

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

October 28, 2015

File ID Number: 15-1285
Introduction Date: 10/14/15
Enactment Number: 15-1535
Enactment Date: 10/14/15
By: JA

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, Office of Accountability Partners

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Think College Now.

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 2015-2016 Single Plan for Student Achievement (SPSA) for Think College Now.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Think College Now
CDS Code: 1612590100792
Principal: Allison Henkel
Date of this revision: 6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact Person:	Allison Henkel	Position:	Principal
Address:	2825 International Boulevard Oakland, CA 94601	Telephone Number:	510-332-2060
		Email Address:	allison.henkel@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 10/28/2015

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School: Think College Now
CDS Code: 1612590100792
Principal: Allison Henkel
Date of this revision:

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

Contact Person: Allison Henkel **Position:** Principal
Address: 2825 International Boulevard **Telephone Number:** 510-332-2060
Oakland, CA 94601 **Email Address:** allison.henkel@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on:

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: 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"/> School Improvement Grant (SIG) |
| <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 type="checkbox"/> LCFF Concentration Grant | |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met,
- 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

Date(s) plan was approved: 5/18/15

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices and Media Announcements, etc.)

Signatures:

Allison Henkel
Print name of School Principal

[Signature]
Signature

5/18/15
Date

Antwan Barajas
Print name of SSC Chairperson

[Signature]
Signature

5/18/15
Date

Sandra Aguilera
Print name of Network Superintendent

[Signature]
Signature

9/21/15
Date

Susana Ramirez
Susana Ramirez, Director, State & Federal Programs

[Signature]
Signature

9/20/15
Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Think College Now

Site Number: 190

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/28/2014	SSC	Shared rationale and overview of Focused Annual Plan. Shared and reviewed school data against goals.
12/17/2014	Faculty	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
12/18/2014	SSC	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/13/2015	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.

2015-2016 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Base #0000	\$45,768.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$123,862.79	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$266,509.96	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$62,379.84	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,557.53	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$63,937.37	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: ELD

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- 100% of students are reclassified by the time they leave in 5th grade.
- 20% of students are reclassified during the year.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
CELDT level	Number of students who are designated as English Language Learners.	154	123	120
CELDT level	Number of students who are designated as English Language Learners in 5th grade.	13	0	0
EL reclassification rates	Percent of students reclassified	23%	20%	25%

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
After the spring, we reclassified 23% of students for the year (all but 4 in 5th grade)	Two students are designated as Long Term English Learners in 5th grade. Our interventions have not worked for these students.
Improvement in 2-5th grade SRI scores.	In the Fall, 43 students were 'At Risk' for long term EL status.

In the Fall, 87 students were classified as recent ELs.

In the Fall, 22 students were classified as progressing ELs.

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Supportive testing conditions were put in place for students, resulting in an increase in SRI scores.

Leadership and a strong coordinated plan exists for CELDT testing, SRI administration, and reclassification.

2nd-5th grade teachers know the data around reclassification and are invested in the process.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

There isn't an adopted ELD curriculum for 3rd-5th grade explicit ELD.

It is challenging for K-2 teachers to access the Systematic ELD kits for their units.

MAJOR IMPROVEMENT STRATEGY #1

All teachers will receive time and training to address the needs of English language learners throughout the day and during designated English language development (ELD).

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers are trained in and use best practices in content areas (GLAD, SDAIE).	Ensure all teachers have GLAD resource book.	Clear and effective CELDT plan that support testing conditions for students
Every teacher explicitly teaches language development using an approved program (Systematic ELD in K-2, TBD in 3-5)	Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.	Collaboration time allocated for teacher planning in ELD
Teachers work to make all times of the day an opportunity for language learning and practice.	Results based professional development (PD) will include ELD needs and unpacking CCSS.	100% of families attend report card conferences and know their students CELDT level and EL classification; families and teachers know and understand new reclassification requirements

Teachers group students using language level for explicit ELD.	Participation in Systematic ELD and other programs as advised by ELMA office.	Supportive testing conditions for SRI (working computers, additional staff member, computer literacy, etc.)
Students are assessed using CELDT, Express for all students; ADEPT as needed for focal students.		Classroom culture is consistent across classrooms; this allows students to regroup and move between classrooms during designated ELD time.
		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.
		Teachers will spend time during August Retreat before the start of school to make ELD plans with their grade level partners.

