

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2012

**To:** Board of Education

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

**Re:** 2012/2013 CSSSP – Manzanita SEED Elementary School

**Action Requested:**

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

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

**State Programs**

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

**Federal Programs**

- Title I, Part A

**Recommendation:**

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



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Manzanita SEED**

**0110247**

**School Year: 2012-2013**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

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

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

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

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

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

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

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

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

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

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

#### SCHOOL SITE

##### CONTEXT

Manzanita SEED opened in 2005 as one of two elementary schools created through the community-driven redesign of the Manzanita Elementary Campus. SEED is K-5 elementary school with ~300 students, and serves a diverse community of families: ~70% qualify for free and reduced lunch, ~50% are Latino, ~10% Asian, 15% African-American, 15% Mixed Race/other, and 10% Caucasian. About half of the students begin school speaking little to no English. After English, Spanish is the primary home language. Other languages spoken in the home include Cantonese, Vietnamese, Mien, Khmer, and Arabic. At SEED, we believe the diversity of our student population is a strength to be shared. Our dual language immersion program and inclusion-based special education programs are a testament to this philosophy. SEED is an Expeditionary Learning School with a focus on language, culture, and family-school integration. Expeditionary Learning is a national school reform model that emphasizes learning academic skills and developing strong character through rigorous, engaging, and relevant content. Reading and writing are taught across the curriculum, and embedded in the study of social studies and science content standards. Arts are also integrated though out the curriculum, and both the process and product of student learning are showcased at bi-annual Expositions of Student Work. SEED became a California Title I Distinguished School in 2010 and received a National Title I Distinguished School Award for making more progress than any other school in the state of California in closing the achievement gap.

##### VISION

Manzanita SEED's vision is for all of our students to be: - Academically Proficient: At or above grade level in all subject areas - Bilingual and Bi-literate: Able to speak, read, and write in at least two languages (English and Spanish) - Culturally Competent: Aware of one's own culture and ability to effectively interact with people across cultures

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

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

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

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

#### The School Accountability Plan

School Site Council - At monthly meetings, the SSC will monitor the progress of the school according to the indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and/or support provided in order to improve progress. - The SSC will facilitate a State of the School Meeting for the greater community meeting in the Spring to present families and staff updates on progress towards the indicators of progress listed in the site plan, and solicit input on how to improve progress. Administrative Check-in Meetings - The principal will meet with the after-school program coordinator monthly to monitor the progress of the after school program. They will look at the indicators of success for the ASP program and make adjustments to the enrollment, program, or strategies implemented to improve progress. - The principal will meet with the family coordinator, administrative assistant and bilingual receptionist monthly to monitor progress in Family Engagement. The team will look at surveys, event attendance data, and other indicators of success and make adjustments to strategies and/or support provided in order to improve progress. Benchmark Data - Classroom teachers will review benchmark data in ELA, Math, and/or Spanish Reading 3x/year. They will look at student progress, identify students who need additional diagnostics, and refer students for intervention and special education assessment. Benchmark data review will take place either in a 1:1 meeting with the principal or in a faculty planning session. - Benchmark data in ELA, Math, and Spanish will also be presented at the weekly community meeting, displayed in the office, sent home to families, and shared in the SSC meetings following each administration.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

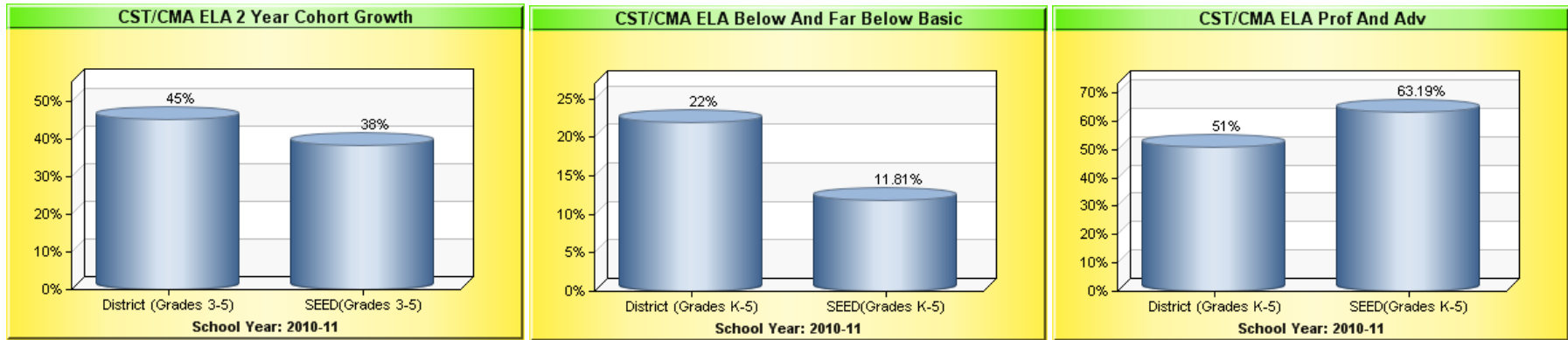
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy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

