

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

June 28, 2017

**To:** Board of Education

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

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

**Action Requested:**

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



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Manzanita SEED Elementary School  
**CDS Code:** 1612590110247  
**Principal:** Beatrice Martinez / Catherine McLane (Interim Principal)  
**Date of this revision:** 6/5/2017

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

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

**Contact:** Catherine McLane  
**Address:** 2409 East 27th Street  
Oakland, CA 94601

**Position:** Interim Principal  
**Telephone:** 510-535-2832  
**Email:** [catherine.mclane@ousd.org](mailto:catherine.mclane@ousd.org)

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

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

**2017-2018 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** 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 type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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:** 4/26/2017

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

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

**Signatures:**

Catherine McLane

Substitute Principal

*Catherine McLane*  
Signature

5/10/17  
Date

Evelyn Rease

SSC Chairperson

*E. Rease*  
Signature

5-10-17  
Date

Sara Stone

Network Superintendent

*S. Stone*  
Signature

5/11/17  
Date

Gloria Gamblin

Interim Chief Financial Officer

*M. Gamblin*  
Signature

5/25/17  
Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** Manzanita SEED Elementary School

**Site Number:** 175

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

Date	Stakeholder Group	Engagement Description
12/3/16	SSC	Process of making decisions and what we must keep at SEED
12/14/17	ILT	Planning the staff development in conjunction with what was listed in the SPSA
1/11/2017	SSC/ILT/Parent community	"Getting to know our school" Parents listed their priorities, as did staff.
2/22/2017	SSC	Prioritizing/ reviewing budget cuts/plans for 2017-2018
3/22/2017	SSC	Reviewed and approved Title I budget and compared to last year-
4/26/2017	SSC	Approved 2017-2018 SPSA budget
3/21/2007	ILT and staff	Discussion of the budgeting priorities for 2017-2018

## 2017-2018 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$72,054.59	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$159,868.44	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$353,551.88</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$43,380.50	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,295.85	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$44,676.35</b>	<b>\$0.00</b>

## PART A: ABOUT THE SCHOOL

### School Description

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Manzanita SEED is a 50-50 simultaneous two-way dual language, arts enriched, Project-Based Learning School, focusing 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, and culturally competent. 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. Our teachers collaborate at every grade level and 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. Lastly, SEED supports the leadership development and ongoing involvement of our families through programs and practices such as family literacy, community organizing, expositions of student work, and cultural events.

### School Mission and Vision

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#### Vision

We will provide a healthy, nourishing environment for every child to develop strong roots in the major languages and cultures of our community. We prepare students to branch out into the world as bilingual and bi-literate leaders and life-long learners. At SEED, children gain an understanding of and respect for themselves, their community, and the world.

#### Mission

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

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

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

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

#### Diversity, Equity, and Inclusion

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

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Literacy

#### SCHOOL GOAL for Literacy:

Increase the percent of students in all grades who are reading at or above grade level by 10% each year.  
Students below or far below grade level will receive intervention to increase their academic growth by 1.5 years.

#### SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	Low-Income Students	20.00%	24.00%	28.00%

#### Other Leading Indicators for Literacy:

DRA/EDL reading assessments, SRI growth on Fall and mid-year tests, reclassification rates for the ELLs to increase with additional intervention. Vertical and horizontal alignment with literacy so that there is a 50/50 dual immersion approach for language acquisition at each grade level. Expeditionary learning goals to focus on writing in both English and Spanish.

#### NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
SEED was founded with a Balanced Literacy model, and teachers use the DRA/EDL to group students for reading instruction. In 2016-17, there was targeted intervention in all grades to support students in both English and Spanish reading comprehension as well as being able to write in both languages.	Reading in both languages continues to be a priority at SEED. Time during PD is needed to progress, monitor, and do consultancies in order to continually improve based on the PD done in 2016-17 school year.

#### ROOT CAUSE ANALYSIS

Teachers are not collaborating across English and Spanish to do progress monitoring of the students' literacy development in an asset-based framework. Time is needed during PD is needed to progress monitor and do consultancies in order to ensure that teachers at every grade level are looking at DRA/EDL and other literacy data collaboratively. In addition, often the challenge is to find teachers who can instruct in Spanish, especially in the upper grades.

