

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

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

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Manzanita SEED 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 2016-2017 Single Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Manzanita SEED Elementary School
CDS Code: 1612590110247
Principal: Beatrice Martinez
Date of this revision: 5/11/2016

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

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

Contact: Beatrice Martinez
Address: 2409 East 27th Street
Oakland, CA 94601

Position: Principal
Telephone: 510-535-2832
beatrice.martinez@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

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

2016-2017 Single 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 checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| | <input type="checkbox"/> 21st Century |

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

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

Date(s) plan was approved: 5/3/16

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

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

Signatures:

BEATRICE MARTINEZ

Print name of School Principal

Beatrice Martinez
Signature

5.3.16

5/18/16
Date

TODD DAVIS

Print name of SSC Chairperson

Todd Davis
Signature

5.3.16

5/18/16
Date

Lakisha Martin
Print name of Network Superintendent

Lakisha Martin
Signature

5/19/16
Date

Ruth Alanydorian
Ruth Alanydorian, Chief Financial Officer

Ruth Alanydorian
Signature

5-26-16
DATE

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
5.3.16	SSC	Monthly SSC meeting
2.24.16	SSC	Monthly SSC meeting
3.4.16	ILT/SSC	Combined meeting
2.12.16	ILT	Monthly ILT Meeting
4.16.16	ILT/SSC	Combined meeting

2016-2017 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	\$79,100.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$198,999.16	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$399,978.33	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$92,006.62	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,164.34	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$94,170.96	\$0.00

ABOUT THIS SCHOOL

School Description

Manzanita SEED is a small school located on a shared campus with Manzanita Community School in the Fruitvale/San Antonio neighborhood. SEED opened in fall 2005 as a K-2 school is now a TK-5 elementary an enrollment of approximately 450 students. SEED serves a diverse community of lower income, immigrant, and working class families — about 67% Latino, 4% Asian, and 14% African-American, and 4% mixed race/other. 78% of the families in the school qualify for free and reduced lunch, and 48% are English Language Learners. SEED is the first small school in OUSD to have opened up with a Special Education program as part of its design. Approximately 12% of the students at SEED are in Special Education Programs.

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.

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 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.

Two-way Bilingual Immersion

We celebrate all of our students' home languages and cultures, while ensuring all students become proficient in English and Spanish. In our 50/50 two-way immersion program, each student has two teachers: one who speaks only in English, and one who speaks only in Spanish. Teachers collaborate across language to design learning expeditions that maximize the transference of skills and concepts across language.

Inclusion of Special Education Students

SEED meets the needs of students with special needs with a learning center model. Students are included in the general education classroom the greatest extent possible, and pulled out in small groups for specialized instruction. The special education teacher and aides collaborate with the general education teacher to meet the needs of all students in the school.

Family, School, and Community Involvement

SEED supports the leadership development as well as the ongoing involvement of our families through programs and practices such as family literacy, community organizing, expositions of student work, and cultural events. Teachers incorporate service and fieldwork into learning expeditions so students become integrated and active members of their communities. The support of multiple community partners has been invaluable implementing our vision of academic proficiency, bilingualism, and cultural competency for all students.

In order to continue to support all members of our school community in reaching our vision we will:

- Fine tune our professional development plan based on data and input collected from the faculty this spring.
- Adjust the family engagement plan based on input received from families in SEED year-end survey and SEED's Student Voice Surveys for school culture and program model.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Rigorous content area (CCSS/NGS) tasks nested in balanced literacy practices across two languages
Major Improvement Priority #2:	Social Emotional Learning and character development through Multi-Tiered Systems of Support (MTSS) - PBIS & SEL competencies as Tier I of Culturally Responsive Student & Parent Engagement
Major Improvement Priority #3:	Language Development (through designated and integrated instruction for English & Spanish)

MAJOR IMPROVEMENT PRIORITY #1: Rigorous content area (CCSS/NGS) tasks nested in balanced literacy practices across two languages

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
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SRI - each significant demographics making progress	ELL not making adequate progress
9% growth in ELL Reclassification	Students disengaging in Spanish in upper grades
structured guided reading time/small group instruction from K-5	teachers do not hold small group instruction sacred

ROOT CAUSE ANALYSIS for Priority #1
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
Observation/Feedback and our Extended Site Visit has shown that teachers are implementing key components Readers/Writers Workshop, although quality varies. Teachers are not yet consistently implementing Writers Workshop, and our writing instruction is not clearly aligned and developmental across grade levels. Observation/Feedback and our Extended Site Visit has revealed that teachers, particularly teachers in TK/Kinder, 2nd, & 3rd are asking for more support to use the formative assessments and to design and implement lessons grounded in CCSS and using Readers & Writers Workshop & NGSS.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Leadership reflection has revealed that when the literacy TSA/STIP pulled (or worked with students at designated time) students consistently for reading intervention added support, students made significant gains. The Literacy TSA also struggles to primarily support teachers who have demonstrated need over those who just ask for help alot.