#### District-level Goals

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

#### School Federal and State Academic Achievement Goals:

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



**School Data**

- Student proficiency rates in English Language Arts has increased steadily since SEED's first class of 2nd grade students took the CST in 2005. In 2011, 63% of the student scored Proficient/Advanced (P/A), and 12% were far below/below grade level
- On the 1st ELA benchmark exam in 2011-12, 39% of the students were P/A. On the 2nd exam, 56% were P/A. (This compares to 38% and 58% the previous year)

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce class size in 4th and 5th grade	Increase in # of students P/A in ELA at each benchmark assessment	All Students			5/11/2012	175SQ11A1673	Fund additional teacher for class size reduction in upper grades	3010-Title I		K12TCH1654	0.7	\$75,040.41
Reduce class size in 4th and 5th grade	Increase in # of students P/A in ELA at each benchmark assessment	All Students			5/11/2012	175SQ11A1674	Fund additional teacher for class size reduction in upper grades	7090-EIA - SCE		K12TCH1654	0.25	\$26,800.15
Provide Spanish Language Arts Instruction and Science in Spanish for 4th and 5th grade	EDL Data, Star Science test	English Learners	all year		5/11/2012	175SQ11A1676	Fund bilingual teacher for class size reduction	7091-EIA - LEP		K12TCH0870	0.5	\$33,084.30
Supplemental materials and supplies to support hands-on teaching and intervention		All Students			5/11/2012	175SQ11A1677	supplemental materials and supplies	3010-Title I	4310-SUPPLIES		0	\$2,941.34
Supplemental materials and supplies to support hands-on teaching and intervention		All Students			5/11/2012	175SQ11A1678	supplemental materials and supplies	7090-EIA - SCE	4310-SUPPLIES		0	\$3,801.06
Contract with Expeditionary Learning to support teachers in designing and implementing content-based literacy instruction	expedition plans, student writing samples	All Students	all year		5/11/2012	175SQ11A1679	Professional Development Contract	3010-Title I	5825-CONSULTANTS		0	\$12,000.00
supplemental materials and supplies to support Spanish Language Arts	EDL scores, ELA scores	English Learners	all year		5/11/2012	175SQ11A1681	supplemental materials and supplies	7091-EIA - LEP	4310-SUPPLIES		0	\$6,465.30





## School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

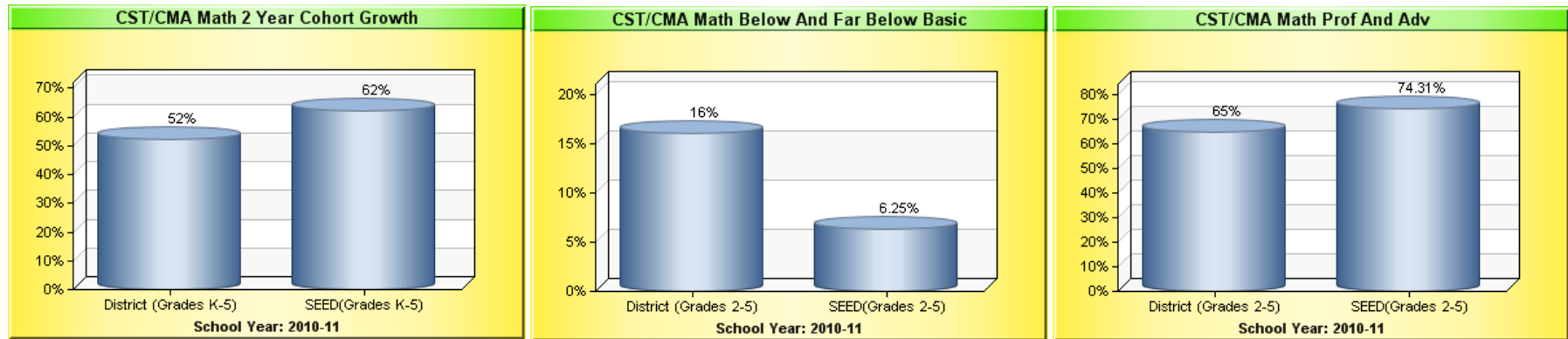
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science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

