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File ID Number	19-1323
Introduction Date	6/26/19
Enactment Number	19-1170
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School



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

Legislative File Id. No. 19-1323
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Manzanita SEED Elementary School
CDS Code: 1612590110247
Principal: Diane Lang
Date of this revision: 5/13/2019

The School 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: Diane Lang	Position: Principal
Address: 2409 East 27th Street Oakland, CA 94601	Telephone: 510-535-2832 Email: diane.lang@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Manzanita SEED Elementary School

Site Number: 175

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: May 13, 2019

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:

Diane G. Lang
Principal

DG Lang
Signature

May 17, 2019
Date

Pecolia Manigo

SSC Chairperson

Sara Stone

Network Superintendent

[Signature]
Officer, State and Federal Programs

Sara Stone
Signature

Mildred Otis
Signature

May 17, 2019
Date

5.20.19
Date

5/21/19
Date

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Manzanita SEED Elementary School

Site Number: 175

- | | | |
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- | | | |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

Signatures:

<i>Principal</i>	Signature	Date
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<i>SSC Chairperson</i>	Signature	Date
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<i>Network Superintendent</i>	Signature	Date
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<i>Officer, State and Federal Programs</i>	Signature	Date
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2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Manzanita SEED Elementary School**Site Number:** 175

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2019	SSC	shared budget rationale and planned engagement
2/11/2019	SSC	budget, blueprint and SPSA engagement
monthly meetings	SEED parents	Standing monthly meetings to hold space for parents to meet with principal and discuss current events including site plan related goals and data
2/1/2019	SELLS	Conducted parent survey to ensure that families know what an EL student is, why it matters and what reclassification means for their students.
3/11/2019	SSC	ILT Presentation to SSC on SPSA progress in ELA and Math
4/22/2019	SSC	Conducted discussion on School Climate SPSA Goals and Areas for Improvement
5/8/2019	SSC	shared draft SPSA
5/13/2019	SSC	SSC meeting to approve SPSA
5/15/2019	SEED parents	Final SPSA shared for end of year feedback from stakeholders

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,927.40
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$458,200.58

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$74,495.75	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$44,694.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,431.65	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$206,197.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$75,927.40	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$381,439.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$457,366.40
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Manzanita SEED Elementary School

School ID: 175

School Description

Manzanita SEED is a 50-50 simultaneous two-way dual language, arts enriched, Project-Based Learning TK-5th grade School, focusing on language, culture, equity, and family-school integration. SEED is an acronym for School of Expeditions, Equity and Diversity.

School Mission and Vision

Vision

We will provide a healthy, nourishing environment for every child to develop strong roots in the major languages and cultures of our community.

We prepare students to branch out into the world as bilingual and bi-literate leaders and life-long learners. At SEED, children gain an understanding of and respect for themselves, their community, and the world.

Mission

SEED is an Project-Based Learning School with a focus on Language, Culture, Equity, and Family-School Integration. Our vision is for all students to be:

- Bi-literate and Bilingual: in both English and Spanish
- Academically proficient: at or above grade level in both English and Spanish
- Culturally competent be able to understand other cultures and have high self-esteem

We provide a two-way immersion program in Spanish and English which prepares students not only to be bilingual and bi-literate, but to better understand and respect themselves, their community, and the world. In addition, we implement our vision with a curricular approach based on project-based learning, a focus on family-school integration, and an emphasis on diversity, equity, and inclusion.

Project-Based Learning is a comprehensive school reform model based on five core practices: Project-based learning units, Active Pedagogy, Culture and Character, Leadership and School Improvement, and School Structures. Teachers at every grade level collaborate to develop learning expeditions based on the social studies and science content standards. The expeditions incorporate fieldwork and/or service learning, and integrate reading, writing, and the arts with a social justice lens. Both the process and product of student learning in the expedition is showcased at two yearly EXPOsitions of student learning.

Diversity, Equity, and Inclusion

At SEED, we believe the diversity of our student population is a strength to be shared. Our two-way immersion and special education programs are a testament to this philosophy.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Reading: Two staff dedicated to reading intervention support in English and Spanish, has helped to reclassify students and improve SRI scores. Targeted, data-driven support for students based on SRI scores.	Prioritizing of staffing to address this issue, highly qualified staff providing intervention, use of data to identify students for intervention support in both languages.
Reading intervention is core strategy. TSA has a number of reading intervention groups both by grade level, ELD and Newcomer. ELD is to help ELL students prepare for SRI. STIP teacher also has intervention both pull out and push in. Grade level, ELD and Newcomers. Also use Succeeding By Reading - 1 on 1 for lowest performers.	Presented SRI Reading results and SBAC(see attached) In 5th grade: 16 students SDC, RSP and Newcomer, so not expected to to read at grade level. Intervention teachers working in her classroom have been fabulous. Newcomers don't take SBAC English in their first year but do take math.
Newcomer group are growing and feel a sense of belonging in their groups. 1st and 2nd grade intervention groups have experienced nearly grade level improvement in first half of year. Root causes include consistent groups meeting a minimum of once per week with our TSA and STIP teacher using the designated ELD practices.	Root causes include consistent groups meeting a minimum of once per week with our TSA and STIP teacher using the designated ELD practices.
Professional development was led consistently in alignment with our three year PD plan.	Dedicated planning time between our TSA and ELLMA partner
Priority Challenges	Root Causes of Challenges
Poor attendance impacts students most in need of academic interventions and supports.	Continued need to effectively educate and improve the role of the SART support families.
Intervention groups are often interrupted by different issues: ELPAC testing, intervention teacher being pulled away from intervention to cover classrooms for absent teachers, etc.	Root causes include lack of an ITL this year (40% of time dedicated to intervention); lack of an additional dedicated out of classroom position has also caused TSA to cover some of those responsibilities.
Students who are farthest from meeting the standard need to receive the most targeted small supports from their classroom teachers.	There is a need for a clear school wide strategy that clarifies that students who are farthest from meeting the standard need to be grouped with their classroom teacher in order to receive targeted instruction to accelerate their academic growth. Students who receive intervention from staff other than the classroom teacher should be our students who are closer to meeting the standards.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: Every student can name one staff person whom they have a connection with.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	68.51%	73.00%	78.00%
Suspensions	African-American Students	-2pp	11.11%	9.00%	7.00%
Suspensions	Students with Disabilities	-2pp	10.14%	8.14%	6.14%
Chronic Absence	African-American Students	-2pp	40.91%	39.00%	37.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: All students will demonstrate growth towards meeting quantified standards in ELA.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-38.9	-23.9	-13.9
ELA SBAC	Students with Disabilities	+20 points DF3	-151	-131	-111
ELA SBAC	English Learners	+20 points DF3	-119.9	-99.9	-79.9

