

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Think College Now Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Think College Now Elementary Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Think College Now
CDS Code: 1612590100792
Principal: Allison Henkel
Date of this revision: 6/6/2017

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

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

Contact: Allison Henkel	Position: Principal
Address: 2825 International Boulevard Oakland, CA 94601	Telephone: 510-532-5500
	Email: allison.henkel@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Think College Now

Site Number: 190

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



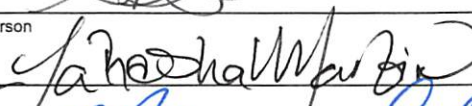
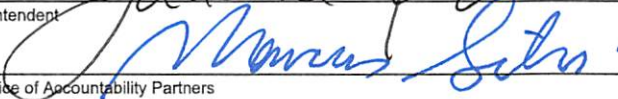
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: 5/11/2017

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

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

Signatures:

Allison Henkel		Signature
School Principal		
Abellanira Santos		Signature
Print name of SSC Chairperson		
LaResha Martin		Signature
Network Superintendent		
Marcus Silvi		Signature
Coordinator, Office of Accountability Partners		

<u>5/11/17</u>	Date
<u>5-11-17</u>	Date
<u>5/15/17</u>	Date
<u>5/25/17</u>	Date



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools. Thriving Students.

2017-2018 Single Plan for Student Achievement (SPSA)

School: Think College Now
CDS Code: 1612590100792
Principal: Allison Henkel
Date of this revision: 5/10/2017

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

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

Contact: Allison Henkel	Position: Principal
Address: 2825 International Boulevard	Telephone: 510-532-5500
Oakland, CA 94601	Email: allison.henkel@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

2017-18 SPSA ENGAGEMENT TIMELINE**School Site:** Think College Now**Site Number:** 190

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/26/2017	SSC	Looked at school data to decide on "the big rocks" and strategies for improvement.
3/2/2017	SSC	Conduct SSC work session to generate teacher, leadership, and organization practices aligned to school goals.
3/23/2017	SSC	Share rationale and overview of site plan and budget.
1/23/2017	Faculty	Conducted work session to generate teacher, leadership, and organization practices aligned to school goals.

2017-2018 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 Discretionary #0000	\$49,885.19	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$220,652.03	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$22,726.04	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$389,892.10	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$50,026.01	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,675.30	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$51,701.31	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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

School Mission and Vision

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

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

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

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

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

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By the end of 17-18, 42.18% of students will be at/above grade level according to SRI.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	32.18%	37.18%	42.18%

Other Leading Indicators for Literacy:

F&P

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> - Alignment. 100% of teachers K-5 use RW & WW with fidelity. Kids hear the same language and use the same routines K-5 so that time isn't wasted each year re-teaching routines as opposed to content. - K-1 achievement. In 2015-16 79% of kindergartners ended the year at or above benchmark on the F&P, an increase of 17% from 14-15 to 15-16. In 15-16 62% of 1st graders ended the year at or above grade level on the F&P, a 20% increase from 14-15 to 15-16. - LLI reading intervention in grades K-2. Of the 9 students who started in LLI in 1st grade at BOY 16-17, 6 are at grade level now. - Teacher and parent buy-in. Teachers are bought into the workshop approach to literacy and families and students know what the levels mean. - Collaboration. Teachers collaborate and observe one another regularly. 	<ul style="list-style-type: none"> - Potential lack of alignment to standards. Teachers follow standards aligned curriculum but don't use standards to plan lessons. - Achievement in 2-5. In grades 2-5, under 50% of students ended the year at or above grade level in reading. - Alignment between assessments. In 15-16, 63% of 3rd grade students were at or above on F&P, 34% of students were at or above on the SRI and 4.7% were at or above on SBAC. - SBAC scores declined for all sub groups and grades in ELA. - Student reading volume appears to be low.