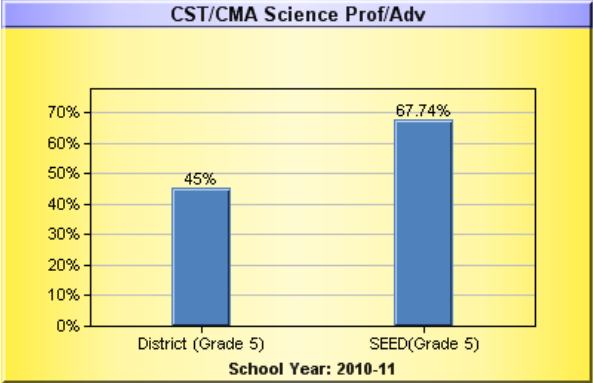
#### District-level Goals

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

#### School Federal and State Academic Achievement Goals:

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





## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

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

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

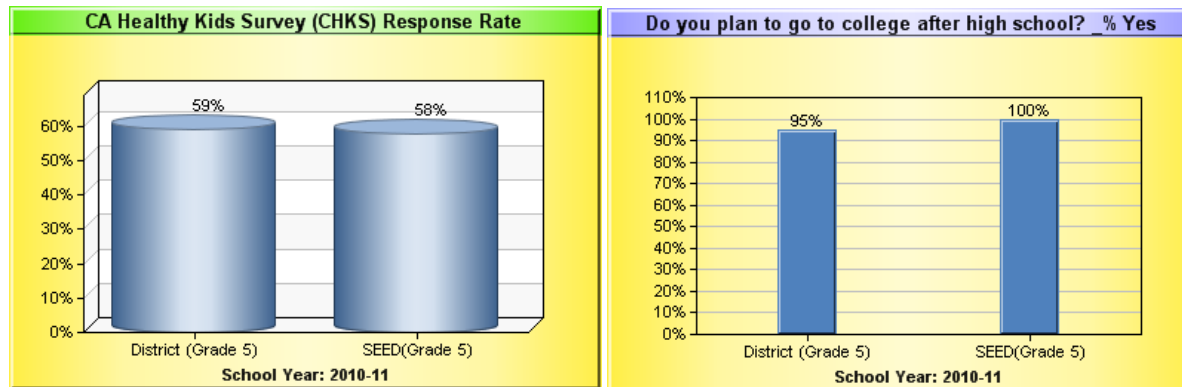
A quality school...

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

#### From OUSD Strategic Plan:

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

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



## School Quality Indicator 1: Quality Learning Experiences for All Students

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

**School:** Manzanita SEED

**Principal:** KATHERINE CARTER

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**From OUSD Strategic Plan:**

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

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide coaching and feedback on differentiating instruction for GATE identified students	CST	GATE		Principal and Teachers	5/18/2012	175SQ1E4646		N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Manzanita SEED

Principal: KATHERINE CARTER

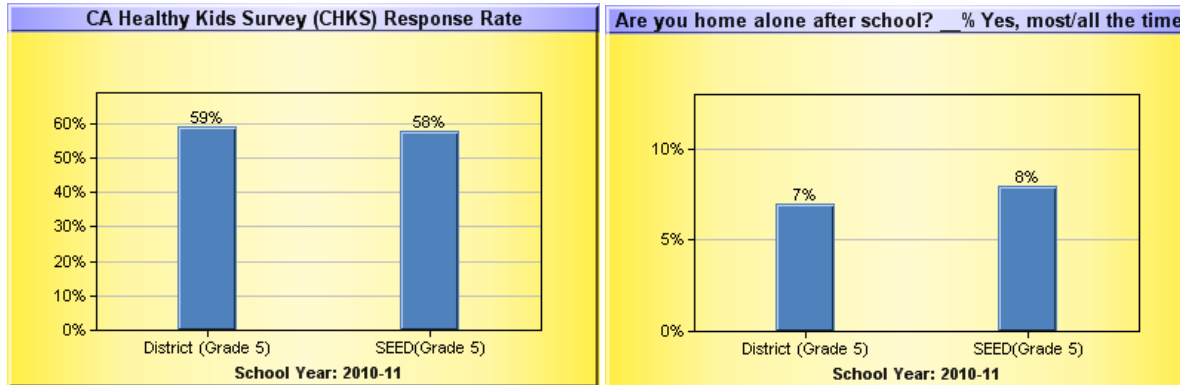
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

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



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

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

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

A quality school...