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Using multiple strategies, all SEED students will be prepared to grapple with and comprehend complex text in a dual language context with particular focus on the Spanish language.	SBAC ELA	All Students	NA	NA	34%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Students will develop balanced literacy skills in the Spanish & English language. All SEED students will be proficient readers of grade-level texts, as measured by SRI/EDL/DRA benchmarks. Students will either be at/above grade level OR make 1.5 years of growth in a year.	DRA	All Students	70%	80%	70%	3: Students are reading at or above grade level.

Academic	Using multiple strategies, all SEED students will be prepared to grapple with and comprehend complex text in a dual language context with particular focus on the Spanish language.	SRI	All Students	42.80%	55%	44%	3: Students are reading at or above grade level.
Academic	Using multiple strategies, all SEED students will be prepared to grapple with and comprehend complex text in a dual language context with particular focus on the Spanish language.	SRI	English Learners	NA	NA	20%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *As a school community we will be strengthening the balanced literacy model within an expeditionary learning/dual language environment through on-going PD, support, coaching, peer observation/modeling via a cycles of inquiry model.*

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Differentiation for students who are below grade level via small group instruction & literacy rotations and/or blended learning.	Principal, TSA, & ILT will closely look at PD cycles to look at BAL structures in order to support individual student needs.	TSA, STIP will work closely with teachers to develop a small group/guided reading schedule
Differentiation for students who are at/above grade level via small group instruction & literacy rotations and/or blended learning.	Principal, TSA, & ILT will closely look at PD cycles to look at BAL structures in order to support individual student needs.	BAL TSA & Blended Learning Lead will work closely together to support literacy intervention/personalized learning groups
Identify students who need differentiation using DRA/EDL, running records.	TSA & teacher leads will differentiate what complex text & writing with evidence looks like and scaffold at different grade levels to support BAL. Teachers will receive lexile level resources to determine appropriateness of complex text	COI/PLC PD schedule will allow time for teachers to collaborate, observe, and plan with the support of a teacher expert
Differentiation for students based on their English & Spanish language acquisition level through embedded ELD/SLD.	Principal, TSA, & ILT will collaborate with teacher leaders to ensure balanced, rigorous integration of curricular content and instructional practice through embedded ELD/SLD.	Mentor teachers will be partnered with new teaching staff to support them through expeditionary learning elements & SLD/ELD practices.
		Teacher release time to observe colleagues, plan, co-teach, and debrief

Teachers will use strong exemplars (models), rubrics, or criteria list	Mentor teachers will collaborate and support new teachers with HQSW protocols, strategies, and practices.	HQSW protocol will be scheduled at the end of each COI to look at student work
Teacher revise/create expeditions that embed social studies content standards with a social justice component.	Principal, ILT, teacher leads, and TSA will create a differentiated PLC in order for teacher experts to revise/create expeditions that embed social studies content standards with a social justice component.	ReadingA-Z, RazKids, and TestReadyA-Z training & resources available to teachers, students, and parents
Design appropriate scaffolds and protocols to support all students to engage in discussions about complex text & writing with evidence.	Teacher leads, ILT, principal, and TSA will be learning and planning key elements of BAL to be implemented in English & Spanish biliteracy lessons in all grades.	Encourage excitement of bi-literacy through community events such as: family literacy nights, books fairs, Reading challenge, Read Across America, Dr. Seuss Week, school-wide reading competitions, community volunteers supporting reading groups during the school day & after school, etc.
Select appropriate complex texts for my grade/content/target language and analyze the content and language demands of those texts that also support writing with evidence.	TSA & teacher leads develop schedules for teachers to implement WW/RW for all grades	Training of ASP staff to support students' bi-literacy in the use of ReadingA-Z & RazKids
	Tech lead, TSA, grade level leads and STIP sub will be creating and building classroom based computer centers to support reading intervention in Eng/Spn grades 1-5	On-going data chats/retreats with teachers, students, and families
	feature staff during PD days/collaboration meetings that have great complex text & writing with evidence strategies	Expeditionary Learning coach will give tiered PD on Workshop 1.0 & 2.0
	Sending teachers to out of state trainings on expeditionary learning, differentiation, & English Learner practices	EL school designer will provide grade-level specific models of projects that show application of complex text--we will analyze in grade level groups using EL tools to articulate complexity-language development lens too
	Using strong exemplars (models), rubrics and/or criteria lists, teaching staff will analyze student products and projects that are authentic as measured through rubric-based high quality student work protocol (HQSW).	EL teacher leads will plan & coordinate HQSW protocols PD in partnership with EL school designer.
	Provide resources to teachers for lexile levels to determine appropriateness of complex text	Training of ASP staff to support students' bi-literacy, small groups reading intervention, Guided Reading