ROOT CAUSE ANALYSIS

- Emphasis on planning using curriculum but not using the standards.
- It's been a few years since we've done whole group norming on F&P.
- The component of workshop that leverages discrete skills isn't present in most classrooms in 3-5.
- There has been tremendous inconsistency in grades 3-5. Between 2013-14 and 2016-17, there have been 13 different teachers. Grades 3 and Grades 5 have had different teaching partnerships each year for the past 4 years. Much of admin time is spend on supporting new partnerships and onboarding.
- There is no accountability measure after professional learning. We haven't been able to measure the impact of PD on student learning because admin and TSA's are not in classroom with consistent frequency.
- There has been very little test prep since 2013-14.
- We've abandonned our test prep culture. We no longer do rallies, t-shirts, medals, and individual test chats with principals.
- There isn't a consistent coaching and feedback structure for teachers in 3-5.
- We have gone from 0% to 30% newcomers and have no resources to support these students. As a result, we've diverted resources away from LLI in grades 3-5 and towards newcomer support.
- Students with IEPs are our lowest achievers. Our RSP program does not yield results and is disconnected from the gen ed setting.
- There has not been a full-time 3-5 interventionist or coach since 2013-14. In 2013-14 we served 40 students in LLI over the course of the year. In 2016-17 we are serving 8 students in 3rd grade, 5 in 5th grade, and 4 in 5th grade (so 17 students - 50% less than in 13-14)
- Teachers have 50 min for data analysis every week, but teachers aren't always sure how to use the time beyond just grouping students.
- Students aren't moving once they hit levels M and levels N.
- Teachers have stopped using systems such as AR to motivate readers and when they do they don't make the home school connection.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

By the end of 17-18, 30% of students will be proficient in math as measured by the SBAC.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	15.29%	22.64%	30.00%

Other Leading Indicators for Mathematics:

Math benchmarks, SMI, CEOUs (K-1)

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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<ul style="list-style-type: none"> - K-5 teachers are using approved curriculum, MX for K-1, GA units for 2, Engage NY for 3-5 - Collaboration. Teachers collaborate and observe one another regularly. -SMI: 13.1% At/Above in Fall (up from 5% in 15-16); -SMI: Fall 16-17 percent of students 3 years or more below and did not take (34.8%) has decreased by 11.5% since Fall of 15-16 when it was at 46.3% -CEOU Fall 16-17: 1st grade 75% of students are at/above, 9% are partial proficient, 16% are not proficient kinder: 27% of students are advanced proficient <p>Based on 9.15.16 Math Learning Walk:</p> <ul style="list-style-type: none"> -every class was doing grade-level math and the task was relevant to the current unit -students in most classes had access to multiple strategies -ST Math as a supplement to the math curriculum--in several classrooms, small groups were using ST Math while others worked with the teacher -a positive math climate--in a second grade class, I watched as 4 kids debated the value of labeling the cut-out place value blocks they were making. -Math is visible on a number of hallway displays and in most classrooms (Unit 0, dot talks mostly) 	<ul style="list-style-type: none"> - Potential lack of alignment to standards. Teachers follow standards aligned curriculum but don't use standards to plan lessons. - SMI: 35.4% of students are 2years below grade level readiness, 29.7% of students are 3 years below grade level readiness. -CEOU Fall 16-17: Kinder: 29% of students are not proficient, 17% are partially proficient, 27% are proficient
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ROOT CAUSE ANALYSIS

- Emphasis on planning using curriculum but not using the standards.
- Lack of common assessment, assessment buy-in, data analysis
- There has been tremendous inconsistency in grades 3-5. Between 2013-14 and 2016-17, there have been 13 different teachers. Grades 3 and Grades 5 have had different teaching partnerships each year for the past 4 years. Much of admin time is spent on supporting new partnerships and onboarding.
- Lack of accountability measure after professional learning. We haven't been able to measure the impact of PD on student learning because admin and TSA's are not in classroom with consistent frequency.
- There has been very little test prep since 2013-14.
- We've abandoned our test prep culture. We no longer do rallies, t-shirts, medals, and individual test chats with principals.
- Lack of consistent coaching and feedback structure for teachers..
- We have gone from 0% to 30% newcomers and have no resources to support these students. As a result.
- Students with IEPs are our lowest achievers. Our RSP program does not yield results and is disconnected from the gen ed setting.
- There is no math intervention.
- Teachers have 50 min for data analysis every week, but teachers aren't always sure how to use the time to impact the instructional core.
- Teachers are using ST Math with varying frequency.
- Lack of focus on DOK, CCSS, and SBAC alignment

Based on 9.15.16 Math Learning Walk:

- Varying levels of cognitive demand (rigor) across classrooms
- K-2 uses a lot of tools, unsure of the tools 3-5 students use
- Close questioning techniques, rather than open questions, used

CULTURE & CLIMATE PRIORITY: Attendance

SCHOOL GOAL for Attendance:

By the end of 17-18, the TCN attendance rate will be 97% for the year.