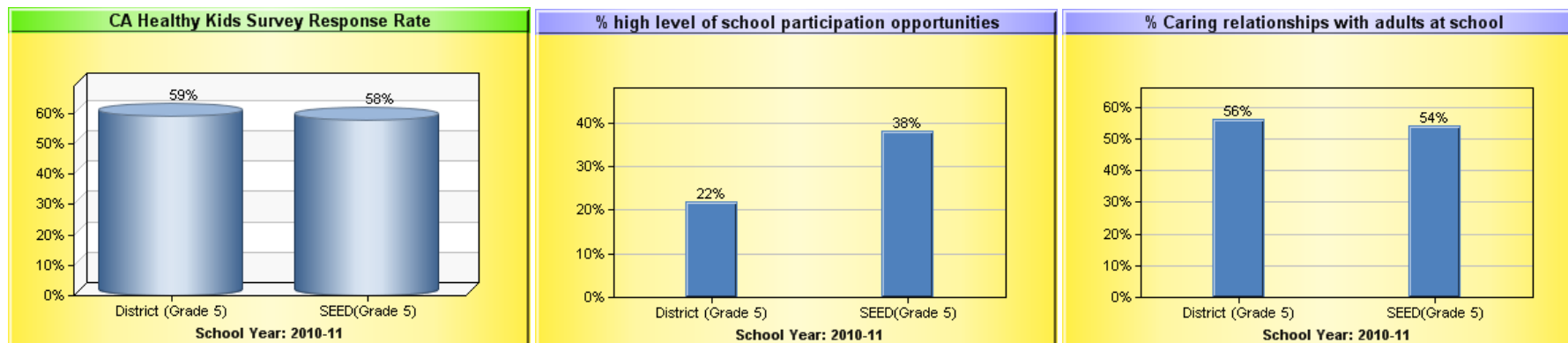
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students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

#### From OUSD Strategic Plan:

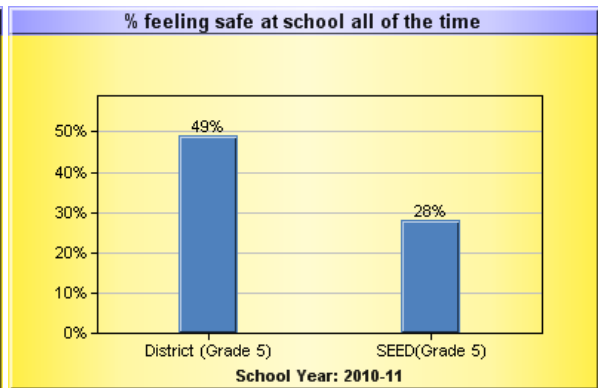
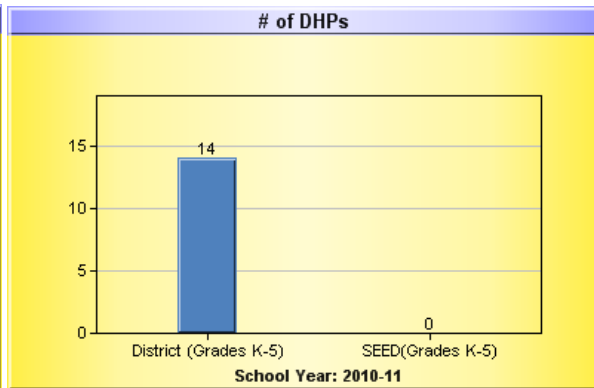
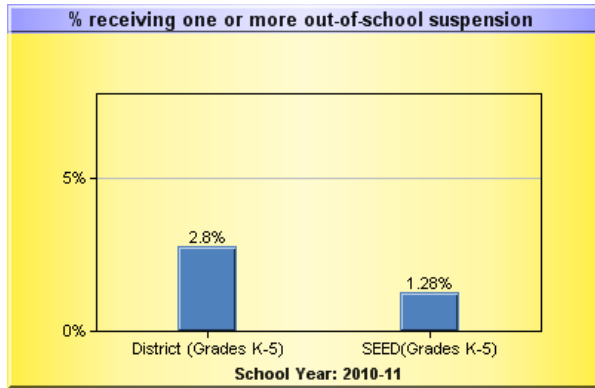
Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include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

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%







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

### Strategic Priority B. Health & Wellness

School: Manzanita SEED

Principal: KATHERINE CARTER

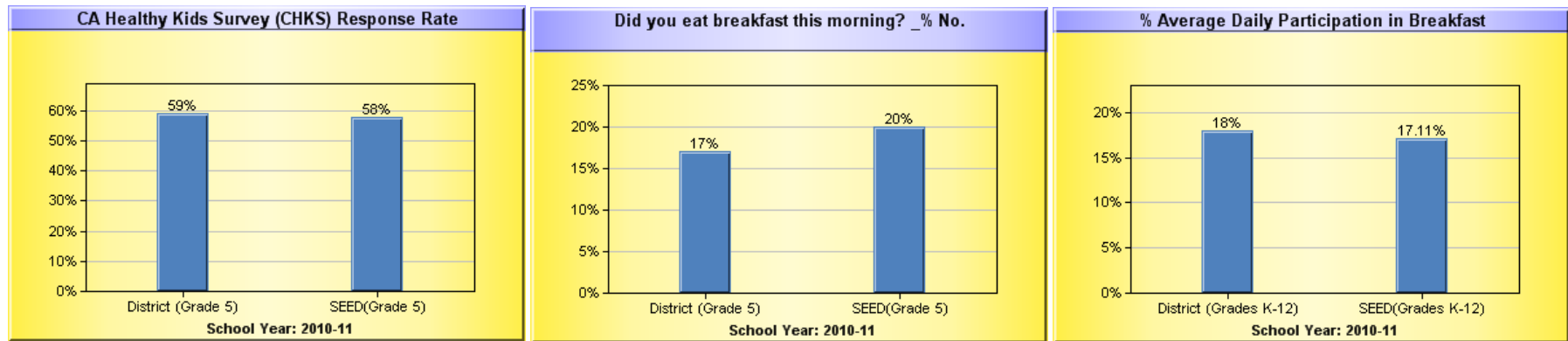
#### School Quality Standards relevant to this Strategic Priority

A quality school...