	Allocate LCAP funds for teacher extra pay for after school tutoring	TSA will work closely with administration & teachers to identify students in needs based on most recent data, coordinate outreach with parent liaison to communicate with families.
	Support TK teacher & reading tutor with on-going walk throughs & streamline PD opportunities & collaboration with other TK teachers participating in the SEED program.	Schedule collaboration/peer observations for TK teacher on-site/off-site, especially with Manzanita Community TK teachers.
	Teacher leads, principal, and TSA will participate in workshops & PD on close readings of complex text to help support BAL.	Work with TSA and tech teacher lead to schedule software PD for teachers and parent workshops to access their students' data.
	Use LCAP funds to create a .5 FTE position for a library tech to support & run the library.	Work with library tech to schedule all classrooms and coordinate to open the library before/after school for students and families.
	Use of LCAP funds to purchase bilingual leveled books for all classrooms	TSA will inventory, distribute, and train teachers on how to use the leveled books during GR/RW and independent reading time.
	Teacher leads, principal, and TSA will participate in workshops & PD on developing a culture of grappling to support BAL.	Teachers will provide after school tutoring to target student for reading and/or math
		TK teacher will incorporate SEED program and will work closely with SEED reading tutor
	TSA, STIP, & Principal will develop a push in/pull out schedule to support students with literacy in their primary language.	Teacher will engage their students in weekly/bi-weekly library visits for read a louds to expand students' love/joy of reading & to conduct research
		TSA & teacher leads will differentiate what complex text & writing with evidence looks like and scaffold at different grade levels to support BAL. Teachers will receive lexile level resources to determine appropriateness of complex text

MAJOR IMPROVEMENT PRIORITY #2: Social Emotional Learning and character development through Multi-Tiered Systems of Support (MTSS) - PBIS & SEL competencies as Tier I of Culturally Responsive Student & Parent Engagement

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges

Strong PBIS structures were put in place with collective teacher recommendations.	1/2 of the founding teachers have left SEED, so keeping the culture & traditions of expeditionary learning has become a challenging task
COST/PBIS team developed school-wide strategies/practices nested in tier support	An increase of student coming from outside the neighborhood with different demands & needs have moved us away from the vision of a community school.
Intentional scaffolds for character target, community assemblies emphasize character, service, celebrates student successes.	While the school's enrollment has increased by 47% since the school opened in 2005, the number of AA students has not increased, so the overall percentage of African American students has decreased from 29% in 2005 to 14% this year. AA families enrollment continues to decrease due to cultural responsive approach and differentiated student SEL & cultural needs.
Strong parent & teacher leaders to hold vision.	

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

As students reach 3rd to 4th grade and struggle in both English and Spanish, we are finding that, if the student is African American, teachers are more likely to recommend the student to another program or to recommend retention. Often the staff narrative is that parents at home are not properly supporting students to learn in both Spanish and English. Our staff struggles to see what they could be doing to intervene on behalf of the student. Because of the shift in family demographics some staff members are also shifting their level of advocacy for historically underserved population.

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

Because there has been a shift in demographics, we see that the needs of underserved families are not being met as it used to. Families that are opting in are not the families that historically have opted in. Natural attrition in staffing is difficult to uphold the vision/values.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
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Social/ Emotional Domain	Through assessing and fostering character across habits of scholarship, SEED students will contribute to their community by being responsible for individual and collective learning. Students will be able to articulate and demonstrate growth in a character trait in the context of an expedition. (SEED's character traits).	SEL	African- American Students	25%	Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CHKS 75% participation	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Increase the percentage of African American students and neighborhood students enrolled at Manzanita SEED	Culture/ Climate: Parent	African- American Students	NA	Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	CHKS 75% participation	5: Students are engaged in school everyday.

Climate & Culture	African American and neighborhood families will feel more supported and cared for, as captured in our parent surveying and exiti interview data.	Culture/ Climate: Parent	African- American Students	NA	Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	Maintain number of AA families enrolled at SEED, especially in grades 3-5.	6: Parents and families are engaged in school activities.
Climate & Culture	African American & Latino studeents will increase in their daily/monthly attendance. We will decrease chronic absences for the LPRG.	Chronic Absence	Low- Income Students	NA	11%	decrease chronic absences 9%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	<i>Teachers will create classroom opportunities for students to set goals, reflect on their learning, assess and share their progress toward our SEED character traits. Implement a variety of professional development and family engagement strategies focused on the needs of our African American students and families, in order to fulfill our school's vision of a rigorous bilingual education for all students.</i>
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KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Teachers construct character learning targets for each of their Expeditions.	TSA and COST will develop a proposed vertical alignment structure for collecting and analyzing data.	PBIS/COST & expert teacher leads will work closely with targetted teachers to develop differentiated class/student behavior plan, character targets, unpack character targets, observe peers, model crew & AM/closing circle.
Teachers collaboratively analyze data from student self-assessment.	Collectively review and analyze survey data to inform practice, refine strategies, and align supports/PD needs through ILT, SSC, PBIS/COST, & Culture/Climate Committee Meetings.	Principal, ILT, SSC, & PBIS/COST will conduct learning walks 3 times p/year to support and identify support/PD needs.