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: All students will demonstrate growth towards meeting quantified standards in math.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-41.8	-26.8	-11.8
Math SBAC	Students with Disabilities	+20 points DF3	-145.3	-125.3	-105.3
Math SBAC	English Learners	+20 points DF3	-98.9	-78.9	-58.9

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: All English learners will continuously develop their English language fluency in six years or less.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	15.71%	16.00%	14.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	20.00%	20.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students grow one year or more in their literacy as measured by benchmark and SRI assessments.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	48.32%	53.30%	58.30%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	35.39%	30.40%	25.40%
K at or above Benchmark	All Kindergarten Students	+5pp	58.97%	63.97%	68.97%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	57.53%	62.53%	67.53%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

Manzanita SEED Elementary		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
School: School					
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Increase the percent of students in all grades who are reading at or above grade level by 10% each year, as measured by SRI and SBAC ELA. Students below or far below grade level will receive intervention to increase their academic growth by 1.5 years, as measured by SRI.			
Theory of Action for Language & Literacy:		If all Literacy-focused tasks are guided by CCSS, and if we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level. Also, for students below grade-level, if teachers spend time in PLCs analyzing literacy data, progress monitoring and planning differentiated instruction accordingly, AND students below grade level receive additional guided literacy instruction weekly, then those students will accelerate their literacy growth over the course of the year.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		46.0%	41.5
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
There is still a need for full implementation of the stated theory of action. PLC time dedicated to examining student data has been minimal and inconsistent. There continues to be a need for staff time to examine data and student work. We did not have the support of an ITL staff person as planned. This also minimized our partnership with central office partners in math, ELA, science. Central dept. leads will be invited to support our staff with their planning of PD to ensure principal and staff remain connected to academic initiatives.					
What evidence do you see that your practices are effective?					
Increased number of students demonstrating proficiency on SRI across grade level bands. and increased reclassification rates. Students will be able to demonstrate comprehension of what they read and will be able to decode and comprehend at increased lexile levels.					
What are some possible implications for your 2019-20 SPSA?					
We want to continue to make gains toward the academic, social and emotional goals we have set for staff and students. We will continue to use data from multiple indicators to make decisions and will improve in monitoring the progress made towards the goals we set.					
18-19 Standards-Based Instruction Priority:		Standards-Aligned Instruction in Math and Science			

June 2021 Standards-Based Instruction Goal:	The multi-year goal is to improve math SBAC/CAASP proficiency in "Standards Exceeded" category by 10% each year and to improve the "Standards Met" category by 10% each year and to reduce the "Standards Not Met" by 10% each year as students receive math instruction in both Spanish and English in K-5.		
Theory of Action for Standards-Based Instruction:	If teachers deeply understand grade-level standards, and practice creating content and language objectives that map to these standards, including in student expedition units, then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-27.6	-41.8
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Consistent quality professional development for staff each Wednesday, this is in alignment with our three year PD plan developed based on classroom walkthroughs, observations and student data. The ITL position remained unfilled all year which took away both student intervention and staff coaching supports.			
What evidence do you see that your practices are effective?			
Targeted small group intervention that is centered on assessment data from students helps to target the specific needs of students.			
What are some possible implications for your 2019-20 SPSA?			
A school wide focus for the entire school that includes the math goal of increasing our 3rd-5th grade math SBAC scores from -41.8 to -31.8 percent. IAB assessment will be used to monitor student progress towards meeting the goal and determine what specific standards need reteaching for students.			
18-19 Conditions for Student & Adult Learning Priority:	Culture and Climate		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2019, 85% of 5th grade students responding to the CHKS survey will report that students treat teachers with respect most or all of the time and 80% of students will report they are treated fairly when they break the rules. In turn, By June 2019, satisfactory attendance rates will increase by 12% bringing it back to 2015-2016 levels.		
Theory of Action for Conditions for Student & Adult Learning:	If we strengthen our school-wide and classroom PBIS and SEL Tier 1 practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will be treated fairly when they break the rules, will treat their teachers and others with more respect, and will in turn come to school on a regular basis.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	All Students	69.0%	62.40%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have grown as a school in improving the conditions of adult and student learning. We have improved staff cohesion, better teacher retention, and improved collaboration amongst all stakeholders. Routines and systems to support the front office staff in their response to students who come to the office from classrooms. Additional staff were hired to support the SEL needs of students including counseling interns and a .4 social worker.

What evidence do you see that your practices are effective?

COST referral data, student suspension rates and consistent PBIS protocols implemented in classroom and campus.

What are some possible implications for your 2019-20 SPSA?