MAJOR IMPROVEMENT PRIORITY #2: Literacy

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- 75% of students are on grade level as measured by F&P; students below benchmark will make more than one year's growth.
- 75% of 2nd-5th grade students are on grade level as measured by SRI; students below benchmark will make more than one year's growth.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell	Students above expectations	15%	75%	75%
Fountas & Pinnell	Students at expectations	16%	25%	25%
Fountas & Pinnell	Students approaching expectations	23%	75%	75%
Fountas & Pinnell	Students below expectations	47%		
SRI	Students at/above expectations	19%		

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
<p>At the end of the 2nd Trimester, the percent of students above expectations more than doubled (BOY 15%, Tri2 31%).</p> <p>At the end of the 2nd Trimester, the percent of students at/above expectations increased by 19% (BOY 31%, Tri2 50%).</p> <p>At the end of the 2nd Trimester, 66% of students are at/above expectations in Kinder and 67% in 3rd grade.</p>	<p>At the end of 2nd Trimester, 39% of students are at/above expectations in 1st grade, 56% in 2nd, 30% in 4th grade, 38% in 5th.</p>

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Feedback and our Instructional Rounds have shown that teachers are consistently implementing Readers Workshop and Writers Workshop. There is horizontal and vertical alignment in both Readers and Writers Workshop.

During goals conferences, teachers are thinking deeply about the balance of guided reading, strategy groups, and conferring. Teachers are making plans and evaluating their effectiveness at the end of each trimester.

In October, the 5th grade teacher went on long-term leave which had the following impact: the 1.0 TSA became the full-time 5th grade teacher and was not able to continue to meet with LLI intervention groups; the .8 TSA went to .9 and added intervention groups, but was unable to protect the time to meet with K-2 grade level teams each week; we hired a .3 TSA to take on LLI intervention groups, but was unable to meet with groups as often as the 1.0 TSA had been able to.

Observation/Feedback and our Extended Site Visit has shown that 100% of classrooms teachers were working with a small group of students and/or conferring with 1-2 students. There were clearly identified areas in each classroom with writing, math, a print-rich library. Every classroom had a place to gather on the rug, which makes the learning more accessible to all students. Balanced Literacy was evident in every classrooms with anchor charts to support the content. 100% of students asked were able to identify their reading levels.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

In using a "5 WHYS" protocol, our school identified the following Root Causes (the last WHY in each row):

Teachers have varying comfort, experience, knowledge around Readers Workshop; Teachers new to TCN haven't had as much professional development as returning teachers; Not all teachers were able to attend summer institutes; the TSAs weren't able to coach teachers or differentiate support because of the loss of staff and redistribution of roles

Not all struggling students have access to interventions beyond the teacher; TSA's don't have enough available time for more groups or students in LLI; Reading Partners have limited spaces.

Not all students read at home; not all families have structures, environments, or systems that are conducive to reading at home;

MAJOR IMPROVEMENT STRATEGY #2

All teachers will receive coaching and support based on their individual needs and develop conferring, guided reading, or strategy group plans based on classroom data.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers use the Lucy Calkins Reading Units of Study, approved word work program (Words their Way, OCR, F&P)	Principal/ILT will ensure that all TCN instructional expectations are followed-through upon and use the TGDS evaluation system and components (peer observation, student survey, alternate observers)	Additional collaboration time and prep allocated for teacher planning.
Teachers facilitate the workshop using the 5-step session structure, and ensure all students are reading just right books, and have access to a leveled library; students have access to leveled word work practice. With attention to identified students, including struggling readers, English Learners, and GATE students.	Data/goals conferences with teachers and principal 4x/year (beginning of the year and after each trimester).	School-wide reading goal and celebration to invest students.
Students are assessed using the F&P, Dibels, SRI, Spelling Inventory, and approved diagnostic.	Release time for assessments	K-2 students use RAZKidz at school and at home. All families receive instructions for at-home login; 1st grade teacher conducts RAZKidz workshop for families.