Teachers collaboratively articulate intervention plans for students not meeting character learning targets.	Build capacity of teacher leads to lead staff professional development (attend trainings, workshops, and conferences).	PBIS/COST & expert teacher leads will work closely with targetted teachers to develop differentiated class/student behavior plan, character targets, unpack character targets, observe peers, model crew & AM/closing circle.
Teachers will support students to set character goals on a monthly basis, provide the students with a tool to reflect on the character target at the end of the month.	Conduct teacher survey reflection of their development to support differentiated PD for teachers three times per year. Self-identified "strong" teachers will lead and support inquiry and pd on SEED's big rocks.	PBIS/COST & expert teacher leads will work closely with targetted teachers to develop differentiated class/student behavior plan, character targets, unpack character targets, observe peers, model crew & AM/closing circle.
Teachers will develop rubric-based assessments for students to reflect on their character goals.	ILT, PBIS, & Principal will collect and monitor data in a form of quarterly surveys & engage in cycles of continuous improvement to maintain a positive culture in the classroom and school.	Clarify Tier 1 and Tier 2 strategies to provide academic and social emotional support, and plan how to support teachers to implement these in their classrooms and communicate these strategies to the families.
Teachers will hold morning circle & closing circle daily.	ILT, PBIS, & Principal will collect and monitor data in a form of quarterly surveys & engage in cycles of continuous improvement to maintain a positive culture in the classroom and school.	Ensure that students have authentic experiences that support character, service, and expeditionary learning through meaningful leadership roles/responsibilities.
Teachers will facilitate SLC for students to share with their families & community their character achievement.	Teacher leads will support in coordinating RJ coordinator, psych, COST, & PBIS time for classroom visits & teacher support.	Work with parent liaison, TSA, ASP coordinator, and African American Engagement Committee to identify needs & schedule workshops.
Teachers will participate in collaborative, critical analysis of their practice, particularly as relates to student racial and cultural diversity.	Conduct regular teacher survey reflection of their development to support differentiated PD for teachers. Self-identified "strong" teachers will lead and support inquiry and pd on SEED's big rocks.	Four-eight trainings will be given to staff by parent leader on cultural competency & awareness of race in the classroom.
Teacher PD on educational practice in the context of student racial and cultural diversity	ILT, Teacher Leads, and Operational Leads will envision & plan during Summer Retreat cultural competency strategies, including family engagement, cultural competency and awareness, culturally responsive pedagogy.	Collectively review and analyze survey data to inform practice, refine strategies, and align supports/PD needs through ILT, SSC, PBIS/COST, & Culture/Climate Committee Meetings.
		Grade levels will develop weekly bilingual family newsletter to inform them on the skills, concepts, expeditions, and character development targets being taught.
		Ensure that TK-5 grade students have the tools to engage the students in setting character goals.
		Provide one-on-one, group, or trauma counseling services for families, children, and staff.

		Academic engagement workshops & teacher committee attend at least one evening event organized by the school to support relationship building with families & community.
		Parent engagement groups for academic success and social/emotional support
		African American Family Engagement group will be meeting twice a month.
		Develop an Exit Questionnaire and Exit Interview protocol for students and their families who leave SEED before 5th grade.
		Community Handbook - printing services
		TK/K teachers and parent coordinator will conduct home visits during the 1st two weeks of school to build relationships with the families and community.
		hire library tech to help us run the library to make it accessible to all families especially for neighborhood families.
		Fund family workshop refreshments.
		Use of 501(c)(3) funds to hire a bilingual parent liaison at part time.
		Thirty-minute monthly meeting, Crew partners will meet & plan for the following month's character trait.
	Collect a shared bank of strategies, resources, rubrics, etc. for teaching and monitoring character development.	Continue to hold cross level Crew & provide service learning opportunities in order to develop/support character development

MAJOR IMPROVEMENT PRIORITY #3: Language Development (through designated and integrated instruction for English & Spanish)

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
9% growth in reclassification rate	ELLs not making adequate progress in SRI & CELDT
15% of ELL reclassified	3% of ELLs are performing at/above in SBAC

content-language objective focus through strategic academic discussions and writing	10% ELLs are at/above in SRI, 3.7% of ELL made growth in the SRI
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ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

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

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increasing the Rigor of Core Instruction in English/Spanish: Strengthening the instructional core in English/Spanish (Tier 1 in the RTI Framework) to provide increased rigor and academic challenge through a strategic alignment to the Common Core Standards and the three major shifts.	SRI	English Learners	NA	10%	13%	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	English Learners & Latinos and neighborhood families will feel more supported and cared for, as captured in our parent surveying and exit interview data.	Chronic Absence	English Learners	NA	10%	CHKS 75% participation	6: Parents and families are engaged in school activities.
Climate & Culture	Offer courses that reflect the specific needs of subgroups of English Language Learners such as Foundational literacy and academic language development.	EL Reclassification		NA	15%	Increase to 20%	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:

Ensure by using the TGDS framework ELLs receive daily designated/integrated ELD/SLD that emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts. Designing instructional sequence to unpack expeditions to align with CCSS & ELA/ELD framework.