SSC, ILT and entire school community will engage in a process of awareness and expectation of tier one practices to support students and solidify agreements of community building and relationship practices.

18-19 Conditions for English Language Learners Priority:	Fidelity and High-Quality Implementation of Dual Language Model		
June 2021 Conditions for English Language Learners Goal:	Increase the reclassification rate for English Language Learners to 18% by June 2021; by June 2019, increase reclassification rate to 14%.		
Theory of Action for Conditions for English Language Learners:	If we vertically align the literacy and language practices in our 50-50 dual-immersion program by ensuring students are taught language acquisition in both reading and math and emphasizing the reading and writing components as part of the expeditionary learning, then students will have more equitable access to the Common Core curriculum.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	13.0%	15.70%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Targeted supports for our ELL students were provided included designated and integrated EDL practices, and intervention groups to support students with language acquisition and reclassification.

What evidence do you see that your practices are effective?

Growth on SRI results and increased number of students reclassified.

What are some possible implications for your 2019-20 SPSA?

We continue to need to think strategically regarding how our ILT, TSA and principal will continue the work of our 3 year PD plan.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

Late personnel changes caused SEED to not have the support of an ITL staff member. Therefore the SSC reallocated those funds for other student needs.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Manzanita SEED Elementary School

School ID: 175

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Culture and Climate
School Theory of Action:	If we strengthen our school-wide and classroom PBIS and SEL Tier 1 practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will be treated fairly when they break the rules, will treat their teachers and others with more respect, and will in turn come to school on a regular basis.
Related School Goal(s):	Every student can name one staff person whom they have a connection with.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.	Principal will hold and uplift the vision for the work by attending and participating in at least 80% of PBIS meetings, co-leading PBIS PDs, and reinforcing system implementation importance on an ongoing basis. PBIS team meetings will be scheduled out at the beginning of the year within the contracted work time OR members will be provided compensation for meeting time. School leaders should ensure that District trainings on PBIS and MTSS be attended by teams of stakeholders and then a plan for how that information will be brought back to school staff needs to be in place.	SWPBIS TFI Indicators 1.1 and 1.2 at fidelity of 2 Regular meeting agendas with documentation of participants and clear tasks taken on by varying members Ongoing team self-assessment on subcomponents of indicators 1.1 and 1.2 with clear action steps

1-2	<p>PBIS will have regular facetime with staff through 15 minutes at each weekly staff meeting, at least 3 professional development opportunities (1 per trimester) and pre-planned training slots on Pre-service and Buy-Back Days</p>	<p>Principal will put PBIS PDs, trainings and PBIS staff meeting times on the master calendar and will support and co-facilitate in the training when appropriate. PBIS team will be compensated necessary planning which takes place outside of their pre-existing monthly meeting.</p>	<p>Master calendar Agendas and slide decks Staff feedback forms SAS (Staff Self Assessment Survey)</p>
1-3	<p>Classroom PBIS will be implemented with fidelity by all teaching staff (including but not limited to homeroom teachers, crew teachers, enrichment teachers, sports coaches, after school teachers). They will use these evidence based classroom supports: define and teach rules and procedures aligned with School-wide Expectations (Classroom Matrix), identify continuum of practices for responding to behavior, arrange physical space to prompt appropriate behavior, employ active supervision, develop class-wide group contingencies, provide multiple opportunities to respond. In order for this to occur they will need ongoing training and reflection opportunities. A skill of the month format including self reflection, peer observation and feedback, and leadership team observations with feedback and action planning will be important.</p>	<p>The principal and school leaders will assist in scheduling peer observations and leadership PBIS learning walks with follow up 1:1, PLC, and/or staff follow-up debriefs, supports, and trainings</p>	<p>Baseline classroom pbis walkthrough data Monthly skill of the month self assessment data, peer observation data Ongoing PBIS leadership classroom learning walk data. TFI Classroom PBIS observation data spring and fall Diminished rate of classroom URFs</p>