### MATHEMATICS PRIORITY: Mathematics

#### SCHOOL GOAL for Mathematics:

The multi-year goal is to improve math SBAC/CAASP proficiency in "Standards Exceeded" category by 10% each year and to improve the "Standards Met" category by 10% each year and to reduce the "Standards Not Met" by 10% each year as students receive math instruction in both Spanish and English in K-5.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	21.47%	25.47%	29.47%

**Other Leading Indicators for Mathematics:**

Math tasks, End of Unit assessments in K-5, quarterly Cumulative-End of Unit Assessments (C-EoU), ST Math data (weekly 10-min. data protocol plus more in-depth data dives in PLCs), SMI results that are reviewed quarterly ( Collaborative Math data reviews (team level), classroom visits and feedback (teacher level), focused on targeted math objectives and instruction.

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
Many teachers at SEED have expertise in teaching different aspects in Math. For example, using multiple methods, setting up an environment for learning, designing engaging curricular materials, etc.	In 4th and 5th grade, less than 50% of students performed at grade level or above in their EOU assessments.

**ROOT CAUSE ANALYSIS**

There has not been a PD focus on Math since the common core was implemented. We are in the process of moving to more equally sharing Math instruction between the two languages, but do not yet have a cohesive plan for this. Because of this, there is no clearly articulated vision for Math at the school, which causes students to struggle once they reach the complexities both in operations and in understanding complex problems that exist in the upper grades.

**CULTURE & CLIMATE PRIORITY: Chronic Absence**

**SCHOOL GOAL for Chronic Absence:**

Chronic absence rates will decrease by 2 percentage points from 16-17. The proportion of students and parents who respond to the California Healthy Kids Survey will increase by 10% each year.

**SCHOOL TARGETS for Chronic Absence:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	11.20%	TBD	TBD - 2%

**Other Leading Indicators for Chronic Absence:**



Student absentee rate decreasing, students increasingly engaged in the classroom activities as well as leadership roles such as Traffic Patrol, Student Council and leading weekly assemblies, as well as CREW activities (cross-grade social/emotional support activities.)

**NEEDS ASSESSMENT for Chronic Absence:**

STRENGTHS	CHALLENGES
2017-2018 will be our 3rd year of implementation of PBIS. We have a school wide character based incentive system, and teachers include monthly character goals in their instruction. We completed trauma training this year.	We do not have school wide tier 2 interventions.

ROOT CAUSE ANALYSIS
Year 2 in PBIS is when tier two systems are supposed to be built. Because of transitions in administration, this has not happened this year.

**FAMILY & STUDENT ENGAGEMENT PRIORITY:** Family Engagement

**SCHOOL GOAL for Family Engagement:**

The percentage of families who report "the school keeps me well informed about my child's progress at school" will increase from 80% to 85% overall across all demographics and subgroups, with special attention to families who speak English at home and families who are eligible for free and reduced lunch.

**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	n/a	TBD	TBD + 5%

**Other Leading Indicators for Family Engagement:**

CHKS survey, % of families at Student Led Conferences, & of families who attend EXPO.

**NEEDS ASSESSMENT for Family Engagement:**

STRENGTHS	CHALLENGES
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Involvement of families in academic workshops, community meetings, celebrations, and support for small group and individual students with pilot parent-trained classroom support and intervention program.	Family engagement and satisfaction with the academic program does not reflect the demographic diversity of the school. On the 2016 CHKS survey, 81% of families reported the school kept them well-informed of their child's progress, as compared with 90% across OUSD. The percentage of families who agree with this statement is lowest for families who speak English at home (74%) and families who are eligible for Free and Reduced Lunch (77%). In comparison, 90% Spanish-Speaking families agreed or strongly agreed with the statement, and 91% of the families who are not eligible for Free and Reduced Lunch.
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**ROOT CAUSE ANALYSIS**

Systems and structures are not in place to ensure that all families are aware of their students' academic and socio-emotional progress at school, or how to support them. Family engagement focuses largely on volunteer and event coordination, and not all families attend SLCs and EXPOs. English-only and low-income families need additional support to understand how their students are progressing in school.

**ADDITIONAL PRIORITY: Dual Language Development**

**SCHOOL GOAL for Dual Language Development:**

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.

**SCHOOL TARGETS for Dual Language Development:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	15.50%	18.50%	21.50%

**Other Leading Indicators for Dual Language Development:**

Focused intervention progress with individual students or small group intervention. Are key components of Common Core being taught in both languages throughout the K-5 classes?