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Design appropriate scaffolds and protocols to support all students to engage in discussions about complex text & writing with evidence. Scaffolding can include text coding, AD, rubric-based, text protocols.	TSA, ILT, principal will use the RW/WW & small group instruction schedule to conduct walk throughs to identify best practices and supports	TSA & teacher leads will develop schedules for teachers to implement WW/RW for all grades. PD/PLC cycles led by ILT & expeditionary learning teacher leads. Refinement of the units will include appropriate scaffolds.
Differentiation for students who are below grade level via small group instruction & literacy rotations and blended learning.	TSA, ILT, principal will use the RW/WW & small group instruction schedule to conduct walk throughs to identify best practices and supports	Observing other classrooms, aligning STIP's schedule to support peer observations/support
Align HQSW to close reading of complex text to support BAL.	designing instructional sequence to unpack expeditions to align with CCSS & ELA/ELD framework	TSA, ILT, principal, and ELA lead will design a PLC cycle to look at student work, analyzing progress toward alignment of CCSS, ELA/ELD framework
Design appropriate scaffolds and protocols to support all students to engage in discussions about complex text & writing with evidence.	Ensure by using the TGDS framework ELLs receive daily designated ELD that emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.	TSA, Principal, Leads, will use the daily schedule, submitted and posted by teachers, to perform monthly walk throughs.
Design appropriate scaffolds and protocols to support all students to engage in discussions about complex text & writing with evidence.	Ensure by using the TGDS framework ELLs receive daily designated ELD that emphasizes Focused Language Study (FLS) to help students understand how language works in meaningful contexts.	TSA and/or STIP will be assigned to support 4/5 grades with push in/pull out.
Designated ELD/SLD is embedded in or explicitly connected to grade-level content or topics and evident through content language objectives.	requires students to spend at least 50% of instructional time producing oral and written language	
Designated ELD/SLD includes systematic development of academic vocabulary as evident through content language objectives.		
Designated ELD/SLD requires students to spend at least 50% of instructional time producing oral and written language as evident in content language objective.		

Integrated ELD/SLD has clear articulation, instruction, and assessment of content- language objectives.		
Integrated ELD provides students appropriate levels of language-focused scaffolds in content area instruction.		
Integrated ELD/SLD 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.		
Refine day to day practices to consider the needs (forms/functions) of students		
Teachers will facilitate SLC for students to share with their families & community their character achievement.		
Differentiation for students who are below grade level via small group instruction & literacy rotations and/or blended learning.		