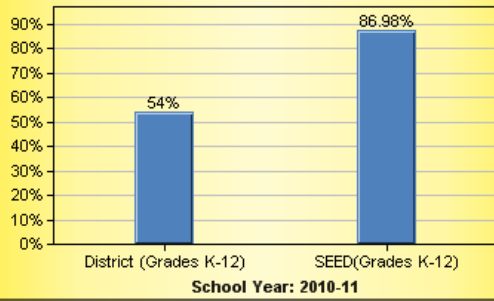
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

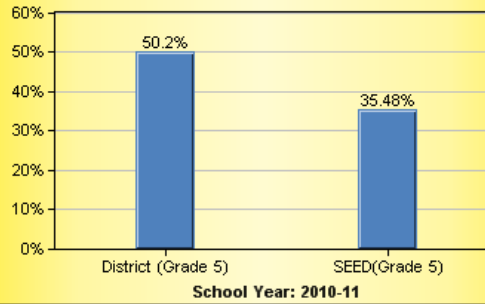
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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



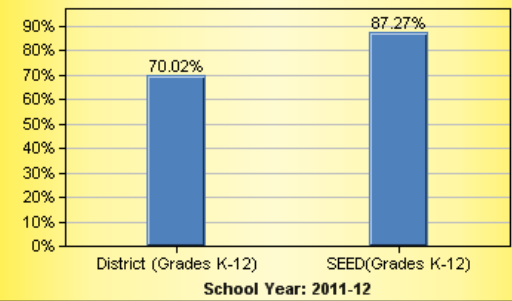
**% Average Daily Participation in Lunch**



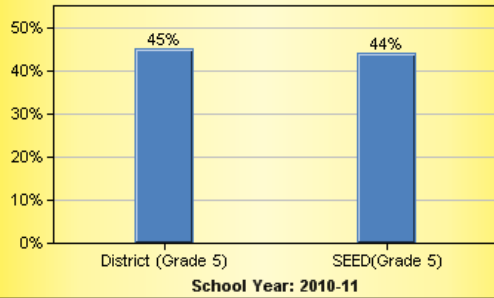
**% in Healthy Fitness Zone for body composition**



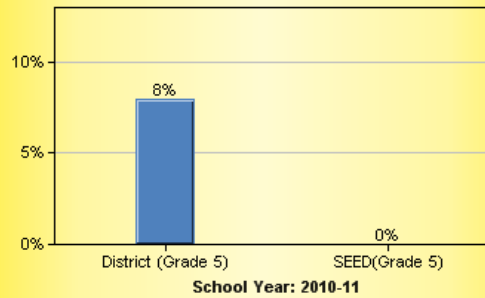
**Free/Reduced Lunch %**



**# days/week exercise, dance, or play sports? % 6 or 7 days.**



**% drinking alcohol in past month**



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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

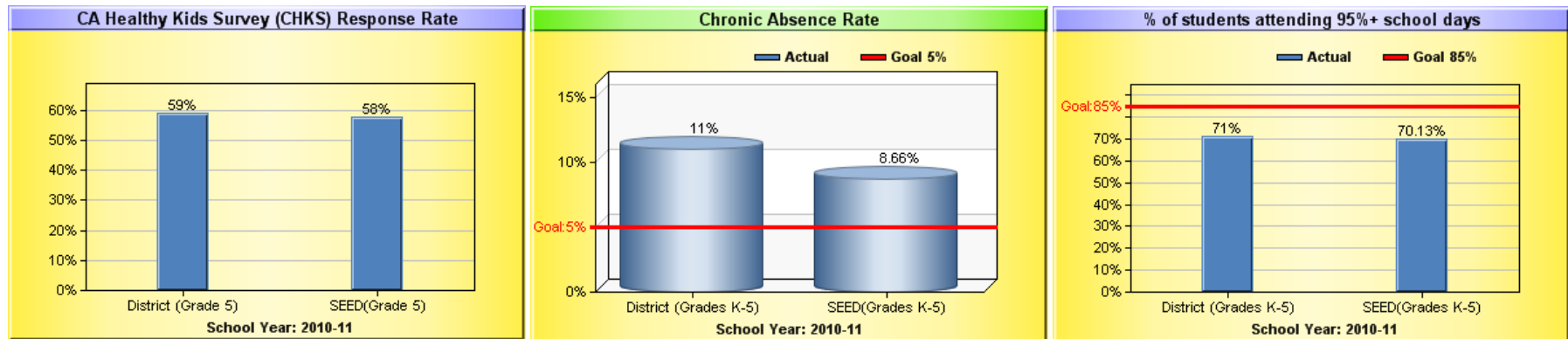
A quality school...