Identified students in each grade will participate in LLI intervention groups with reading specialist	Results based PD cycle around literacy	100% of families attend report card conferences where teachers share data, resources, and strategies
	Coaching for teachers and LLI interventions is facilitated by 11mo TSA	Students bring books home nightly and track their reading
	Coaching for teachers and LLI interventions for students by a .3TSA.	Targeted students in each grade will participate in Reading Partners, LLI, and/or tutoring with Experience Corps members or Americorps volunteers.
	Coaching for teachers and LLI interventions for students by a .75TSA.	GIRLStart and Super Stars Literacy after school programs for targetted students with literacy needs. Oakland Leaf after school program supports students with homework, reading, and school goals.
		Access to robust school library for motivation and access to books, staffed by trained librarian.
		TSA will serve as after school program liaison to share data and train staff.
		Teachers will participate in additional professional development and planning at the beginning of the year to plan using the new readers workshop units
		Minimum days all families to participate in report card conferences with their teachers after every trimester. Teachers share F&P data and strategies to support students at home.
		Teachers spend extra time working with students and participating in school leadership structures to improve the culture, climate, and instruction to make TCN a place of learning for students.

MAJOR IMPROVEMENT PRIORITY #3: Math
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

- 75% of students will be proficient on OUSD summative performance tasks.
- 75% of students will be on grade level as measured by the Scholastic Math Inventory (SMI) by the end of the year.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Percent of students proficient on beginning of the year Math C-EOU performance task.	36%	75%	75%
Other	Percent of students proficient on beginning of the year Math C-EOU constructed response.	39%	75%	75%
Other	Percent of students proficient on beginning of the year Math C-EOU selected response.	30%	75%	75%
SMI	Percent of students on grade level as measured by the SMI	-	75%	75%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
55% of 1st grade students scored proficient on the Fall performance task and 50% on constructed response.	Low levels of proficiency across the grade levels and question types.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Kinder-2nd grade classrooms are implementing the MX math routines consistently.

Teachers are using MX.

Students are using ST Math in all grades. 4th grade uses it the most.

Teachers ask follow-up questions and expect students to justify their thinking.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Students are not engaging in productive struggle throughout the school. It is challenging for teachers to teach conceptually and with productive struggle. Teachers find it difficult to transition from CA State Standards and other forms of instruction to CCSS and MX. Teachers scaffold a lot.

Teachers find MX difficult to use. The lessons are very long and dense, and difficult to get through.
3rd grade teachers don't have all the materials they need.

Teachers aren't all fluent with the math CCSS; or the report cards.

We aren't 'precise' about math language; haven't adopted a common math language.

MAJOR IMPROVEMENT STRATEGY #3

Teachers collaborate to develop the kids of learning experiences to engage every student in Common Core mathematics. Students engage in productive struggle, discourse, and tasks in math.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers use OUSD pacing and Math Expressions curriculum.	Principal/ILT will ensure that all TCN instructional expectations are followed-through upon	All teachers will have access to Chromebook carts
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.	Teachers will participate in August Math Institute	Parents will be trained in ST Math and have at home access.

Students are assessed through OUSD performance tasks, Math Expressions end of unit assessments, SBAC interim assessments, and approved diagnostic.	Leadership will facilitate ST Math training.	Collaboration time will be allocated to math.
Teachers will implement ST Math in all grades regularly throughout the week.	Leadership will conduct TGDS observations and evaluation in math.	Shared agreements will be developed to ensure vertical alignment in math.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: <i>Think College Now</i>												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (ELD)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers are trained in and use best practices in content areas (GLAD, SDAIE).	CELDT level	English Language Learners								190-1A		
Every teacher explicitly teaches language development using an approved program (Systematic ELD in K-2, TBD in 3-5)	EL reclassification rates	English Language Learners								190-1B		
Teachers work to make all times of the day an opportunity for language learning and practice.	EL reclassification rates	English Language Learners								190-1C		
Teachers group students using language level for explicit ELD.	EL reclassification rates	English Language Learners								190-1D		
Students are assessed using CELDT, Express for all students; ADEPT as needed for focal students.	CELDT level	English Language Learners								190-1E		
Ensure all teachers have GLAD resource book.	EL reclassification rates	English Language Learners								190-1F		
Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.	EL reclassification rates	English Language Learners								190-1G		
Results based professional development (PD) will include ELD needs and unpacking CCSS.	EL reclassification rates	English Language Learners								190-1H		
Participation in Systematic ELD and other programs as advised by ELMA office.	EL reclassification rates	English Language Learners								190-1I		
Clear and effective CELDT plan that support testing conditions for students	CELDT level	English Language Learners								190-1J		
Collaboration time allocated for teacher planning in ELD	EL reclassification rates	English Language Learners								190-1K		
100% of families attend report card conferences and know their students CELDT level and EL classification; families and teachers know and understand new reclassification requirements	EL reclassification rates	English Language Learners								190-1L		