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$22,328.29	After School Education & Safety (ASES)	Contract with Learning for Life for the After school program	Training of ASP staff to support students' bi-literacy, small groups reading intervention, Guided Reading	A1.6: After School Programs	5825	n/a	n/a	n/a	175-1	175
\$74,550.88	After School Education & Safety (ASES)	Learning for Life Contract for After School Program	Learning for Life Contract for After School Program to support and engage underserved students through academic intervention and enrichment.	A1.6: After School Programs	n/a	EXTENDED DAY SITE LIAISON	EDSLIA0001	1	175-2	175
\$6,044.00	General Purpose Discretionary	school supplies to support expeditionary learning model and student incentives	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	175-3	175
\$9,056.00	General Purpose Discretionary	Use funds to partner with the National Equity Project	Use funds to partner with the National Equity Project to build the capacity of staff members to support diverse family/community needs & to interrupt issues around equity and social justice.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399	n/a	n/a	n/a	175-4	175
\$10,000.00	General Purpose Discretionary	Conferences and expenses for project based learning, restorative justice, SPED, BAL, and blended learning	BAL TSA & Blended Learning Lead will work closely together to support literacy intervention/personalized learning groups	A3.1: Blended Learning	5220	n/a	n/a	n/a	175-5	175
\$13,000.00	General Purpose Discretionary	Use funds to pay for equipment maintenance of copier machines	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	175-6	175
\$3,000.00	General Purpose Discretionary	duplicating services for parent/student handbook and operational handbook	Parent engagement groups for academic success and social/emotional support	A6.5: Academic Parent-Teacher Communication & Workshops	5716	n/a	n/a	n/a	175-7	175
\$9,000.00	General Purpose Discretionary	entrance fees for field work to support expeditions and project based learning	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	175-8	175
\$9,000.00	General Purpose Discretionary	transportation for field work to support expeditions and project based learning	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.1: Implementation of CCSS & NGSS	5829	n/a	n/a	n/a	175-9	175
\$20,000.00	General Purpose Discretionary	Technology support & On-line programs	Differentiation for students who are below grade level via small group instruction & literacy rotations and/or blended learning.	A3.1: Blended Learning	5846	n/a	n/a	n/a	175-10	175
\$24,953.81	LCFF Concentration	Use LCFF funds to increase safety in the yard	Yard supervisor will support students through supervision & creating structured & organized activities during recess. Yard supervisor will also build and support leadership capacity of students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.5	175-11	175
\$46.19	LCFF Concentration	school supplies to support expeditionary learning model and student incentives	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	175-12	175
\$76,389.49	LCFF Supplemental	hire a 2nd prep teacher to support grade level collaboration on Wednesdays around project-based learning, blended learning, social justice, equity, art and tech integration.	PBIS/COST & expert teacher leads will work closely with targeted teachers to develop differentiated class/student behavior plan, character targets, unpack character targets, observe peers, model crew & AM/closing circle.	A2.10: Extended Time for Teachers	n/a	10 MONTH CLASSROOM TSA	C10TSA0163	1	175-13	175
\$15,000.00	LCFF Supplemental	Teacher salaries and stipends for on-site mentor teachers, committee leads, ILT	Mentor teachers will be partnered with new teaching staff to support them through expeditionary learning elements & SLD/ELD practices.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	1120	n/a	n/a	n/a	175-14	175
\$8,000.00	LCFF Supplemental	Monies will support teacher sub-release time for SSTs, IEPs, assessments, data chats, and learning walks	Principal, ILT, SSC, & PBIS/COST will conduct learning walks 3 times p/year to support and identify support/PD needs.	A2.8: Data & Assessment	1150	n/a	n/a	n/a	175-15	175
\$6,800.00	LCFF Supplemental	ASP director extra time to coordinate and train ASP staff on BAL, reading/math intervention using Dreambox, ReadingA-Z, and small group instruction model.	Training of ASP staff to support students' bi-literacy in the use of ReadingA-Z & RazKids	A3.2: Reading Intervention	2222	n/a	n/a	n/a	175-16	175
\$12,309.67	LCFF Supplemental	school supplies to support expeditionary learning model and student incentives	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	175-17	175
\$37,500.00	LCFF Supplemental	partner with the behavioral health department for a .5 FTE restorative justice coordinator	Teacher leads will support in coordinating RJ coordinator, psych, COST, & PBIS time for classroom visits & teacher support.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	175-18	175
\$43,000.00	LCFF Supplemental	Playworks contract & Reading Partners contract	Social Emotional Learning and character development through Multi-Tiered Systems of Support (MTSS) - PBIS & SEL competencies as Tier 1 of Culturally Responsive Student & Parent En	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	175-19	175

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$21,000.00	Measure G (School Libraries)	hire library tech to help us run the library to make it accessible to all families especially for neighborhood families.	hire library tech to help us run the library to make it accessible to all families especially for neighborhood families.	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	175-20	175
\$24,424.15	Measure G (TGDS)	TGDS STIP to support peer observations and TGDS observation cycles	Principal, ILT, SSC, & PBIS/COST will conduct learning walks 3 times p/year to support and identify support/PD needs.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.5	175-21	175
\$4,000.00	Measure G (TGDS)	Teacher extra pay for alternate observers	Principal, ILT, SSC, & PBIS/COST will conduct learning walks 3 times p/year to support and identify support/PD needs.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	1120	n/a	n/a	n/a	175-22	175
\$249.85	Measure G (TGDS)	school supplies to support expeditionary learning model and student incentives	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	175-23	175
\$12,643.58	Program Investment	STIP sub will support small group instruction, intervention, and pull out/push in	Differentiation for students who are below grade level via small group instruction & literacy rotations and/or blended learning.	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP0495	1	175-24	175
\$4,036.42	Program Investment	school supplies to support expeditionary learning model and student incentives	Teacher revise/create expeditions that embed social studies content standards with a social justice component.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	175-25	175
\$2,000.00	Program Investment	Monies for meeting refreshments for Buy-Back Day Teacher PD	Teacher leads, principal, and TSA will participate in workshops & PD on close readings of complex text to help support BAL.	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	175-26	175
\$24,260.00	Program Investment	partner with psych services and purchase an additional day of a bilingual psychologist to participate and help coordinate COST and provide counseling services for students with IEPs.	PBIS/COST & expert teacher leads will work closely with targeted teachers to develop differentiated class/student behavior plan, character targets, unpack character targets, observe peers, model crew & AM/closing circle.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	175-27	175
\$34,274.06	Title I Basic	hire a 1 FTE TSA for data/literacy support for BAL in both English & Spanish	Principal, TSA, & ILT will closely look at PD cycles to look at BAL structures in order to support individual student needs.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.4	175-28	175
\$38,445.12	Title I Basic	hire a 1 FTE STIP for data/literacy support for BAL in both English & Spanish	Differentiation for students who are below grade level via small group instruction & literacy rotations and/or blended learning.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0165	0.6	175-29	175
\$19,287.44	Title I Basic	4315-Chromebooks (9,287), License Agreements, & 4200-Reading Intervention Program (10,000)	BAL TSA & Blended Learning Lead will work closely together to support literacy intervention/personalized learning groups	A3.2: Reading Intervention	4399	n/a	n/a	n/a	175-30	175
\$700.00	Title I Parent Participation	TK-K orientation, planning, and coordination	TK/K teachers and parent coordinator will conduct home visits during the 1st two weeks of school to build relationships with the families and community.	A6.5: Academic Parent-Teacher Communication & Workshops	1120	n/a	n/a	n/a	175-31	175
\$400.00	Title I Parent Participation	Child care for parent workshops and parent meetings	Work with parent liaison, TSA, ASP coordinator, and African American Engagement Committee to identify needs & schedule workshops.	A3.3: Family Engagement focused on Literacy Development	2222	n/a	n/a	n/a	175-32	175
\$100.00	Title I Parent Participation	Meeting refreshments for parent workshops	Work with parent liaison, TSA, ASP coordinator, and African American Engagement Committee to identify needs & schedule workshops.	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	175-33	175
\$964.34	Title I Parent Participation	contract with NEP	African American and neighborhood families will feel more supported and cared for, as captured in our parent surveying and exit interview data.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5825	n/a	n/a	n/a	175-34	175

