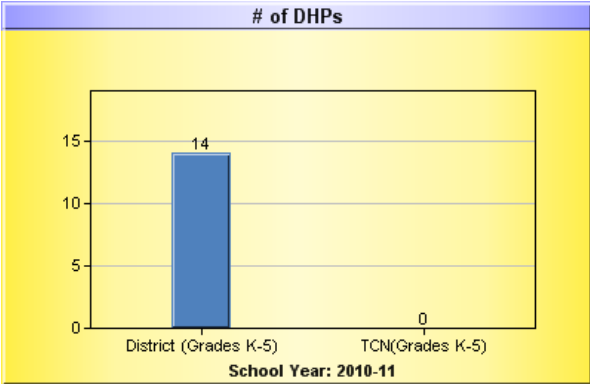
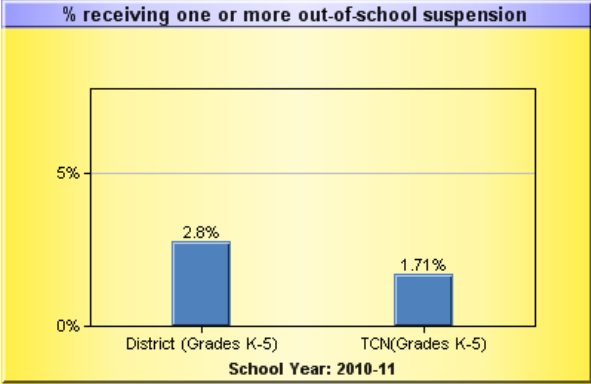
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Think College Now

Principal: JOSE OLIVARES

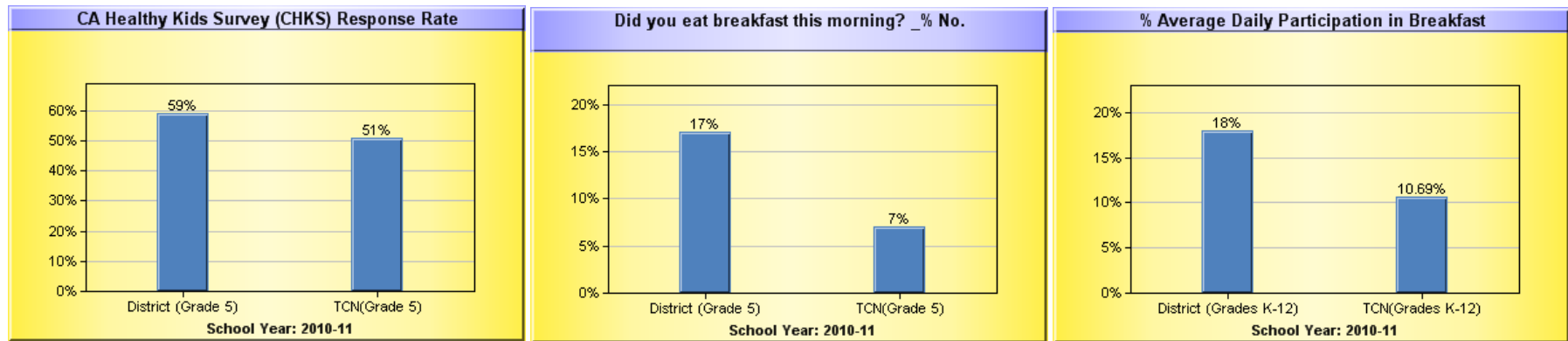
School Quality Standards relevant to this Strategic Priority