Supportive testing conditions for SRI (working computers, additional staff member, computer literacy, etc.)	EL reclassification rates	English Language Learners								190-1M		
Classroom culture is consistent across classrooms; this allows students to regroup and move between classrooms during designated ELD time.	EL reclassification rates	English Language Learners								190-1N		
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.	EL reclassification rates	English Language Learners								190-1O		
Teachers will spend time during August Retreat before the start of school to make ELD plans with their grade level partners.	CELDT level	English Language Learners		General Purpose Discretionary					\$2,000.00	190-1P	Teacher PD	A3.4: Teacher Professional Development focused on Literacy

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Literacy)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers use the Lucy Calkins Reading Units of Study, approved word work program (Words their Way, OCR, F&P)	Fountas & Pinnell	Low-Income Students								190-2A		
Teachers facilitate the workshop using the 5-step session structure, and ensure all students are reading just right books, and have access to a leveled library; students have access to leveled word work practice. With attention to identified students, including struggling readers, English Learners, and GATE students.	Fountas & Pinnell	Low-Income Students								190-2B		
Students are assessed using the F&P, Dibels, SRI, Spelling Inventory, and approved diagnostic.	SRI	Low-Income Students								190-2C		
Identified students in each grade will participate in LLI intervention groups with reading specialist	Fountas & Pinnell	Low-Income Students								190-2D		
Principal/ILT will ensure that all TCN instructional expectations are followed-through upon and use the TGDS evaluation system and components (peer observation, student survey, alternate observers)	SRI	Low-Income Students								190-2E		

Data/goals conferences with teachers and principal 4x/year (beginning of the year and after each trimester).	Fountas & Pinnell	Low-Income Students								190-2F		
Release time for assessments	Fountas & Pinnell	Low-Income Students	Substitutes	General Purpose Discretionary	1150	Teacher Substitutes			\$4,000.00	190-2G	Targeted Approaches	A3.2: Reading Intervention
Results based PD cycle around literacy	Fountas & Pinnell	Low-Income Students	Extra time for teachers for ILT	General Purpose Discretionary	1122	Teacher Salaries Extra Comp			\$4,350.00	190-2H	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Coaching for teachers and LLI interventions is facilitated by 11mo TSA	Fountas & Pinnell	Low-Income Students	.11 TSA	LCFF Supplemental	1119	TSA		0.11	\$68,837.10	190-2I	Targeted Approaches	A3.2: Reading Intervention
Coaching for teachers and LLI interventions for students by a .3TSA.	Fountas & Pinnell	Low-Income Students	.3 TSA	LCFF Supplemental	1119	TSA		0.3	\$20,833.51	190-2J	Targeted Approaches	A3.2: Reading Intervention
Coaching for teachers and LLI interventions for students by a .75TSA.	Fountas & Pinnell	Low-Income Students	.75TSA (Salary and benefits)	Title I Basic	1119	TSA		0.75	\$57,696.13	190-2K	Targeted Approaches	A3.2: Reading Intervention
Additional collaboration time and prep allocated for teacher planning.	Fountas & Pinnell	Low-Income Students	.35 science prep teacher	LCFF Supplemental	1105	Teacher		0.35	\$23,854.68	190-2L	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
School-wide reading goal and celebration to invest students.										190-2M		
K-2 students use RAZKidz at school and at home. All families receive instructions for at-home login; 1st grade teacher conducts RAZKidz workshop for families.	Fountas & Pinnell	Low-Income Students	Teacher-led workshops	General Purpose Discretionary	1122	Teacher salaries extra comp			\$580.00	190-2N	K Transition	A3.1: Blended Learning
100% of families attend report card conferences where teachers share data, resources, and strategies										190-2O	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
Students bring books home nightly and track their reading	Fountas & Pinnell	Low-Income Students	Supplies	LCFF Supplemental	4310	Supplies			\$52.23	190-2P	Family Engagement	A6.4: Parent / Guardian Volunteer Support
Targeted students in each grade will participate in Reading Partners, LLI, and/or tutoring with Experience Corps members or Americorps volunteers.	Fountas & Pinnell	Low-Income Students								190-2Q		
GIRLStart and Super Stars Literacy after school programs for targetted students with literacy needs. Oakland Leaf after school program supports students with homework, reading, and school goals.	Fountas & Pinnell	Low-Income Students	Contracts with after school program providers	After School Education & Safety (ASES)	5825	Consultants			\$92,239.17	190-2R		A1.6: After School Programs