<p>1-4</p>	<p>Setting and Teaching Behavior Expectations</p> <p>The staff will re-examine the teaching behavioral matrix to see if areas need to be adjusted or augmented for instance: the adding of staff expected behaviors, developing out a playground specific matrix, a classroom matrix, or incorporating SEL competencies within the matrix</p> <p>Formal system with written schedules is used to teach expected behaviors directly to students in classroom and across classroom settings so that at least 70% of students can list at least 67% of expectations. There will be particular emphasis on whole school and small group re-teaching opportunities if the data shows a need for a drill down on a particular time, location, or expectation.</p>	<p>Leadership will create professional development opportunities during pre-service week to analyze, expand and further develop behavior matrices. Leadership will create and disseminate a formal teaching and re-teaching calendar for instructing students about the behavior expectation matrices. Leadership w/ the help of PBIS team and ILT will hold regular assemblies to reinforce the character traits and behavior expectations. Leadership will ensure through regular observation that expectations are being reinforced in classrooms through CREW.</p>	<p>TFI Spring and Fall Walkthrough</p> <p>Observation data</p> <p>Assembly calendar and assembly artifacts</p> <p>Crew projects</p>
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1-5	<p>Response to Behavior</p> <p>-Staff will finalize and implement a flowchart to outline definitions for and responses to problematic behaviors and will share this out to families and other stakeholders. Within this they will continue to deepen and develop their understanding of what behaviors are classroom managed and what behaviors are office managed. They will continue to role play, practice, and work through how to manage behaviors and follow the flowchart as well as work on co-constructing shared definitions of behaviors such as defiance and disrespect. Embedded within this work is further study on pre-referral interventions and how to utilize them.</p> <p>-Staff will use the Caught You Being Good system on a regular and consistent basis to reinforce and acknowledge positive behavior and provide 5:1 behavior and process specific contingent praise.</p>	<p>Principal will help construct and facilitate professional developments and will provide ongoing professional development opportunities such as, function of behavior training. Leadership will ensure that data is collected and input on buddy classroom usage and office referrals and that this data is analyzed using a problem solving stance. Leadership will also ensure that the consequences are delivered using an instructive and restorative stance and that proper protocols are followed both within the classroom and school-wide settings (ie office, playground) Leadership will facilitate rewards system for CYBG and will reinforce its usage to staff and families.</p>	<p>URF analysis</p> <p>Aeris and Discipline Dashboard Data</p> <p>Meeting Agendas</p> <p>Buddy Room Tracker Data</p> <p>Minor Behavior Tracker</p> <p>CYBG Tracker</p>
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1-6	<p>COST Team will be expanded to encompass key stakeholders and people with knowledge of the school, supports, and functions of behavior (principal, social worker, PBIS team member, ILT member, ASP, etc), will meet at least twice monthly, will use an agenda with set goals and will utilize the COST tracker. COST will develop a clear flow chart for COST referral protocols and will conduct a universal screener (SRSS) at least twice (optimally 3 times) per year. Within that construct the COST team will work to implement social skills groups and Check-in Check-out (CICO) with clear entrance and exit criteria and progress monitoring matching the intervention appropriately with the function of behavior. COST team will work with teachers to identify students who need additional support because of their family circumstances: this will include homeless students, foster students, military students, and other students whose families are in transition.</p>	<p>Principal will attend COST regularly and will ensure the tracker is used to fidelity. Principal will provide opportunities for members of COST to engage in District training and will have time on the PD and staff meeting calendars for COST to train staff on the COST process, reinforce referral protocols, analyze SRSS data, and learn how to implement (as appropriate), monitor, and reinforce tier 2 and 3 interventions.</p>	<p>COST Tracker and progress monitoring tab usage</p> <p>COST referral Flowchart</p> <p>Intervention Descriptions Sheet and intervention data</p>
1-7	<p>Staff will use CREW as designed and daily morning & afternoon circles/RJ circles to build relationships, foster respect, and teach SEL competencies such as self-management, relationship skills, and social awareness.</p>	<p>Principal will provide support and PLC opportunities to reflect, develop inquiry around SEL and plan CREW.</p>	<p>Observation data</p> <p>URFs</p> <p>Social Skills Groups</p> <p>CICO</p>

1-8	Attendance team will have clear communication and crossover with both PBIS and COST to create throughlines of Tier 1,2,and 3 student practices and supports with an emphasis on Tier 1.	Principal will aid and ensure attendance team has appropriate membership, meets regularly, and uses attendance data from both Aeries and A2A to ensure timely communications and interventions to staff, families, students, and community	Aeries A2A Dashboard Meet district attendance goals Increase satisfactory attendance rating
1-9	School staff will provide TK to K and 5-Middle school orientation programs to assure the smooth transitions between grade levels	Leadership will work with Manzanita Community to set up joint middle school orientation meetings and meet with 5th grade parents to help them navigate the smooth transition from elementary school to middle school. Leadership will also work with the TK and K teachers to ensure events that provide for the TK to K transition, and will coordinately closely with SEED's Family Liaison to assure strong participation of all families.TK and K teachers will meet regularly (weekly) to collaborate on academic and SEL activities that will ensure a smooth transition for students and families.	Evidence will be implementation of these activities in a time-appropriate fashion, as evidenced by teacher and parent bulletins, and sign-in sheets at family engagement events.
1-10	Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress. This will benefit all new families, and especially families of students in transition, including homeless students, foster students, military and high-need families.	Principal will work with the Parent Coordinator to identify role's support for key school plan priorities, and will engage in regular meetings to discuss progress, troubleshoot, and support on going coordination of family engagement activities. Principal, Parent Coordinator and other key stakeholders will meet weekly or bi-weekly to ensure coordination of activities and alignment to school's overall plan and priorities	Calendar of regular meetings between leadership and Parent Coordinator; google doc with evidence of regular collaboration and key priorities

1-11	Teacher Practice: Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Leadership practice: Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Evidence of impact: In data conferences with teachers, principal will view and review teachers' personalized learning plans for all students with disabilities.
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Standards-Aligned Instruction in Math and Science
School Theory of Action:	If teachers deeply understand grade-level standards, and practice creating content and language objectives that map to these standards, including in student expedition units, then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..
Related School Goal(s):	All students will demonstrate growth towards meeting quantified standards in math.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers design and implement complex tasks in all content-areas, including cross-content Expeditions using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking. Teachers monitor student learning especially for GATE students through multiple forms of authentic assessment to determine mastery.	Principal, ITL and ILT plan and implement professional development for teachers that is focused on ensuring that 100% of teachers understand the key standards-based concepts across math and science: NGSS, including Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts for science, and the Standards for Mathematical Practice. Principal, ILT and ILT also plan and implement professional development focused on the identification and development of CLOs and language scaffolds across all content areas.	Classroom walkthroughs and observations will show that, by year's end, 75% of teachers have identified standards, and have named content and language objectives in their lessons and unit plans. Teachers will provide weekly lesson plans that show consistent (75% of the time) evidence of CCSS-aligned and/or NGSS objectives and tasks for their math and science blocks, including in Expeditions.