**NEEDS ASSESSMENT for Dual Language Development:**

STRENGTHS	CHALLENGES
Focused strategy for the dual language, 50/50, two way immersion program at SEED. Trainings for parents to understand the challenges, growth models and reclassification progress for all students.	There was horizontal (grade level) cohesion in some grades, but the vertical alignment of the 50-50 simultaneous two way dual language program was not in place. Another challenge was that there was no real support provided for the families who did not have language skills to support their children in a second language (either English or Spanish).

**ROOT CAUSE ANALYSIS**

Without specific training support for families who are not multi-lingual, there was a marked difference between the language acquisition of students whose families could support them at home with a second language. Costs and space restrictions for trainings were prohibitive.

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Literacy:</b>	If we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level.
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	If we have dedicated and facilitated collaboration time around mathematics, that involves digging into and making sense of CCSS-M content and practice standards, understanding the math progressions, and analyzing student work, then SEED teachers will develop lesson sequences and learning experiences for students anchored in a shared vision for mathematics and guided by student learning, which will lead to increased student math understanding and growth on C-EoUs and SBAC.
<b>SCHOOL THEORY OF ACTION for Chronic Absence:</b>	If we have more focused training on Tier I of the Multi-Tiered Systems of Support (MTSS) of PBIS and SEL competencies, and establish school wide structures and practices to support Tier 2, then there will be more coherence as to the SEL outcomes for students.
<b>SCHOOL THEORY OF ACTION for Family Engagement:</b>	If 100% of our students have a family member attend at least two Student Led Conferences (where they share evidence of progress towards their goals in Academics and SEL) and two Expositions of student work (where they share high quality work in English and Spanish), all families will understand how their students are progressing with respect to SEL and Academics and how to support them in those areas.
<b>SCHOOL THEORY OF ACTION for Dual Language Development:</b>	If we vertically align the literacy and language practices in our 50-50 dual-immersion program by ensuring students are taught language acquisition in both reading and math and emphasizing the reading and writing components as part of the expeditionary learning, then students will have more equitable access to the Common Core curriculum.

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

<b>Improvement Strategy #1:</b>	DRA/EDL reading assessments, SRI growth on Fall and mid-year tests, reclassification rates for the ELLs to increase with additional intervention. Vertical and horizontal alignment with literacy so that there is a 50/50 dual immersion approach for language acquisition at each grade level. Expeditionary learning goals to focus on writing in both English and Spanish.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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1-1	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	Principal, Instructional facilitator, Instructional Teacher Leader and & Instructional Leadership Team will closely look at PD cycles to look at BAL structures in order to support individual student needs.	Reading A-Z, RazKids, and TestReady A-Z training & resources available to teachers, students, and parents
1-2	Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level (GATE), via small group instruction & literacy rotations and/or blended learning.	Principal, Instructional Teacher Leader, Instructional facilitator, & Instructional Leadership Team will closely look at PD cycles to look at BAL structures in order to support individual student needs.	Instructional Facilitator & Instructional Teacher Lead will work closely together to support literacy intervention/personalized learning groups
1-3	Teacher will provide daily designated ELD/SLD to all students who are not making adequate progress in their language development	Principal, Instructional Teacher Leader, Instructional Facilitator and Instructional Leadership will closely look at PD cycles to look at ELD/SLD structures in order to support individual student needs.	Following each DRA/EDL assessment period, grade level teams will meet during PD to analyze student progress across language and determine which students need additional designated ELD/SLD.
1-4	Teachers will identify students in need of Tier 2 support using DRA/EDL, running records to identify students who need differentiation and Tier 2 support.	Principal and/or Instructional Teacher leader will meet with teachers in individual data chats following each assessment cycle to determine what support the teacher needs to implement Tier 2 interventions	COI/PLC/PD schedule will allow time for teachers to analyze DRA/EDL data and determine which students are in need of additional Tier 2 support and/or students who have received Tier 2 support and need to be referred to COST/SST
1-5	Teachers will support students to facilitate Student Led Conferences where they share their progress and set goals for their achievement in English and Spanish with their families & community.	The administration will reinforce expectation of 100% attendance in weekly bulletins, and send personalized data letter to families 1-2 weeks before conference with reminder of conference date and purpose. The ITL/TSA will print and distribute DL snapshot for teachers prior to each conference period. Following each conference period, the administration will share the SLC attendance data with teachers at PD. Principal will find examples for the primary teachers to help them guide their students in a successful SLC.	The schedule for minimum days and conferences will be shared with families at the beginning of the year. Grade levels will have time to coordinate schedules and expectations during PD. PD will be provided to all teachers on how to support student goal setting at SLCs. The family coordinator will ensure translation is provided when needed at SLCs and provide follow up support with scheduling after teacher has made first attempt. The family coordinator will provide teachers with a template to track attendance at SLCs.
1-6	Instructional Facilitator will provide small group literacy interventions to students below grade level in English or Spanish	Principal will work with teachers and Instructional Facilitator to identify students for literacy interventions; Instructional Facilitator will monitor student progress and re-group/exit students as needed throughout the year	Consistent intervention schedule will be created and maintained in order to ensure that students receive intervention multiple times a week