MANZANITA SEED ELEMENTARY
2015-16 School Compact

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.

Staff 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.

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.

Family/Parent 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.

Student

Teacher

Parent/Guardian



Title I School Parental Involvement Policy 2015-2016

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 ELEMENTARY 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 will share the Title I Program during the annual Back-to-School Night or Community Engagement gallery walk.
- Offer a flexible number of meetings for parents.
 1. **SEED will distribute the annual SSC meeting calendar to all families at BTSN.**
 2. **SEED will place the SSC meeting dates & agenda items on the weekly parent bulletin.**
 3. **SEED will post the SSC agenda 72 hours prior to the meeting outside the school office.**
 4. **SEED will place an all-call with pertinent information regarding meetings on a regular basis.**
 5. **SEED's parent coordinator will reach out to Title I families & facilitate participation, input, decision-making, & engagement.**
- 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.
 - **Please see above description**
- Provides parents of Title I students with timely information about Title I programs
 1. **SEED will post the SSC agenda 72 hours prior to the meeting outside the school office.**
 2. **During the annual Back-to-School Night, families will be informed of the Title I program priorities.**
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 1. **During BTSN, monthly SSC meeting, & end of data cycles, SEED teaching staff will provide an explanation of the curriculum, assessments, & proficiency levels students are expected to meet.**
 2. **SEED parents will participate in 3 data chats per year.**
 3. **During the monthly SSC meetings, data, student growth in literacy, mathematics, language acquisition growth will be communicated to all stakeholders.**

4. 3 times per year, families will receive a data letter with their child's most recent EDL/DRA scores, Math Performance Task Assessment results, and SRI results.
 5. Twice a year, parents are expected to participate in the Student-Led Conferences
 6. Twice a year, parents are expected to participate in the Expositions.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
 1. SSC will meet once a month from September to May/June.
 2. Coffee with the Principal will meet once a month from September through May.
 3. State-of-the-School Address will take place twice a year.
 4. Community Engagement gallery walk will take place in the month of October & May to introduce the program priorities, strategies, strategic goals, action plans, & theory of action

School-Parent Compact

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

Building Parent Capacity for Involvement

MANZANITA SEED ELEMENTARY 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
 - Regular informal/formal assessment are administered to students
 - Students participate in Science Writing Task
 - Students engage in Math Units of Study with Performance Tasks
 - School-wide focus on academic discussions, reading complex text, & writing with evidence are embedded in all aspects of their core instruction.
 - Expeditions are common core aligned through a Science & Social Studies focus
 - 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 but not limited to alternate assessments
 - Grades 3rd through 5th will participate annually on the SBAC testing for ELA & Math
 - Grades 2nd through 5th will participate in the SRI testing 3 times per year
 - K/1 grades: will take the DIBLES 3 times per year
 - TK: will take the DRDP 2 times per year
 - K-5 will take the EDL/DRA 2-3 times per year
 - TK-5th will take the annual CELDT
 - Students will also participate in the Math End-of-Unit Assessment & Performance Task
 - 4) Academic proficiency levels students are expected to achieve:
 - All English Learners are expected to increase at least one language level per year
 - All Spanish Learners are expected to increase at least one reading level in Spanish per year