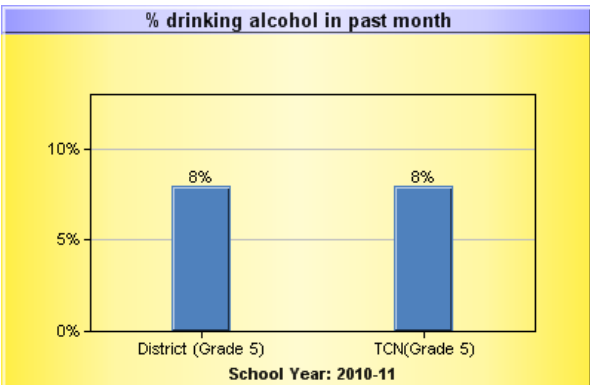
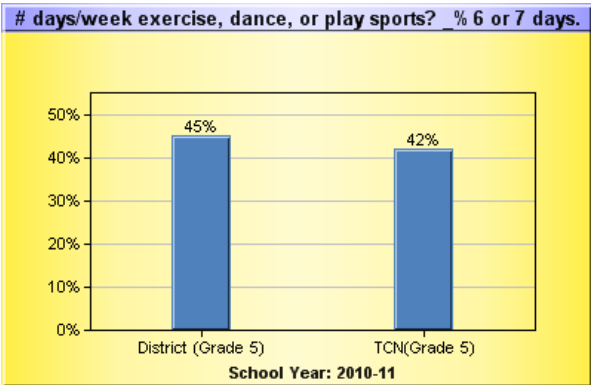
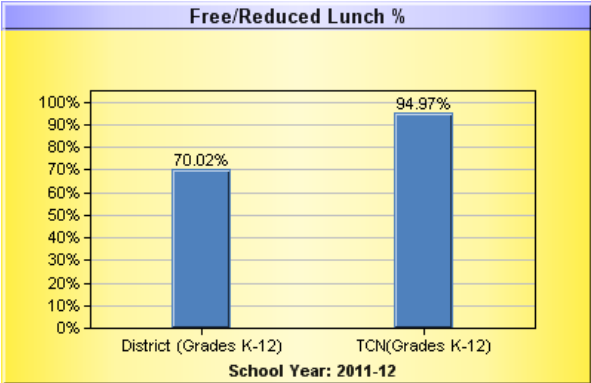
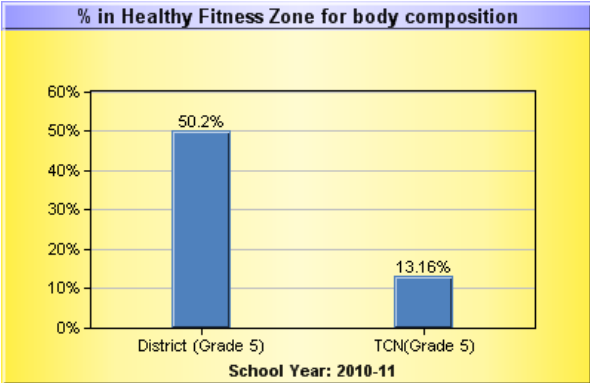
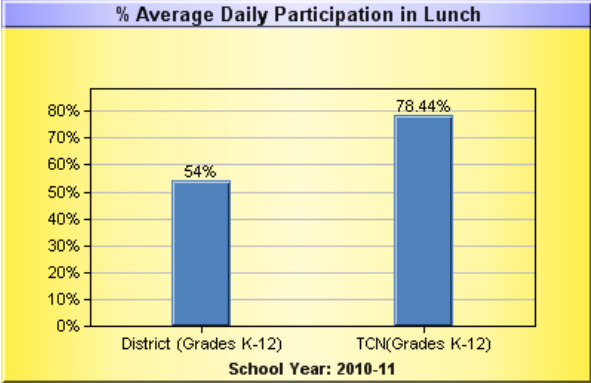
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

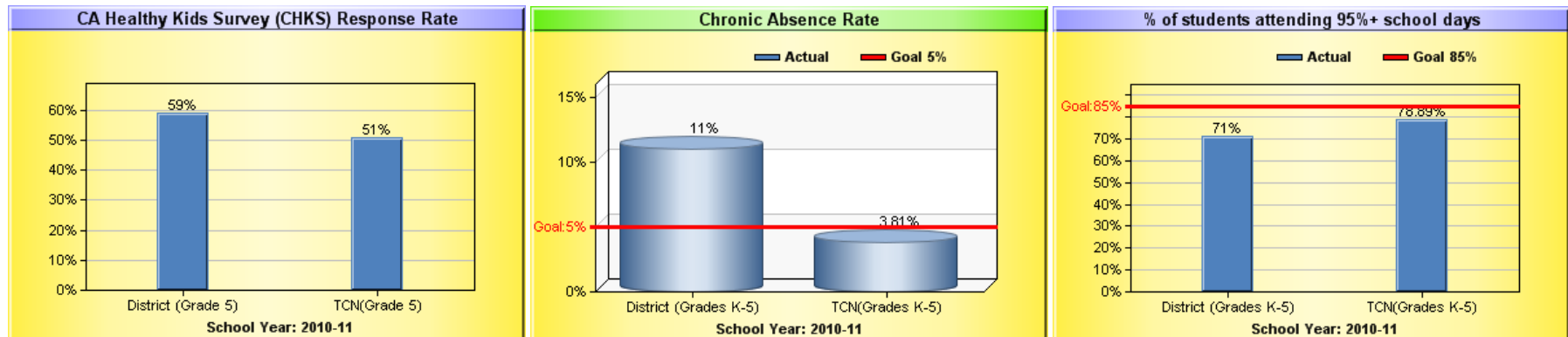
A quality school...