2-2	<p>Teachers will collaborate in grade level teams to implement NGSS-aligned curriculum and lessons in English and Spanish, and will analyze student learning through formative assessments and SIRA.</p>	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in science classrooms. Principal and Instructional Leadership Team will create a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around science to allow teachers to develop a deep understanding of grade level science standards and the cross-cutting practices in all grades grades."</p> <p>COI/PD/PLC schedule with ITL support will ensure that teacher teams have protected and productive learning time to study science standards at and across grades.</p>	<p>PLC templates and participant observation will show evidence CCSS and NGSS aligned lessons, of close analysis of student data and work, and discussions about how to improve instruction in support of student outcomes.</p>
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2-3	<p>Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS and NGSS-aligned math and science instruction.</p>	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to share grade-level, CCSS and NGSS-aligned math and science instruction across languages. Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics and science. Cycle of Inquir focus on math and science will support teachers to use their developing understanding of CCSS math standards and progressions, and NGSS standards, to create and implement a grade-level language allocation for math and science that ensures cohesive math and science instruction in English and Spanish.</p>	<p>PD schedule for 2018-19 will show evidence of PD input and output around SEED's language allocation model, and how math and science Standards and practices for each grade level is shared across two languages. Each grade will also document its language and task allocation across two languages, and document which practices are being taught and reinforced at each grade level (aka Number Talks, or FOSS kit).</p>
2-4	<p>Teachers will collaborate in grade level teams to develop content language objectives (CLOs) anchored in the math and science standards, and will develop and implement instruction using an explicit lens around the language demands of the math or science lesson/task.</p>	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team plan and support PD that develops teachers' ability to analyze and plan for a lesson's language demands as well as its content demands. Delivery of PD focused on the importance of identifying content language objectives specific to mathematics, building teachers' competency to write powerful CLOs that guide instruction, and surfacing the language demands of the lesson/task. Principal and Instructional Leadership Team will create a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics. Practice time through COI or PLC groups to write CLOs and use them as a language guide.</p>	<p>PD scope and sequence will show evidence of learning around CLOS anchored in math and science.</p>

2-5	<p>Teachers will collaborate in grade level teams to integrate mathematics and science into each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed (including all three strands in science: Physical, Life, and Earth and Space Sciences) and that students will have ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards.</p>	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team plan and support PD that develops teachers' ability to integrate math and science into their expeditions. Instructional Teacher Leader will support teachers and grade level teams to identify and integrate all math and science standards into each expedition. Opportunities will also be built in for grade level teams to share across grade levels how they integrate mathematics and/or science. Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics and science. Monthly PD/PLC structure, and weekly collaboration time, will be used to identify and integrate math and science into two grade-level expeditions.</p>	
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy		
School Theory of Action:	If all Literacy-focused tasks are guided by CCSS, and if we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level. Also, for students below grade-level, if teachers spend time in PLCs analyzing literacy data, progress monitoring and planning differentiated instruction accordingly, AND students below grade level receive additional guided literacy instruction weekly, then those students will accelerate their literacy growth over the course of the year.		
Related School Goal(s):	All students will demonstrate growth towards meeting quantified standards in ELA. All students grow one year or more in their literacy as measured by benchmark and SRI assessments.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	Teachers will implement Balanced Literacy within a Dual Language 50/50 project-based learning framework while ensuring that each component has clear objectives (content and language) that are Common Core State Standards-aligned.	Principal and Instructional Leadership Team will do spend the first part of the year understanding the standards and why they need to be embedded in all lesson planning and implementation. Principal and ITL will kick off the year with a PD cycle dedicated to ensuring that all units and lessons planned have clear content and language objectives that are aligned to CCSS. Emphasis will be placed on Expeditions as well in order to ensure that all Expeditions are tied to grade-level literacy standards.Principal will name as a key objective for walkthroughs evidence of grade-level standards and connected objectives in each classroom.	Classroom walkthroughs and observations will show that, by year's end, 75% of teachers have identified standards, and have named content and language objectives in their lessons and unit plans. Teachers will provide weekly lesson plans that show consistent (75% of the time) evidence of CCSS-aligned objectives and tasks for their BAL time
3-2	Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level (GATE) and students with disabilities, via small group instruction & literacy rotations and/or blended learning.	Principal & Instructional Leadership Team will design and implement Professional Development and PLC time dedicated to ensuring that literacy block is differentiated on a daily basis, through small group instruction, literacy rotations, and/or blended learning.	Classroom walkthroughs and observations will reveal that 90% of teachers are providing differentiated instruction on a daily basis . Teachers will provide weekly lesson plans that show evidence of daily differentiated instruction
3-3	Teacher will provide consistent designated ELD/SLD to all students who are not making adequate progress in their language development, and newcomer students who need intensive language supports provided in designated ELD.	Principal and Instructional Leadership Team will identify how to incorporate Designated ELD/SLD in weekly schedule. PD will be provided to look at ELD/SLD structures in order to support individual student needs. Following each DRA/EDL assessment period, grade level teams will meet during PD to analyze student progress across language and determine which students need additional designated ELD/SLD.	Review of teacher daily and weekly schedules to be submitted to principal through a google folder where weekly documents are submitted will show where they are providing Designated ELD (and SLD) in their daily/weekly schedule.