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	94.99%	95.99%	97.00%

Other Leading Indicators for Attendance:

Chronic absenteeism rate will be below 10%

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
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-1st grade teachers are distributing grade level created letters re: attendance and including conversations about attendance in Report Card Conferences -2nd Grade absence rate is 3.6% as of 12.16 (down from 5.1% in 15-16) -3rd grade absence rate is 3.8% as of 12.16 (down from 5.1% in 15-16)	-Attendance rate 4.5% -Kinder attendance rate 6.5% -1st grade attendance rate 5.7% -4th grade attendance rate 4.3%
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ROOT CAUSE ANALYSIS

-2nd year in a row without an attendance clerk for the majority of the year
-Students travelling to school from great distances, leading to inconsistent attendance
-Students with excused illnesses, who are not eligible for SART contracts, but are chronically absent

FAMILY & STUDENT ENGAGEMENT PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

20% of students will be reclassified by the end of the 17-18 school year.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	12.30%	15.30%	18.30%

Other Leading Indicators for EL Reclassification:

Express data, SRI

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
- Families value reclassification - Teachers made a reclass prep plan for CELDT in 2016-17	- Reclassification decreased by 12% between 15-16 and 16-17

ROOT CAUSE ANALYSIS

- No fall reclassification
- Students did not pass the CELDT, specifically reading and writing
- Students did not receive direct instruction around the CELDT in 2015-16
- A decrease in testing culture (parent workshops, no test chats)
- Due to a clerical error time had to be spent on bubbling as opposed to testing conditions
- No third graders reclassified in the fall resulting in a higher number of 4th and 5th graders who still needed to reclassify
- Designated ELD focuses on listening and speaking

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If teachers regularly analyze student work (and set goals with students) and differentiate instruction through small group instruction and conferring, then students will increase academic achievement.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers regularly assess and define instructional practices that relate to the standards and focus on building procedural fluency through conceptual understanding then rigor will increase and all students will increase math achievement.
SCHOOL THEORY OF ACTION for Attendance:	By using the PBIS core features of evaluation, progress monitoring, acknowledgement, and consequence/response student attendance will improve.
SCHOOL THEORY OF ACTION for EL Reclassification:	If teachers use integrated ELD strategies from the framework and continue to refine our practice using in designated ELD.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	All teachers will use small group instruction, differentiated methods of teaching, goal-setting, and data-analysis to meet the needs of students in reading.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	<p>Teachers assess students using F&P and SRI 4 times per year.</p> <p>Teachers progress monitor 5-6 students between F&P quarterly assessments.</p> <p>Before the administration, teachers frame the assessment (what and why).</p> <p>For SRI, teachers review assessment strategies before the assessment.</p> <p>After the administration, teachers give feedback to students based on assessment and set goal with students.</p>	<p>August assessment memo with clear expectations that is updated throughout the year.</p> <p>Co-assess or sit in on assessments to ensure norming throughout the year.</p> <p>Plan and coordinate assessment release days.</p> <p>Support teachers to assess all students before the deadline.</p> <p>Support teachers to analyze the data after each administration.</p> <p>Share school-wide data after each administration.</p> <p>Share celebrations when students move up levels and/or reach goals.</p>	<p>Time during professional development to norm.</p> <p>A sub and/or STIP sub will release each teacher for a full assessment release day for each administration. The STIP sub will release each teacher for 90min between each administration</p> <p>Access to Illuminate and clear instructions on how to enter data.</p> <p>Site developed assessment calendar created before the beginning of year.</p>