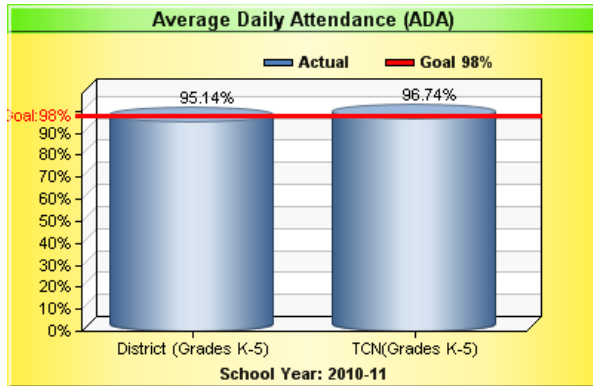
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Theory Action

- Punctual, regular attendance is expected of all students. Research suggests that students who attend school regularly achieve at significantly higher levels and are more likely to be eligible to attend college than are students who are absent excessi
- Think College Now loses approximately \$25 per day per student absence. We ask that families make every effort to schedule medical appointments after school hours. Take advantage of minimum day Wednesdays (1:10 dismissal), other minimum days (non-We
- If a medical appointment must be made during the school day, please bring your child to school before and after the appointment to maximize class time. When an absence is unavoidable due to serious student illness, medical appointments, or family em
- We will make phone calls home during the school day and/or in the evening to discuss your child?s absence and make plans to catch up on work from missed class time. More than three unexcused absences in a school year will be considered excessive an

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Award Assembly to recognize students with perfect attendance	Attendance data	All Students	August - June	J. Ruben Olivares	4/2/2012	190SQI2C3488	Assembly	N/A			0	\$0.00
Parent workshops to inform, engage and educate them about the importance of attendance	CHKS, attendance data		August - June	Olivares	4/2/2012	190SQI2C3490	Parent Workshops	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

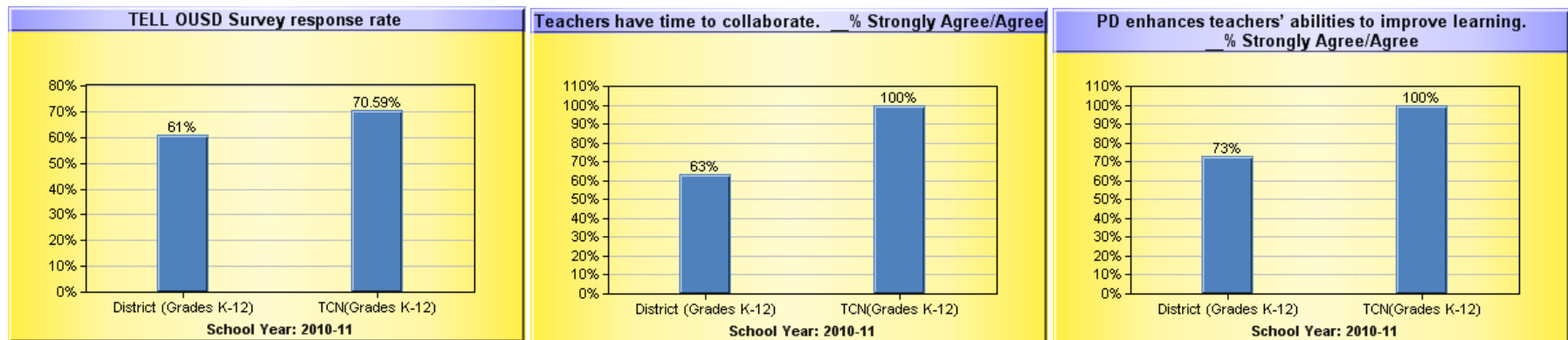
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

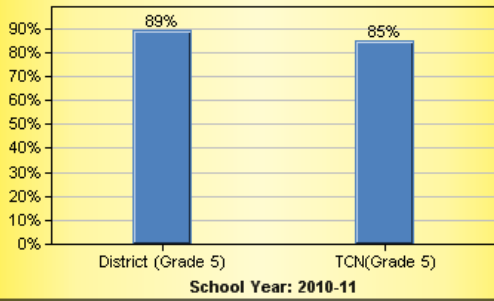
From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