3-4	<p>Teachers will identify students in need of Tier 2 support using DRA/EDL and running records, and then will create additional guided reading and strategy groups in order to support those students' acceleration.</p>	<p>Principal and/or Instructional Teacher leader will meet with teachers in individual data chats following each assessment cycle to determine what support the teacher needs to implement Tier 2 interventions. PD and PLC schedule will allow time for teachers to calibrate DRA/EDL data to itself as well as to SRI and SBAC data (for grades 3-5), analyze all literacy data, and determine which students are in need of additional Tier 2 language and or literacy support.</p>	<p>Yearly calendar will reflect individual teacher data conferences at least 3 x per year. PD/PLC Scope and Sequence will reflect time to analyze data and group/re-group students accordingly.</p>
3-5	<p>Teachers will support students to facilitate 3 Student Led Conferences a year where they share their progress (including DRA/EDL and SRI) and set goals for their achievement in English and Spanish with their families & community. Particular attention will be paid to ensuring that families of low-income students attend at high rates, and that families know what their students' progress and goals are.</p>	<p>The administration will reinforce expectation of 100% attendance at SLCs in weekly bulletins, and send personalized data letter to families 1-2 weeks before conference with reminder of conference date and purpose. The ITL/TSA will print and distribute DL snapshot for teachers prior to each conference period. Following each conference period, the administration will share the SLC attendance data with teachers at PD. Principal will find examples for the primary teachers to help them guide their students in a successful SLC. The schedule for minimum days and conferences will be shared with families at the beginning of the year. Grade levels will have time to coordinate schedules and expectations during PD. PD will be provided to all teachers on how to support student goal setting at SLCs. The family coordinator will ensure translation is provided when needed at SLCS and provide follow up support with scheduling after teacher has made first attempt. The family coordinator will provide teachers with a template to track attendance at SLCs.</p>	<p>Data analysis of Student Led Conferences will indicate that 100% teachers set goals for their students and shared student level literacy data with families.</p>

3-6	Teachers will use the frameworks of implicit bias and culturally responsive pedagogy in order to analyze and respond to school's current achievement gap for ethnic and racial subgroups, with particular focus on African American students and Latino students because of the school's achievement data, and the decline in overall proficiency for AA students from 2016-17 to 2017-18. Teachers will then identify focal students as they implement Tier 1 and Tier 2 strategies to support students' engagement and mastery of content in their classrooms.	Principal and Instructional Leadership Team will present frameworks of implicit bias and culturally responsive pedagogy during Professional Development time, and create opportunities for teachers to reflect and apply these frameworks to their own teaching practices.	Principal and/or ITL will discuss focal student progress in pre and post-observation conferences, as well as teacher data conferences. Focal student engagement and performance will be progress monitored throughout the year, and teachers will be asked to periodically reflect in writing on their own instructional strategies and routines, and to analyze shifts in students' engagement and performance throughout the year.
3-7	Instructional Teacher Leader will flexibly provide small group interventions to students below grade level in English or Spanish; exiting and adding students as needed throughout the year.	Principal will work with teachers and Instructional Teacher Leader to identify students for literacy interventions; Instructional Teacher Leader will monitor student progress and re-group/exit students as needed throughout the year Consistent intervention schedule will be created and maintained in order to ensure that students receive intervention multiple times a week; principal will protect this time as much as possible through identifying other supports during intervention periods, so that ITL can maintain schedule 90% of the time.	Principal and/or ILT will review group intervention progress at the end of each marking period, in order to determine how well the schedule is being maintained, how the interventions are working, and for whom.
3-8	Teachers will meet regularly in grade-level PLCS, in order to engage in student-centered, data-driven cycles of inquiry throughout the year	Principal, in conjunction with ITL and ILT, will create a template and guidance for student-centered, data-driven PLCs. Principal, ITL and Instructional Facilitator will help facilitate PLC discussion, and will request and track PLC activities and outcomes as reported in a google drive folder, in order to ensure that teacher work is focused on student outcomes, and that each cycle has a specific focus.	PLC templates and participant observation will show evidence of close analysis of student data and work, and discussions about how to improve instruction in support of student outcomes.

3-9	STIP sub will provide release time for teachers so that, on Wednesdays, teachers can collaborate in grade level teams as PLCs, and to engage in student-centered, data-driven cycle of inquiry.	Principal and Instructional Teacher Leader will provide tools for the STIP sub to be successful in his/her role across multiple classrooms in the school through: training, feedback, targeted PDs, teacher observation, etc. Create consistent schedule for STIP sub wherever possible, and provide resources to enable STIP sub to release teachers and also continue academic trajectory in teacher's absence	2018-19 Master calendar will show that the STIP has created consistent release time for teachers for: second prep. data conferences, classroom observation, etc.
3-10	After school Academic activities should be aligned with school goals and support specific student achievement needs defined by the school. Activities should be based on sound instructional strategies aligned with the regular school day program.	After School Program Liaison will work with the after school school program coordinator in order to align academic goals. After school program staff will work with classroom teachers to align curriculum and provide instructional support in Literacy and Math.	After School Program meetings between the AS Program Liaison and the AS Coordinator will document the alignment through school day and after school through identification of key academic priorities, and after school activities designed to support student progress on those priorities.
3-11	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	Principal and Instructional Leadership Team will design and implement PD cycles and sessions that enable teachers to group students according to their literacy assets and needs, and to provide consistent and effective small group instruction that provides targeted instruction, and accelerates literacy growth. PLCs will be asked to identify focal students who are below grade level in their strongest language, and do a cycle of inquiry centered on those students and whether the targeted tasks and practices are accelerating their growth.	Classroom walkthroughs and observations; review of classroom schedules of small group instruction/guided reading will show that 75% of teachers are providing small group instruction, at least 2x/week, to students who are below grade level. Regular progress monitoring of students through DRA/EDL and running records will determine growth for students below grade level.
3-12	Teachers maximize opportunities for authentic language and literacy learning through content, as called for in CCSS-ELA and CA-ELD Standards. For example, students write with evidence, read complex text, and engage in argumentation as part of hands-on science lessons using NGSS-FOSS materials.	Principal and Instructional Leadership Team will design and implement PD cycles to plan for and formatively assess students' language and literacy development through the context of science.	Analysis of student writing and speaking in science demonstrates growth from beginning to end of PD cycle.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Fidelity and High-Quality Implementation of Dual Language Model
School Theory of Action:	If we vertically align the literacy and language practices in our 50-50 dual-immersion program by ensuring students are taught language acquisition in both reading and math and emphasizing the reading and writing components as part of the expeditionary learning, then students will have more equitable access to the Common Core curriculum.
Related School Goal(s):	All English learners will continuously develop their English language fluency in six years or less.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will meet with their grade level team at the beginning of and throughout the year, to ensure fidelity of minutes, goals and practices in each grade level to SEED's Language Allocation Model, across all content areas.	Principal and ILT will ensure that fidelity to the language allocation model is prioritized in PD and in grade-level planning time at the beginning of the year, and will review daily and weekly calendars to ensure that the model is followed.	Review of teacher practice and weekly schedules shows evidence of fidelity with SEED's Language Allocation Model, across all content areas, in 90% of classrooms..
4-2	Teachers will design and implement all lessons using Integrated ELD and SLD strategies and practices, across all content areas.	Principal, ITL ,ELLMA Specialist, and ILT will provide PD on Integrated ELD/SLD, and will do periodic walkthroughs in order to assess implementation fidelity and effectiveness of instruction.	Classroom walkthroughs and observations will show evidence of Integrated ELD and SLD practices in 75% of all classrooms.
4-3	Teacher will provide consistent designated ELD/SLD to all students who are not making adequate progress in their language development	Principal and Instructional Leadership Team will identify how to incorporate Designated ELD/SLD in weekly schedule. PD will be provided to look at ELD/SLD structures in order to support individual student needs. Following each DRA/EDL assessment period, grade level teams will meet during PD to analyze student progress across language and determine which students need additional designated ELD/SLD.	Review of teacher daily and weekly schedules to be submitted to principal through a google folder where weekly documents are submitted will show where they are providing Designated ELD (and SLD) in their daily/weekly schedule.