Access to robust school library for motivation and access to books, staffed by trained librarian.	Fountas & Pinnell	Low-Income Students	Librarian	LCFF Supplemental	10285.27 362			0.29	\$10,285.27	190-2S	Targeted Approaches	A2.9: Targeted School Improvement Support
TSA will serve as after school program liaison to share data and train staff.	Fountas & Pinnell	Low-Income Students	Teacher salary stipends	After School Education & Safety (ASES)	1120	Teacher salary stipends			\$4,640.00	190-2T	Targeted Approaches	A2.9: Targeted School Improvement Support
Teachers will participate in additional professional development and planning at the beginning of the year to plan using the new readers workshop units	Fountas & Pinnell	Low-Income Students	Teacher salary stipends	Title I Basic	1120	Teacher salary stipends			\$3,062.84	190-2U	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Teachers will participate in additional professional development and planning at the beginning of the year to plan using the new readers workshop units	Fountas & Pinnell	Low-Income Students	School retreats	General Purpose Discretionary	4311	Meeting Refreshments			\$8,120.00	190-2V	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Minimum days all families to participate in report card conferences with their teachers after every trimester. Teachers share F&P data and strategies to support students at home.	Fountas & Pinnell	Low-Income Students	Supplies for family communication and resources.	Title I Parent	4310	Supplies			\$1,557.53	190-2W		A3.3: Family Engagement focused on Literacy Development
Teachers spend extra time working with students and participating in school leadership structures to improve the culture, climate, and instruction to make TCN a place of learning for students.	Fountas & Pinnell	Low-Income Students	Extra time for teachers	General Purpose Discretionary	1122	Teacher Salaries Extra Comp			\$26,718.00	190-2X		A5.1: School Culture & Climate (Safe & Supportive Schools)

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Math)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers use OUSD pacing and Math Expressions curriculum.	Other	Low-Income Students								190-3A		
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.	Other	Low-Income Students								190-3B		
Students are assessed through OUSD performance tasks, Math Expressions end of unit assessments, SBAC interim assessments, and approved diagnostic.	SMI	Foster Youth								190-3C		

Teachers will implement ST Math in all grades regularly throughout the week.	SMI	Low-Income Students	ST Math	Title I Basic	4399				\$1,620.87	190-3D		A2.1: Implementation of CCSS & NGSS
Principal/ILT will ensure that all TCN instructional expectations are followed-through upon	SMI	Low-Income Students								190-3E		
Teachers will participate in August Math Institute	SMI	Low-Income Students								190-3F		
Leadership will facilitate ST Math training.	SMI	Low-Income Students								190-3G		
Leadership will conduct TGDS observations and evaluation in math.	SMI	Low-Income Students								190-3H		
All teachers will have access to Chromebook carts	SMI	Low-Income Students								190-3I		
Parents will be trained in ST Math and have at home access.	SMI	Low-Income Students								190-3J		
Collaboration time will be allocated to math.	SMI	Low-Income Students								190-3K		
Shared agreements will be developed to ensure vertical alignment in math.	SMI	Low-Income Students								190-3L		

James Harris
President, Board of Education

Antwan Wilson
Secretary, Board of Education

FAMILY INVOLVEMENT PLAN 2014-2015

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:
 - **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!
 - **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.
 - **Cafeteria**- In the cafeteria volunteers run and maintain the Salad Bar.
- **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:
 - **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.
 - **Parent Representatives**-Each classroom has 2 parent representatives. The parent representatives and treasurers have a monthly meeting.
 - **Principal and Assistant Principal**- The principal and assistant principal have weekly office hours from 9:00-9:30 am every Tuesday dedicated to parent concerns or suggestions.
- **Procedure for concerns or suggestions:**
 - **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.
 - **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 a appointment
- **School Committees**-Parents are encouraged to be members, officials and participants in decisions relating to the education of their children:
 - **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.
 - **ELAC (English language advisory council)** This committee discusses the implementation of English language education, school climate, attendance and homework over long periods of vacation. All parent and budgetary decisions are discussed here before presented to the SSC. All TCN parents are invited to join the ELAC council.

FAMILY RESOURCE CENTER (FRC)

Our Mission: The Think College Now Family Resource Center is dedicated to supporting authentic partnerships among all members of our community. We are committed to developing an empowering, resourceful and productive space where the Family Resource Center's staff and partners work collaboratively on achieving the educational and life aspirations of Think College Now's families and children.