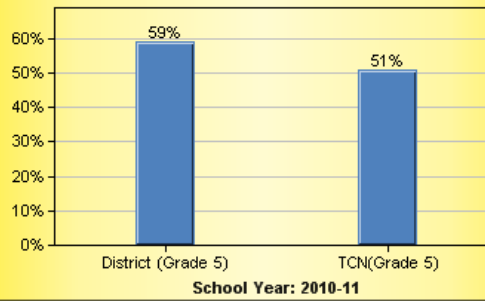
1. Improve the conditions in schools to retain 80% of effective teachers



**Do the teachers believe you can do a good job?
_% Yes, most/all of the time.**



CA Healthy Kids Survey Response Rate



School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Think College Now

Principal: JOSE OLIVARES

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- 11-12 examples participation include in Back to School Night (160 families), Kinder Literacy Workshops (20 families each), Literacy Night (48 families), Unity Night (70 families), Math Night (52 families), College Bound Workshops (50 families each)
- Other opportunities for academic and social development include the CST Test Practice Workshop, 3 Report Card Conferences with 100% participation, Open House, and well attended weekly Panther Paw assemblies.

Theory Action

- High Expectations for all students, staff, parents ? No excuses 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 students in higher-income neighborhoods know they are expected to go to college. Our students do too. We begin ?thinking college? in kindergarte
- 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.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
	1. The FRC will offer a catalog of workshops for parents to attend throughout the											

<p>The FRC will provide high leverage resources for all parents to support their child's path toward college.</p>	<p>year including: 2 College-Day workshops, College Bound Series, 1 Test-practice workshop, monthly nutrition workshops, and at least 4 more facilitated by the FRC or community partners 2. 100% of parents will attend Parent Teacher conferences three times per year and receive tools from teachers to support their child.</p>	<p>All Students</p>		<p>Allison Henkel</p>	<p>3/27/2012</p>	<p>190SQI4A2091</p>	<p>Refreshments for workshops and Middle School Options event.</p>	<p>9901-Title I - Parent Participation</p>	<p>4311-MEETING REFRESHMENTS</p>	<p>0</p>	<p>\$833.29</p>
<p>The FRC will provide meaningful opportunities for families to be involved in their child's classroom and school.</p>	<p>1. 100% of teachers have 2-3 parent volunteers to support their classroom logistics. 2. 100% of classrooms have a parent representative who attends monthly meetings. 3. ELAC and SSC meetings are promoted and held monthly. 4. At least 75% of families attend Back to School Night, Unity Night, and Open House.</p>	<p>All Students</p>		<p>Allison Henkel</p>	<p>3/27/2012</p>	<p>190SQI4A2090</p>	<p>Refreshments for Back to School Night, Open House, and monthly leadership meetings</p>	<p>9901-Title I - Parent Participation</p>	<p>4311-MEETING REFRESHMENTS</p>	<p>0</p>	<p>\$1,300.00</p>

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Think College Now

Principal: JOSE OLIVARES

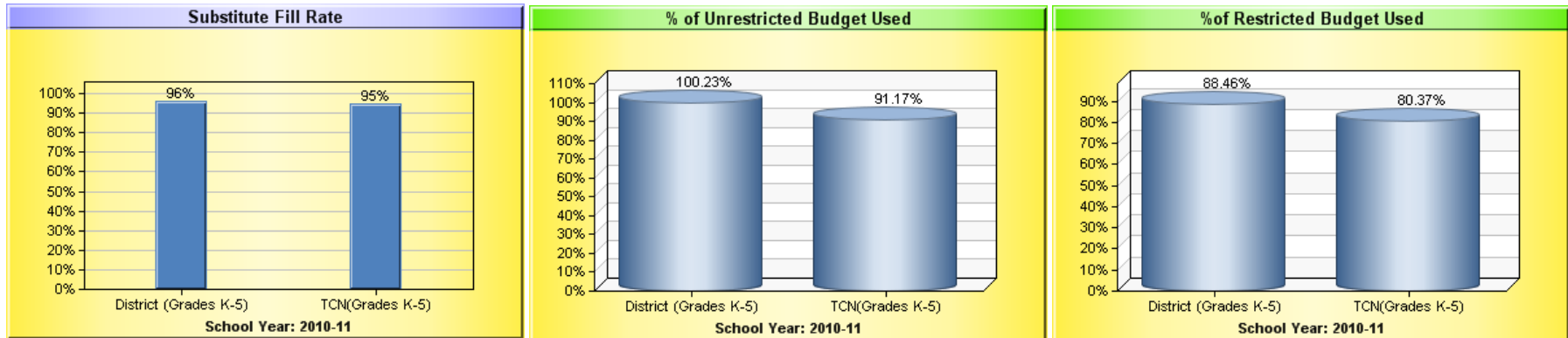
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