1-2	Teachers will identify striving students based on data and refer them to additional interventions as needed.	Administrators and TSAs will work with teachers to ensure that students are paired with appropriate programs.	<p>Reading partners works with striving students who are identified and by teachers, TSA, and administrators.</p> <p>GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade.</p> <p>TSAs use LLI for striving students in K-5.</p> <p>Experience Corps members work with students</p> <p>The K-2 interventionist will meet with a small group of kindergarten students who have the most limited English proficiency and need additional language support.</p> <p>Access to afterschool programming will provide extended learning and increased opportunities for student engagement and language development.</p>
1-3	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 using the TGDS evaluation system, walk-throughs, goals conferences, etc. Principal, AP, TSAs, and TGDS alternate observers will provide coaching cycles with teachers around Readers Workshop and literacy.	<p>Time for collaboration and planning. Access to curriculum and online resources.</p> <p>.8FTE TSA, .45FTE TSA, 1.0FTE AP to support implementation of program and coaching for teachers.</p>
1-4	Conferring moves: Teachers build a repertoire of conferring moves to use with all students, including ELLs, students with IEPs, and GATE students.	Participate in lab sites and reinforce expectations during observations, walk-throughs, and professional development.	Access to professional learning and feedback during lab-sites, TGDS observations (admin/AO), planning institute, and PD.

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

Improvement Strategy #2:	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).
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Students are assessed using CELDT, Express for all students;	Ensure teachers know and understand students' CELDT levels to be able to set goals and deliver instruction to meet those goals	Clear and effective CELDT plan that support testing conditions for students Supportive testing conditions for SRI (working computers, additional staff member, computer literacy, etc.)

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

Improvement Strategy #3:	Teachers collaborate to develop the kinds of learning experiences to engage every student in Common Core mathematics. Students engage in productive struggle, discourse, and tasks in math.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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3-1	Teachers create long term plans using curriculum and Common Core State Standards with the focus on essential understanding and key learning experiences..	Share expectations during August retreat, read long term plans, and provide feedback. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Principal/ILT will ensure that all TCN instructional expectations are followed-through upon	Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.
3-2	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.	Share expectations during August retreat and provide professional development. Audit classroom schedules and long term plans to ensure Number Talks and tasks are included. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed. Administrators will conduct TGDS observations and coaching cycles in math.	Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.
3-3	Students are assessed through common beginning of the year assessments, benchmarks throughout the year, and the SMI.	August assessment memo with clear expectations that is updated throughout the year. Support teachers to assess all students before the deadline (create release schedule for kinder to assess 1-1). Support teachers to analyze the data after each administration. Share school-wide data after each administration.	Chromebooks are available for scheduling using the Chromebook Google Calendar for each administration of the SMI. Target students will be allowed to test in a small group with an administrator. Teachers will receive labels with student passwords, student data, and graphs/charts to prepare. Access to Illuminate and clear instructions on how to enter data. Site developed assessment calendar created before the beginning of year.
3-4	Students will use ST Math regularly for 45-90 minutes each week. Teachers will analyze ST Math data to set goals for students and identify intervention needs.	Renew ST Math licenses and arrange for training for teachers and families.	Teachers have access to Chromebook carts for daily access to ST Math. Teachers have access to ST Math representative for questions and support.
3-5	Students will engage in math instruction for 60-75min daily including Number Talks 3-5 times per week for 10-15 minutes.	Share expectations during August retreat. Audit classroom schedules to ensure Number Talks are included. Conduct walk throughs to ensure teachers are following through on expectations and to support as needed.	Teachers will have access to examples of successful schedules. Teachers have access to Number Talks books and DVDs.
3-6	#REF!	#REF!	#REF!