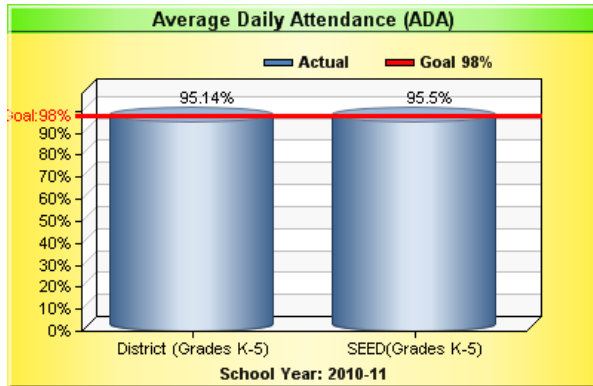
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

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

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





**School Data**

- Manzanita SEED's ADA as of Jan. 6, 2011 is 96.08%

**Data Analysis**

- SEED's chronic rate is higher than the district average for grades K-8
- There are 10% of SEED students who are chronically absent
- Many of our chronically absent families take family vacations during the school year
- At least two of our chronically absent students have medical problems which keep them home from school
- Having Nurse Nenh on our SART team has been important in educating the families about when to keep their child home

**Theory Action**

- Focus on educating incoming families with a workshop & data/statistics to impress the importance of attendance
- Recognize attendance like we recognize academic achievement
- Encouraging carpools and connecting families

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Workshop during K orientation	Chronic Absence in K	Pre-Kindergarten			3/16/2012	175SQI2C769	We will have an additional 1/2 hour dedicated to educating the parent on the importance of attending school regularly	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$100.00
SEED will conduct home visits by teachers and/or administration	Chronic Absence Students	All Students			3/16/2012	175SQI2C770	Manzanita SEED teachers and administration will conduct home visits for chronically absent students.	Non-SSC approved			0	\$0.00
Each Trimester, SEED will have an Award Ceremony and	Recognizing students for good attendance will encourage							Non-SSC				

Recognition for Students who meet or exceed the districts attendance goal	them to attend school more often so they can be recognized also	All Students			3/16/2012	175SQI2C1592		approved			0	\$0.00
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## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Manzanita SEED

Principal: KATHERINE CARTER

#### School Quality Standards relevant to this Strategic Priority

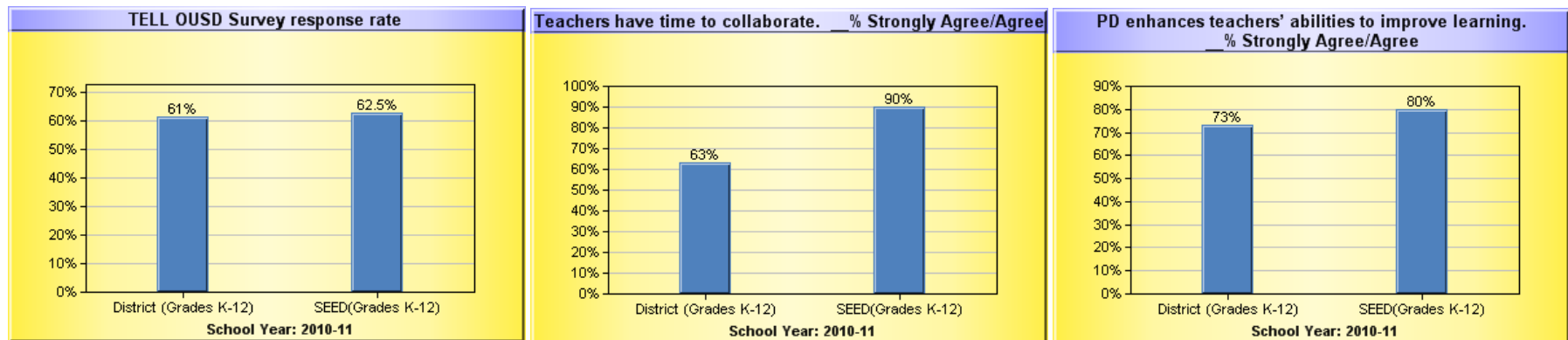
A quality school...