**ASSURANCES
2012-2013**

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

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on **Wednesday, April 25th, 2012**.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on **Wednesday April 25th, 2012**.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



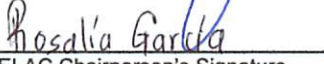
SSC Chairperson's Signature

Charlene Johnson

SSC Chairperson's Name (printed)

4/25/12

Date

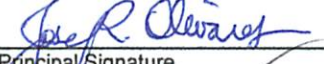


ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

4/27/12

Date



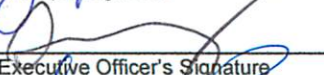
Principal's Signature

JOSE RUBEN ALVAREZ

Principal's Name (printed)

4/25/12

Date



Executive Officer's Signature

Janette Hernandez

Executive Officer's Name (printed)

05/15/2012

Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/8/12

Date

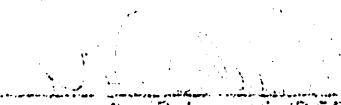

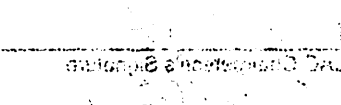
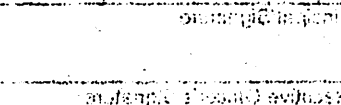
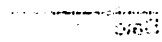
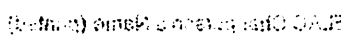
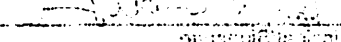
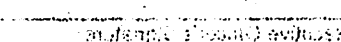

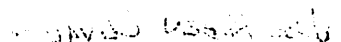


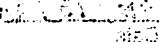
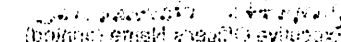

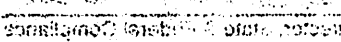
ASSISTANTS
2012-2013

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

The following site and federal categorical funding account(s) will be a part of the School-Based Educational Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- ESEA Title I Comprehensive Education
- ESEA Title I English Proficient
- IDEA
- SIG

1. The school plan is based upon a thorough analysis of student academic performance. The school has set a goal to improve student academic performance.
2. The school plan is based upon a thorough analysis of student academic performance. The school has set a goal to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the school plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data (proficiency) needs and suggested improvement strategies on Wednesday, April 25th, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting on Wednesday April 25th, 2012.
6. The signatories below verify that the principal, teachers, students, and parents or guardians have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommended the school plan and budget to the district governing board.

 _____ SSO	 _____ ELAC Chair	 _____ Principal	 _____ Executive Director
 _____ SSO	 _____ ELAC Chair	 _____ Principal	 _____ Executive Director
 _____ SSO	 _____ ELAC Chair	 _____ Principal	 _____ Executive Director
 _____ SSO	 _____ ELAC Chair	 _____ Principal	 _____ Executive Director

School Site Council Membership Roster – Elementary School

School Name Think College Now #190

School Year 2011-12

Chairperson: Charlene Johnson	Vice Chairperson: Madeline Noonan
Secretary: Allison Henkel	DAC Representative: Charlene Johnson

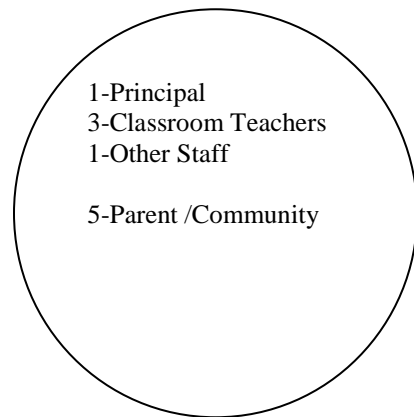
Check Appropriate
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Jose Ruben Olivares		x			
Charlene Johnson					x
Allison Henkel				x	
Madeline Noonan		x			
Joyanne McClamroch		x			
Emily Lagozzino		x			
Rosa Garcia					x
Arcelia Gonzalez					x
Vanessa Lopez					x
Roselia Trujillo					x
DAC Representative	Charlene Johnson				x
Home Ph. 510-823-5253	Email: Charlene.Johnson@ousd.k12.ca.us				