3-7	Small group work: Teachers use small group work cycles during math workshop to confer with students.	Arrange for peer observations and reinforce expectations during observations, walk-throughs, and professional development.	Time during PD to practice teaching methods, etc. Weekly data-analysis release to analyze data to better plan for small groups.
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Improvement Strategy #4:	By using the PBIS core features of evaluation, progress monitoring, acknowledgement, and consequence/response student attendance will improve
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Set school-wide and grade level attendance goal at the beginning of the year and monitor regularly. Teachers, attendance clerk, and admin educate families on attendance expectations, logistics (i.e. 3 30+ tardies equals an absence), when to keep home, and impact on education (Target kinder families; or groups with highest absence rates).	Allocate time at team meetings, events, and assemblies; allocate space in the Home School Letter and on a bulletin board. Organizes and coordinates Attendance Team. Admin share attendance policies with teachers at beginning of year.	Attendance Team at least 2X per month to implement comprehensive attendance plan. Time at staff meetings, assemblies, SSC meetings, etc. Attendance clerk pulls data for staff meetings, assemblies, SSC, etc. and prepares reports.
4-2	Aknowledge strong attendance and growth of students, grade-level, and school through awards, certificates, and 'Panther Points'.	Allocate time at team meetings, events, and assemblies; allocate space in the Home School Letter and on a bulletin board. Organizes and coordinates Attendance Team.	Attendance Team at least 2X per month to implement comprehensive attendance plan. Time at staff meetings, assemblies, SSC meetings, etc. Attendance clerk pulls data for staff meetings, assemblies, SSC, etc. and prepares reports.
4-3	Identify students and families for SART/SARB process. Identify students and families on track for SART/SARB and send letters or make phone calls early.	Facilitate SART/SARB meetings montly. Attend and facilitate SST meetings. Report SART/SARB dat to COST.	Regularly monitor chronically absent and at-risk students at Attendance Team meetings.
4-4	Provide safe and supportive environment for all studnets.	Ensure all areas of the school are safe and that all adults use PBIS practices.	Train all staff in PBIS practices.

4-5	Hold SST meetings for students Identified as homeless and/or foster youth.	A school staff person (e.g., counselor, teacher, social worker) whom homeless/foster youth can talk to about any problems or concerns.cclf the child has fallen behind his grade	Strong Response to Intervention pyramid in place to move students into the sphere of success
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

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

PROPOSED 2017-18 BUDGET

Site Number:

190

School:

Think College Now

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$7,316.24	General Purpose Discretionary	Hire additional noon supervisor	Ensure all areas of the school are safe and that all adults use PBIS practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0010	0.14	190-1
\$49,362.42	Title I Basic	Hire TSA to provide reading intervention to ELLs and newcomers.	Teachers will identify striving students based on data and refer them to additional interventions as needed.	A3.2: Reading Intervention		10 MONTH CLASSROOM TSA	C10TSA0153	0.65	190-2
\$134,891.94	LCFF Supplemental	Literacy Coordinator	Additional data-analysis prep weekly to provide to analyze data weekly and time for quarterly goals conferences. Assistant principal to support data analysis and goals conference facilitation and team. Access to Illuminate.	A2.1: Implementation of CCSS & NGSS		COORDINATOR CERTIFICATED	CCERTF9999	0.91	190-3
\$17,334.89	Measure G: TGDS	Hire STIP sub to release teachers as necessary.	Time during professional development to norm. A sub and/or STIP sub will release each teacher for a full assessment release day for each administration. The STIP sub will release each teacher for 90min between each administration. Access to Illuminate and clear instructions on how to enter data. Site developed assessment calendar created before the beginning of year.	A2.8: Data & Assessment		TEACHER STIP	TCSTIP0646	0.39	190-4
\$27,113.55	LCFF Supplemental	STIP sub to support professional learning in support of ELLs	Time during PD to practice teaching methods, etc. Weekly data-analysis release to analyze data to better plan for small groups.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0646	0.61	190-5