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

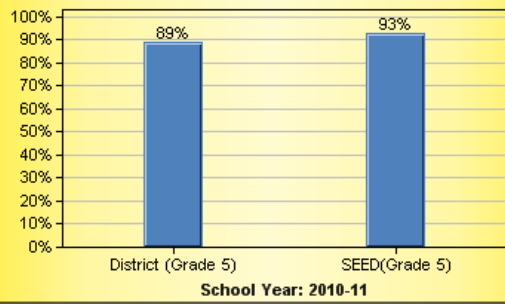
#### From OUSD Strategic Plan:

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

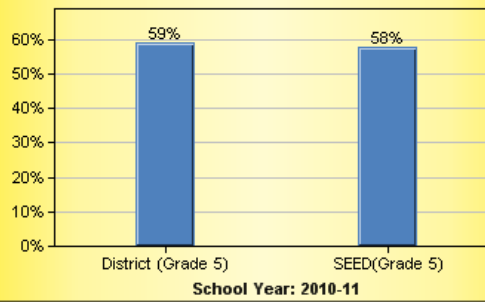
1. Improve the conditions in schools to retain 80% of effective teachers



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



**CA Healthy Kids Survey Response Rate**





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

### Strategic Priority A. Family & Community Engagement

School: Manzanita SEED

Principal: KATHERINE CARTER

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**From OUSD Strategic Plan:**

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

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

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Spanish/English family literacy class for families with focus on HW support		All Students			5/11/2012	175SQI4A1682	Teacher overtime to facilitate family literacy class	9901-Title I - Parent Participation	1120-TEACHERS SALARIES STIPENDS		0	\$1,500.00
Spanish/English family literacy class for families with focus on HW support		All Students			5/11/2012	175SQI4A1683	refreshments for family lit class	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$175.16

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Manzanita SEED

Principal: KATHERINE CARTER

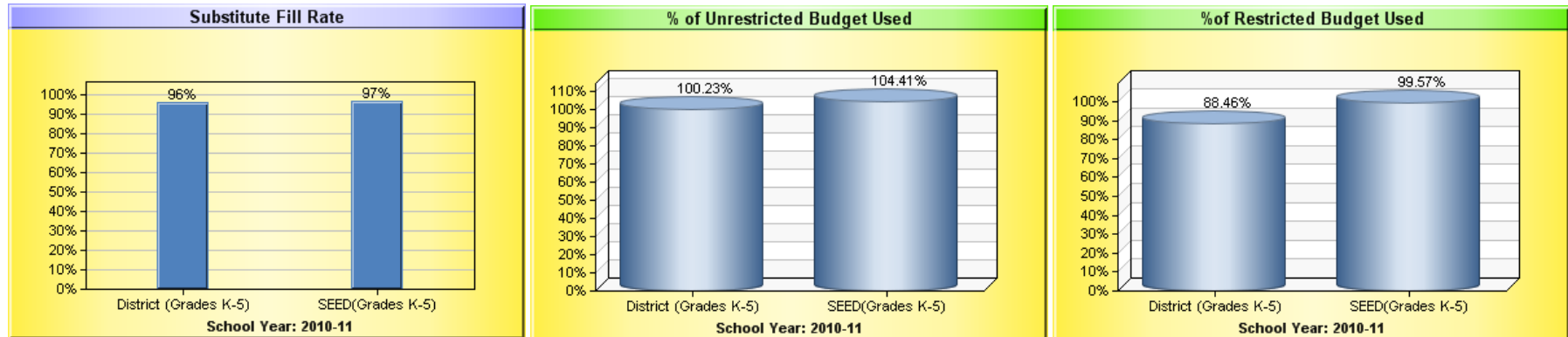
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### From OUSD Strategic Plan:

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



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

**School Site: Manzanita SEED**


**Site Number: 175**

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 11/14/11.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 2/6/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



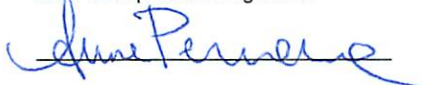
SSC Chairperson's Signature

Paul Davis

SSC Chairperson's Name (printed)

5/14/12

Date



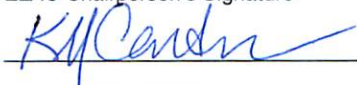
ELAC Chairperson's Signature

Anne Perrone

ELAC Chairperson's Name (printed)

5/14/12

Date



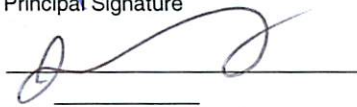
Principal's Signature

Katherine Carter

Principal's Name (printed)

5/14/12

Date



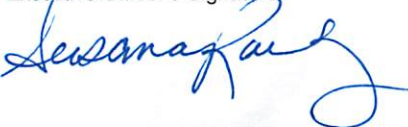
Executive Officer's Signature

Janette Hernandez

Executive Officer's Name (printed)

05/15/2012

Date



Susana Ramirez

6/8/12

## School Site Council Membership Roster – Elementary School

**School Name:** Manzanita SEED Elementary

**School Year:** 2011-12

<b>Chairperson:</b> Paul Davis	<b>Vice Chairperson:</b> Cynthia Billops
<b>Secretary:</b> Todd Chreiten	<b>DAC Representative:</b> Katherine Carter