Meeting Schedule	9/28/11, 10/26/11, 11/30/11, 12/14/11, 1/25/12, 2/29/12, 3/28/12, 4/25/12, 5/30/12, 6/13/12 (May be cancelled)
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SSC Legal Requirements:

- (1) Members MUST be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site



Title I School Parental Involvement Policy 2012 - 2013

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Think College Now agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
- Parents are offered a flexible number of meetings throughout the year. ELAC and SSC convenes monthly on the last Wednesday of the month.
- Parents of Title I students are involved in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
- Parents of Title I students are provided with timely information about Title I programs. Agendas are posted at least 72 hours in advance and all members of the school community are informed of when a meeting is held via the Home School Folder (families), the Teacher Times/Week at a Glance (teachers and staff).
- Parents of Title I students are provided with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet at the annual Title I meeting held in September.
- Parents of Title I students, if requested, are provided with opportunities for regular meetings to participate in decisions relating to the education of their children. ELAC and SSC convenes monthly on the last Wednesday of the month.

School-Parent Compact

Think College Now has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Think College Now engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards

- 2) The State of California’s student academic achievement standards
 - 3) The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child’s progress
- TCN provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement. For example, parents and students are invited annually to the “Show the CST Who is the Boss!” Workshop where parents are given tips and information on how to best help prepare students for the CST.
 - TCN strives to educate staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - TCN coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - TCN distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand (most, if not all, communication is printed in English and Spanish—and sometimes in Mandarin, Cantonese, and/or Vietnamese).
 - TCN Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Accessibility

- TCN will provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by the agenda

This policy was adopted by the *Think College Now* School Site Council on (mm/dd/yy) and will be in effect for the 2012-13 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. *Think College Now’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)

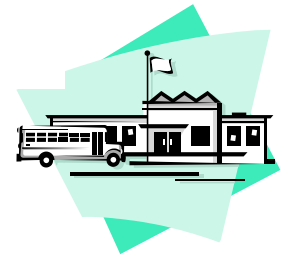
(Date)



Think College Now

Family/School Compact

2012-13



As a Think College Now! parent/caregiver, I/We _____ agree to:
Parent(s)/Guardian(s) Names(s)

Provide Home Academic Support:

- Provide my child with a quiet space for homework and ensure that he/she has all necessary materials
- monitor and support the completion of homework assignments
- ensure that my child is reading every night
- frequently discuss school work and activities with my child
- ensure that my child has a library card and provide opportunities weekly to visit library

Provide School Support:

- support and adhere to the school discipline and conflict resolution policy
- promptly respond to messages from my child's school
- follow through with school recommended actions
- ensure that everyday my child comes to school rested
- ensure my child eats breakfast everyday at home or at the school breakfast program
- ensure that my child only brings nutritious/healthy foods to school
- review this agreement with my child
- ensure that my child does not bring electronic devices to school (including cell phones: must get written permission for emergency use of cell phones)

Participate:

- actively collaborate and communicate with teachers to meet my child's learning needs. This includes reading communications sent by the teacher and the school (i.e., the weekly Home-School letter and folders sent by the teacher).
- Ensure that I/we fill out school surveys which help TCN obtain more funds from grants and outside agencies
- attend mandatory all-school meetings. This includes: Parent—teacher conferences three times a year, teacher workshops 2 times a year, Back to School Night, and Open House /Year-End Celebration,
- participate in all report card conferences with classroom teachers
- if necessary, meet with educators away from the school campus at my home or another site
- make positive contributions of my time, resources, or skills to the school community
- fulfill the family partnership plan by contributing in one of the following ways to TCN: Either contribute \$40.00 annually, which will be used directly for class or school-wide events, and/or contribute a minimum of 10 volunteer hours annually or participate in a school fundraiser.
- come to a meeting to discuss: (1) how to support homework at home and (2) the number of hours of television at home
- Every student must wear TCN uniform daily. Monday – Thursday: beige bottom, white or burgundy top, TCN t-shirt, or college shirt. Fridays – beige bottom, white top, or any bottom with TCN or college logo top. Parent responsibility to communicate needs regarding uniforms (school will support).
- Take advantage of resources/support/workshops/classes that are offered through the Family Resource Center

My signature below represents my understanding and full commitment to the above agreements.

Parent/Guardian Signature

Parent/Guardian Signature