4-4	Teachers will review ELPAC and other assessment data for all English Learners, and will use the Dual Language Snapshot in order to set English Language goals with each EL in their class, as part of student goal-setting. This information will also be communicated to parents at each Student Led Conference (SLC).	Principal, ITL and ILT will create structured time in PD or PLCs for teachers to review English Learner data (aggregate and individual), and to plan next steps. As part of the SLC PD, teachers will be asked to work with each student to set an English and Spanish Language goal for the next trimester, and to review/reflect progress with student at the end of the next marking period. This will also be discussed with each teacher at their data conference 3x/year.	Review of teachers' records will show that each English Learner in their classroom has set a goal with the ELL, and that this goal is reflected on and reviewed at least three times a year.
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	After school	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		After school Academic activities should be aligned with school goals and support specific student achievement needs defined by the school. Activities should be based on sound instructional strategies aligned with the regular school day program.	175-1
\$18,541.38	General Purpose Discretionary	Bilingual Clerk	Goal 6: Parents and families are engaged in school activities.	2205	Classified Support Salaries		n/a	0.50	Fidelity and High-Quality Implementation of Dual Language Model	175-2
\$13,106.23	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.32	PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.	175-3
\$8,048.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	175-4
\$5,000.00	General Purpose Discretionary	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	175-5
\$25,000.00	LCFF Concentration	TPC Art contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		The principal and school leaders will assist in scheduling peer observations and leadership PBIS learning walks with follow up 1:1, PLC, and/or staff follow-up debriefs, supports, and trainings	175-6

\$8,926.37	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.15	Leadership will create professional development opportunities during pre-service week to analyze, expand and further develop behavior matrices. Leadership will create and disseminate a formal teaching and re-teaching calendar for instructing students about the behavior expectation matrices. Leadership w/ the help of PBIS team and ILT will hold regular assemblies to reinforce the character traits and behavior expectations. Leadership will ensure through regular observation that expectations are being reinforced in classrooms through CREW.	175-7
\$43,294.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6268	STIP Teacher	1.00	STIP sub will provide release time for teachers so that, on Wednesdays, teachers can collaborate in grade level teams as PLCs, and to engage in student-centered, data-driven cycle of inquiry.	175-8
\$3,589.62	LCFF Supplemental	Subs	Goal 3: Students are reading at or above grade level.	1150	Certificated Teachers: Substitutes		n/a		STIP sub will provide release time for teachers so that, on Wednesdays, teachers can collaborate in grade level teams as PLCs, and to engage in student-centered, data-driven cycle of inquiry.	175-9

\$47,834.00	LCFF Supplemental	Social Worker	Goal 5: Students are engaged in school every day.	1205	Certificated Pupil Support Salaries	6206	Social Worker	0.40	COST Team will be expanded to encompass key stakeholders and people with knowledge of the school, supports, and functions of behavior (principal, social worker, PBIS team member, ILT member, ASP, etc), will meet at least twice monthly, will use an agenda with set goals and will utilize the COST tracker. COST will develop a clear flow chart for COST referral protocols and will conduct a universal screener (SRSS) at least twice (optimally 3 times) per year. Within that construct the COST team will work to implement social skills groups and Check-in Check-out (CICO) with clear entrance and exit criteria and progress monitoring matching the intervention appropriately with the function of behavior. COST team will work with teachers to identify students who need additional support because of their family circumstances: this will include homeless students, foster students, military students, and other students whose families are in transition.	175-10
\$16,128.63	LCFF Supplemental	Library Technician	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries		n/a	0.25	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	175-11

\$25,826.00	LCFF Supplemental	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	6442	School Enrichment Recess Coach	0.50	PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.	175-12
\$380.00	LCFF Supplemental	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teacher Practice: Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	175-13
\$18,000.00	LCFF Supplemental	Counseling Interns- central services	Goal 2: Students are proficient in state academic standards.	5739	Mental Health Provider		n/a		PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.	175-14