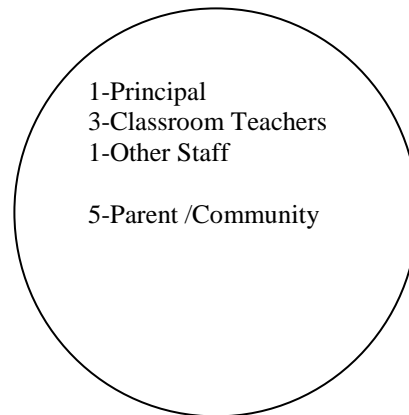
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Paul Davis	paadaa@earthlink		X		
Katherine Carter	Katherine.Carter@osud.k12.ca.us	X			
Simone Delucchi	Simone.delucchi@ousd.k12.ca.us			X	
Deborah Goodie	Goodiedeborah@hotmail.com		X		
Anne Perrone	annegiulio@aol.com		X		
Todd Chreiten	Toddchreiten@mac.com				X
Kim Abrams	One_systa@hotmail.com				X
Laurice Brown	Llbrown09@hotmail.com				X
Lateefah Herron	ajherrap@yahoo.com				X
CB Smith	Cbsmithdahl@gmail.com				X
<b>DAC Representative</b>					
Katherine Carter					
Home Ph.: 510-812-8903	Email: Katherine.Carter@osud.k12.ca.us				

<b>Meeting Schedule</b>	<b>3rd Monday of the month, 5:30-7:00 p.m.</b>
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**SSC Legal Requirements:**

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



# Title I School Parental Involvement Policy 2012 - 2013

## **Manzanita SEED**

**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:

- 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
- Offer a flexible number of meetings for parents
- 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
- Provide parents of Title I students with timely information about Title I programs
- Provide parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet
- Provide parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children

*Manzanita SEED provides the following meetings and structures to meet the requirements listed above:*

- *Back to school night*
- *2 Expositions of student work*
- *Home visits*
- *Room Leader Meetings*
- *SSC Meetings*
- *Annual Title 1 meeting/State of School Meeting*
  1. *Planning, review, and improvement of the Title I and LEP programs*
  2. *Disseminate to parents for review the following materials:*
    - *School's current Parent Involvement Policy*
    - *School-parent compact*
    - *Student achievement data*
    - *Non-highly qualified teacher data*

### **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.

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

*Materials will be:*

- *Distributed at Back to School Night*
- *Distributed and reviewed at Room Leader Meetings*
- *Included in SSC members binder at site plan appendix*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- 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.

*Childcare and translation will be provided at all SSC and Room leader meetings. Home visits will be made to hard-to-reach families. Expositions of student work will be held in the evenings and/or on Saturday to be accessible to more families. Room Leader meetings will be scheduled at varying times, and SSC meetings will be held in the evenings.*

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

### **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.

*Childcare and translation will be provided at all SSC and Room leader meetings. Informational phone blasts and school newsletters will be done in English and Spanish.*

### **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 *SSC Meetings: 10/17/11, 11/14/11, 1/9/12, 2/13/12.*

This policy was adopted by the Manzanita SEED School Site Council on (2/13/12) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating 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.

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(Principal's Signature)

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(Date)

## Manzanita SEED Family-School Agreement



At SEED, teacher and families and administration work together with students to support their growth and achievement

*Teachers*

*I will support students at school by:*

- Scheduling and facilitating two meetings with each students family each year
- Collaborating with my colleagues to plan and implement quality instruction
- Following school rules and showing respect for myself and others

*I will work with families by:*

- Working as partners with families and engage in conversations concerning students progress
- Responding to families requests for information within two days
- Conducting home visits when appropriate
- Working with family leaders in my classroom

*Principal*

*I will support families by:*

- Setting high academic expectations for all students
- Providing effective instructional leadership that will enhance student achievement

*Families*

*I will support my child at home by:*

- Making sure they get at least 9-10 hours of sleep a night
- Ensuring my child attends school regularly.
- Supporting the school-wide discipline plan
- Actively engaging in volunteer participation for students education
- Actively engaging in volunteer participation for students education
- Checking students backpack regularly for important communication from school
- Participating in parent meetings and other school events
- Ensuring my student wears the school uniform
- Sending only healthy snacks to school.

*Students:*

*I will support my learning at home by:*

- Reading at home
- Going to bed on time
- Talking with my family about what I am learning at school

*I will support my learning at school by:*

- Being on time for class
- Wearing my school uniform
- Eating only healthy snacks at school
- Carrying information between home and school
- Having a positive attitude about learning
- Attending two meetings each year with my family and my teacher
- Following school rules and showing respect for myself and others

Teacher \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Student \_\_\_\_\_

Principal \_\_\_\_\_