\$3,750.00	General Purpose Discretionary	Extended Contracts	<p>Principal/ILT will ensure that all TCN instructional expectations are followed-through upon through walk-throughs, schedule development, and other accountability structures.</p> <p>Assess level of school-wide or individual of teacher practice by using the Academic Discussion Continuum of Teacher Practice. Identify one or two school-wide strategies to foster academic discussion.</p> <p>Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>	A2.5: Teacher Professional Development for CCSS & NGSS	1120				190-6
\$600.00	LCFF Supplemental	Extended day/enrichment for struggling readers to receive small group acceleration	Teachers use the Lucy Calkins Reading Units of Study, approved word work program (Words their Way, OCR, F&P)	A3.2: Reading Intervention	1120	Extended Contracts			190-7
\$3,888.75	Supplemental Program Investment	Extended Contracts	Access to professional learning and feedback during lab-sites, TGDS observations (admin/AO), planning institute, and PD.	A3.4: Teacher Professional Development focused on Literacy	1120				190-8
\$10,226.04	LCFF Concentration	Extended day/enrichment for struggling readers to receive small group acceleration	Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.	A2.5: Teacher Professional Development for CCSS & NGSS	1120				190-9
\$500.00	General Purpose Discretionary	Postage	Teachers participate in data/goals conferences with administration 4x/year (beginning of the year and after each trimester) to analyze data (F&P and SRI) and create action plans for target students. Depending on the semester we will target striving or thriving students. Targeted student groups will include students who have regressed academically over the summer (BOY), students far below grade level (Tri1), and academically advanced/GATE students (Tri2)	A3.3: Family Engagement focused on Literacy Development	5910				190-10
\$1,987.04	LCFF Supplemental	Stipends to support instructional planning in support of ELLs	Participate in lab sites and reinforce expectations during observations, walk-throughs, and professional development.	A2.8: Data & Assessment	1150				190-11

\$1,330.00	Measure G: TGDS	Subs	August assessment memo with clear expectations that is updated throughout the year. Support teachers to assess all students before the deadline (create release schedule for kinder to assess 1-1). Support teachers to analyze the data after each administration. Share school-wide data after each administration.	A2.6: Teacher Evaluation	1150				190-12
\$5,000.00	General Purpose Discretionary	Copier Maintenance	Teachers collaborate to develop the kinds of learning experiences to engage every student in Common Core mathematics. Students engage in productive struggle, in math.	A2.1: Implementation of CCSS & NGSS	5610				190-13
\$3,000.00	LCFF Supplemental	Retreat location for professional development	Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.	A2.5: Teacher Professional Development for CCSS & NGSS	5624				190-14
\$7,500.00	LCFF Supplemental	Technology licenses for enrichment for struggling readers to receive small group acceleration	Teachers have access to Chromebook carts for daily access to ST Math. Teachers have access to ST Math representative for questions and support.	A3.1: Blended Learning	5846				190-15
\$12,500.00	LCFF Concentration	Extended day/enrichment for struggling readers to receive small group acceleration	Reading partners works with striving students who are identified and by teachers, TSA, and administrators. GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade. TSAs use LLI for striving students in K-5. Experience Corps members work with students 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.	A3.2: Reading Intervention	5825				190-16
\$15,000.00	LCFF Supplemental	Mental Health intern	Facilitate SART/SARB meetings. Attend and facilitate SST meetings. Report SART/SARB dat to COST.	A5.2: Health and Wellness (Mental & Physical Health)	5739				190-17
\$2,500.00	General Purpose Discretionary	Clerical Extra Time	100% of parents will participate in report cards where the teacher will share the current reading level, goal, and strategies to reach the goal. Parents will participate in literacy workshops through the year created and facilitated by teachers.	A3.3: Family Engagement focused on Literacy Development	2425				190-18

\$3,000.00	General Purpose Discretionary	Refreshments	Logistical support to plan targetted workshops and family meetings.	A3.3: Family Engagement focused on Literacy Development	4311					190-19
\$6,818.95	General Purpose Discretionary	Duplicating equipment	Teachers create long term plans using curriculum and Common Core State Standards with the focus on essential understanding and key learning experiences..	A2.1: Implementation of CCSS & NGSS	4425					190-20
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Reading partners works with striving students who are identified and by teachers, TSA, and administrators. GIRLStart and Superstars Literacy works with striving students in 1st-3rd grade. TSAs use LLI for striving students in K-5. Experience Corps members work with students. 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. Access to afterschool programming will provide extended learning and increased opportunities for student engagement and language development.	A1.6: After School Programs	5825					190-21
\$21,000.00	General Purpose Discretionary	Supplies to support overall school operation	Time during August retreat to create long term plans using approved curriculum. Access to approved curricular programs and materials.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310					190-22
\$23,081.51	Supplemental Program Investment	Intervention teacher	Teachers will identify striving students based on data and refer them to additional interventions as needed.	A3.2: Reading Intervention		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0112	0.35		190-23
\$84.36	Measure G: TGDS	Supplies to support TGDS	August assessment memo with clear expectations that is updated throughout the year. Support teachers to assess all students before the deadline (create release schedule for kinder to assess 1-1). Support teachers to analyze the data after each administration. Share school-wide data after each administration.	A2.6: Teacher Evaluation	4310					190-24
\$663.59	Title I Basic	Surplus to be allocated in Fall 2017	n/a	n/a	4399					190-25
\$1,675.30	Title I Parent Participation	Supplies for parent engagement		A3.3: Family Engagement focused on Literacy Development	4310					190-26