\$36,000.00	LCFF Supplemental	Playworks contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.	175-15
\$7,050.00	LCFF Supplemental	ST Math Licenses	Goal 5: Students are engaged in school every day.	5846	Licensing Agreements		n/a		Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level (GATE) and students with disabilities, via small group instruction & literacy rotations and/or blended learning.	175-16
\$65,191.00	Title I: Basic	ELL Teacher Leader- TSA	Goal 4: English Learners are reaching fluency.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.80	Principal, ITL, ELLMA Specialist, and ILT will provide PD on Integrated ELD/SLD, and will do periodic walkthroughs in order to assess implementation fidelity and effectiveness of instruction.	175-17
\$9,305.00	Title I: Basic	Newsela and RAZ	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		n/a		Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level (GATE) and students with disabilities, via small group instruction & literacy rotations and/or blended learning.	175-18

\$464.18	Title I: Parent Participation	Teacher extra time	Goal 6: Parents and families are engaged in school activities.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress. This will benefit all new families, and especially families of students in transition, including homeless students, foster students, military and high-need families.	175-19
\$464.18	Title I: Parent Participation	Classified extra time	Goal 6: Parents and families are engaged in school activities.	2225	Classified Support Salaries: Overtime		n/a		Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress. This will benefit all new families, and especially families of students in transition, including homeless students, foster students, military and high-need families.	175-20
\$504.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress. This will benefit all new families, and especially families of students in transition, including homeless students, foster students, military and high-need families.	175-21



Title I School Parental Involvement Policy 2018-19

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

Involvement of Parents in the Title I Program

MANZANITA SEED agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.

Manzanita Seed Elementary School will convene an Annual Title 1 meeting to inform parents of the following:

The school participates in Title 1 Program. The Parents have the right to get involve and participate in the development of the Districts Title 1 plan.

- Offer a flexible number of meetings for parents.

Annual Title 1 meeting: School Site Council Meetings, SELLS, Black Family engagement meeting, Coffee with the principal, PTU, Expo, Parent Teacher Conferences and after school program.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Annual Title 1 meeting: School Site Council Meetings, SELLS, Black Family engagement meeting, Coffee with the principal, PTU, Expo, Parent Teacher Conferences and after school program.



STATE AND FEDERAL PROGRAMS

- Provides parents of Title I students with timely information about Title I programs.

Parent Facebook page, Monthly community Newsletter, Teacher grade level newsletter. Talking points text messaging system. Robot Calls, handbook.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

Annual Title 1 meeting engagement meeting, SCC, Coffee with the principal, PTU, Expo, Parent Teacher Conferences. Parent Facebook page, Monthly community Newsletter, Teacher grade level newsletter. Talking points text messaging system. Robot Calls, handbook. Flyers.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

SELLS and SCC meeting, Coffee with the principal, PTU, Parent Teacher Conferences

School-Parent Compact

MANZANITA SEED:

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

MANZANITA SEED:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

Manzanita SEED Elementary will assist Title 1 parents in understanding academic content standards, assessments and how to monitor and improve the achievement of their children served by school and their understanding the following topics: the State of California academic content standards; the state of California and Oakland Unified School Districts academic assessments, including alternative assessments; Academic proficiency levels students are expected to achieve; Parent Workshops once a month.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

At Manzanita SEED Elementary provides monthly meeting to help students, parents and communities to improve. At the Coffee with the principal, Parent Workshop, SCC and PTU, there will be a moment to address parent student needs to help improve academic instruction.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Manzanita SEED Elementary, staff will be given instructional strategies to help parents excel academically. This will happen weekly at faculty meetings and Professional Teacher Developments.



- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

Manzanita SEED Elementary and the after school program EBAYC will encourage parents and support parent participation by attending teacher parent conferences and Expo fun and innovative. The goal is to make these family engagements as comfortable as possible for our SEED families.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Teacher Parent Grade Level Newsletters and SEED Monthly Newsletters, Talking points, Parents Facebook Page.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Translation services in Spanish, and translation services can be provided in MAM if requested in advance by parent.

Accessibility

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

Translation services in Spanish, and translation services can be provided in MAM if requested in advance by parent.

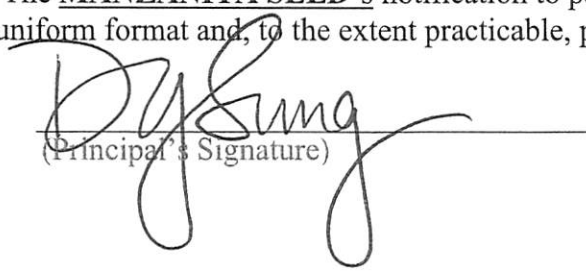


Adoption

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

This policy was adopted by the MANZANITA SEED School Site Council on (Date) May 13, 2019 and will be in effect for the 2018-19 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 MANZANITA SEED'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)

05/13/2019
(Date)

Manzanita SEED Elementary School Compact

School Name

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

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

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

Teacher signature

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

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Elementary

School Name: Manzanita SEED

Chairperson :	Pecolia Manigo
Vice Chairperson:	Dulce Fajardo
Secretary:	Dave Thompson

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Diane Lang	X			
Todd Davis			X	
Roxana De La O		X		
Meghan Finn		X		
Natasha Seleski		X		
Carmela Zaaleta				X
Dulce Fajardo				X
Ana Corpuz				X
Pecolia Manigo				X
Dave Thompson				X

Meeting Schedule (day/month/time)	2nd Thursday of every month at 5:00 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
 3-Classroom Teachers
 1-Other Staff
AND
 5-Parent /Community