The Family Resource Center is proud to offer the following services for our families:

Informal Space: Families can meet, have coffee, wait for children, find information, and network with other families. Open to families Monday through Friday from 8:00am to 5:00pm. See schedule in FRC for staff availability.

Computers/Printer: We have 3 computers (all w/ internet) and 1 printer for parents use and can assist parents as needed

Volunteer Opportunities: A place for families to find volunteer opportunities at TCN and begin the process of TB testing and filling out necessary volunteer paperwork.

Community Resources: The FRC continues to build a network in the community of the Fruitvale District and city of Oakland. We have a listing of agencies such as health services, community development, higher education, counseling, and legal services.

Counseling: We work closely with TCN counselors/interns to ensure that family and children are getting all the support they need.

Uniform support: We can contact families who are not following the uniform policy. We offer support and uniforms for families that are facing economic hardships.

Home Visits: We can assist in setting up home visits and accompany teachers if needed.

Attendance: We can assist by contacting families that are consistently late or absent and offer our support.

College-Going Culture: The FRC has a close, working relationship with the UC Berkeley Center for Educational Partnerships. We continue to build connections with different college and university campuses. The FRC is rich in college information including college packets and college information binders, continuing education opportunities including community college, and college field trips.

Workshops: The FRC provides different workshops ranging from college information, (College Requirements, Financial Aid, etc) parenting (health, nutrition, behavior, etc) and professional development (Computer Training, resume writing, etc). We also partner with outside agencies to provide classes/workshops [Gang Awareness, Second Step for parents, CBET (ESL and parenting classes, report cards, standards, homework, literacy, math, Supporting Open Court, Positive Discipline)]

Parent Leadership: FRC works with the classroom representatives. These representatives are responsible for facilitating communication between school, classroom teacher and families, assisting teacher with classroom needs and events, serve as a bridge between Family Resource Center and classroom teacher as well as with other parents

Cultural Heritage Events: There are events throughout the school year dedicated to learning about our diverse community. January is Asian Heritage Month, February is African American Heritage Month and May is Latino Heritage Month. FRC helps to plan school-wide events to celebrate diverse cultures and make the connection to college by organizing these events as Ethnic Studies events.

Translation: We can assist with parent conferences and phone calls (Spanish and sometimes Vietnamese).

The FRC works in collaboration with UC Berkeley's School/University Partnership Program and the Zellerbach Foundation. Think College Now Elementary School is dedicated to giving students the tools to choose their life's path and desired occupation with an equitable opportunity to attend college and pursue their dreams.



Allison Henkel, Principal

Student Name: _____



FAMILY/SCHOOL COMPACT 2014-2015



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
- Come to a meeting to discuss how to support homework 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

School Site Council Membership Roster – Elementary

School Name: Think College Now

School Year: 14-15

Chairperson: <u>Aurora Barajas</u>	Vice Chairperson: <u>Abellanira</u>
Secretary: <u>Rosi Jimenez</u>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

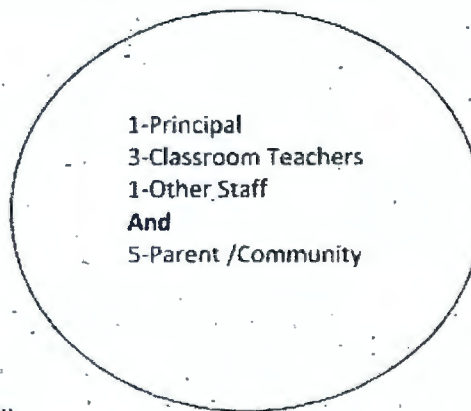
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Jennifer Everhart</u>		✓		
<u>Ryan Lyle</u>		✓		
<u>Madeline Noonan</u>		✓		
<u>Hilda Garcia</u>				✓
<u>Rosi Jimenez</u>				✓
<u>Abellanira Santos</u>				✓
<u>Aurora Barajas</u>				✓
<u>Allison Henkel</u>	✓			
<u>Michelle Saavedra</u>			✓	
<u>Aracelia Gonzalez</u>			✓	
<u>Mia Rivera</u>				✓
<u>Johanna Macias</u>				✓

Meeting Schedule (day/month/time)	<u>3rd Thursday each month at 3:30 pm</u>
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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.



(Once filled, this document can be placed on your school site's letterhead)