FAMILY INVOLVEMENT POLICY 2016-2017

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. [Held the last Wednesday of the month at 4:15pm]
- **Parent Education**- Parents are a child's first teachers. TCN supports and provides on-site adult education. Parents are empowered to reach their own educational goals. Parent education is essential for student success and for family success.
 - **Parent workshops**- A variety of parent workshops are provided at TCN on an as-needed basis. Some of our community partners are Centro Legal de la Raza, Native American Health Center and Alameda Department of Nutrition. The Family Resource Center works with different community resource groups to provide workshops ranging from UC Berkeley: college-going culture (financial aid, community college, etc), Champions for Change

(Nutrition and Health) to OUSD Adult Education-professional development (computer training, literacy, etc) and much more. Translation and childcare for all workshops and meetings will be provided free of charge.

- **Family Resource Center (FRC)-** The FRC does outreach for students and their families. With the help from a grant received from the Zellerbach Foundation, we were able to develop and strengthen our family resource center. The family resource center is a comfortable, safe space where families can come in search of guidance for the home and various forms of school and community resources. The FRC is also the hub for parent representatives and volunteers.
- **Counseling Program-** TCN's counseling program is an integral part of our students' daily educational experience, and the program is designed to produce positive changes in student behavior and student learning. Students and families benefit from an array of direct services provided on site at Think College Now Elementary School. We provide families with individual, group and family counseling services as well as in-depth case management and referral services. Our program is integrated into the school and works as a group to provide services to enhance academic achievement and the social and emotional growth of our student.
- **Family Involvement Policy and Compact-** Each parent must sign the family compact to complete enrollment. As we have told families who enter our school, we expect more from ourselves, from the staff, the parents and the students. That is the only way we can achieve our lofty goals... together. As TCN grows, so do our families; we look forward to providing any support needed to maintain our family involvement as priority in our students' education.
- **Back-to-School Night and Open House Accountability Celebrations-** These events are opportunities for parents to visit their child's classroom, receive information on curriculum, academic assessment and student progress, proficiency levels, and the process for having conferences or communication with their child's teacher.
- **Home-School Letter-** Every Monday (or Tuesday if it is a 3-day weekend), TCN families receive valuable information to strengthen our family-school communication. It is imperative that you read it each week and return the folder every Wednesday. See Home-School folder section of the family handbook for more details.

This policy was adopted by the [Think College Now Elementary](#) School Site Council on [September 22nd, 2016](#) and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

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



(Principal's Signature)

September 22, 2016

(Date)

Student Name: _____



FAMILY/SCHOOL COMPACT 2016-2017



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

School Name: Think College Now

School Year: 2016-2017

Chairperson: Abellanira Santos		Vice Chairperson: Maria Islas	
Email:	Phone:	Email:	Phone:
Secretary: Claudia Hernandez		LCAP Parent Advisory Nominee: Abellanira Santos	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Melissa Gonzalez			X			
Julia Smit			X			
Alexandra Ahn			X			
Claudia Hernandez				X		
Esmeralda Carrera					X	
Araceli Carbajal					X	
Isabel Gonzalez					X	
Allison Henkel		X				
Maria Islas					X	
Abellanira Santos					X	

Meeting Schedule
(day/month/time)

Thursday, September 2016

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

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community

Revised 8/22/2016