- By the end of third grade, English Learners are expected to be at early advance/advance in the CELDT & qualifying for reclassification.
- All students are expected to increase one reading level or more per year in both English & Spanish
- All students are expected to be at grade level or above by the end of the school year in both English & Spanish
- All 5th graders are expected to be at proficient or advance on the CST Science
- All 3rd through 5th grade are expected to be at or above grade level in the SBAC

5) How to monitor their child's progress

- Provide a quiet time and place for homework and monitor TV viewing.
 - Read to their child or encourage their child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
 - Communicate with the teacher or the school when parents have a concern.
 - Ensure that their child attend school every day, gets adequate sleep, regular medical attention and proper nutrition.
 - Regularly monitor their child's progress in school.
 - Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher student-led conferences.
 - Communicate the importance of education and learning to their child.
 - Respect the school, staff, students, and families.
 - Ensuring that they read the grade-level weekly bulletin
 - Ensuring that they read the bi-weekly parent bulletin
 - Ensuring they check their child's backpack on a daily basis for important notes from school
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - Workshops on nutrition, social emotional learning, at-home literacy strategies & mathematics support led by SEED's parent coordinator & Teacher on Special Assignment (TSA) help families learn about child development and how to support student academic learning.
 - Parenting workshops cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, child abuse prevention, and nutrition and health practices.
 - Parent coordinator will reach out to local organizations & district/community resources regularly offer parenting workshops on topics such as the relationship between child achievement and parent expectations, "protective parenting" skills to prevent children from engaging in unhealthy behaviors, and anger management.
 - Parent coordinator will work with the classroom parent leaders to also train "mentor parents". As mentors, they help other parents learn about strategies for helping children learn and outreach strategies that build partnerships between schools and families.
 - Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Professional development activities may include sessions on making telephone calls, home visits, and other contact strategies, students' home culture and appreciating diversity, communication skills for parent-teacher conferences, and involving parents as leaders and decision-makers in the schools.
 - Special training for teachers and other school plays a key role in dispelling some of the misconceptions and stereotypes that become barriers to effective partnerships between parents and teachers.
 - Parents, volunteers, parent coordinator, administration, and school staff participate in annual Community Peace Walks that introduce teachers & staff to the local neighborhood and help them understand the lives of their students outside of school.

- Home visits & training on conducting effective home visits is a key responsibility of the parent coordinator
 - Engaging the parent coordinator & parent volunteers to train school staff not only builds parents' leadership skills but also offers teachers the opportunity to learn about families from parents' perspectives.
- 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. [See above description, section 5](#)
 - 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.
 - Family & Community Handbook will be available for distribution in the families' home language during the annual registration event & Back-to-School Night; it can be requested at any time in the school's main office. They are also available at our informational table all year round.
 - School year calendar of events will be available in the Family & Community Handbook
 - Provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Translation services will be available for all parent events, parent notification, parent meetings, & parent workshops, IEP meetings


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.
 - **Please see above note**

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 Elementary School Site Council on September 2015 and will be in effect for the **2015-2016** 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 Elementary'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)  A43DC0E5DBB7498...

September 15, 2015

 (Date)



School Site Council Membership Roster – Elementary

School Name: Manzanita SEED Elem.

School Year: 2014-2015

Chairperson : TODD DAVIS	Vice Chairperson: SHEILAGH POLK
Secretary: Yael FALICOV	*LCAP Parent Advisory Nominee: TODD DAVIS
*LCAP EL Parent Advisory Nominee: LUISA IRINEO	*LCAP Student Nominee: NA

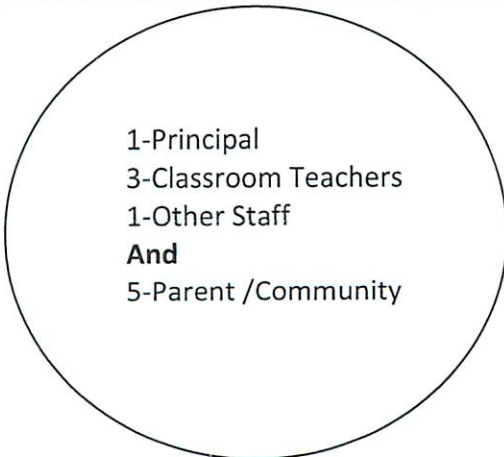
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
BEATRICE MARTINEZ	x			
DEBORAH GOODIE		X		
MARK ZUCKER		X		
TERI HUDSON		X		
SIMONE DELUCCHI			X	
TODD DAVIS				X
SHEILAGH POLK				X
Yael FALICOV				X
MARY JEFFEREY				X
LUISA IRINEO				X

Meeting Schedule (day/month/time)	LAST TUESDAY OF EACH MONTH FROM 5-7 PM (except December)
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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.



*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.