1-7	Instructional Teacher Leader will provide small group interventions to students below grade level in English or Spanish	Principal will work with teachers and Instructional Teacher Leader to identify students for literacy interventions; Instructional Teacher Leader will monitor student progress and re-group/exit students as needed throughout the year	Consistent intervention schedule will be created and maintained in order to ensure that students receive intervention multiple times a week
1-8	Academic Mentors will provide targeted support to students in small groups in teachers' classrooms in order to support small group differentiation	Principal and Instructional Teacher Leader will provide training for Academic Mentors in order to support teacher and school-wide academic priorities	Create schedule for Academic Mentors that provides consistent contact with focus classrooms and students, and that fosters relationship building with students and development of academic mentor's skills
1-9	STIP sub will provide release time for teachers to observe other teachers' practice at SEED and other Dual Language schools, and to participate in TGDS observation cycle	Principal and Instructional Teacher Leader will provide tools for the STIP sub to be successful in his/her role across multiple classrooms in the school through: training, feedback, targeted PDs, teacher observation, etc.	Create consistent schedule for STIP sub wherever possible, and provide resources to enable STIP sub to release teachers and also continue academic trajectory in teacher's absence

<b>Improvement Strategy #2:</b>	Grade level teams collaborate regularly to write and implement grade-appropriate lesson sequences that pay close attention to the language demands of math tasks, and provide consistent opportunities for students to engage with practice and content standards in Spanish and English. Cross grade level teams meet at least quarterly to build vertical alignment and strengthen teachers' understanding of mathematics content and strategies along the CCSS Math Progressions.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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2-1	Teachers will collaborate in grade level teams to analyze student learning and write and implement math lesson sequences that are anchored in the CCSS math practice and content standards in Spanish and English	Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in math classrooms. Principal and Instructional Leadership Team will create a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics to allow teachers to develop a deep understanding of grade level standards and their associated learning progressions by engaging in shared reading of standards and progressions at grade level and across grades."	COI/PD/PLC schedule with ITL support will ensure that teacher teams have protected and productive learning time to study standards and progressions at and across grades"
2-2	Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS aligned math instruction.	Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to share grade-level, CCSS-aligned math instruction across languages.	Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics. Monthly PD/Cycle of Inquiry/PLC focus on math will support teachers to use their developing understanding of CCSS math standards and progressions to create and implement a grade-level language allocation for math that ensures cohesive math instruction in English and Spanish.
2-3	Teachers will collaborate in grade level teams to develop content language objectives (CLOs) anchored in the math and practice standards for their math sequences, and will develop and implement instruction using an explicit lens around the language demands of the math lesson/task	Principal, Instructional Teacher Leader, and Instructional Leadership Team plan and support PD that develops teachers' ability to analyze and plan for a lesson's language demands as well as its content demands. Delivery of PD focused on the importance of identifying content language objectives specific to mathematics, building teachers' competency to write powerful CLOs that guide instruction, and surfacing the language demands of the lesson/task.	Principal and Instructional Leadership Team will create a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics. Practice time through COI or PLC groups to write CLOs and use them as a language guide.

2-4	Teachers will collaborate in grade level teams to integrate mathematics into each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed and that students will have ongoing opportunity to engage with the Standards for Mathematical Practice.	Principal, Instructional Teacher Leader, and Instructional Leadership Team plan and support PD that develops teachers' ability to integrate math into their expeditions. Instructional Teacher Leader will support teachers and grade level teams to identify and integrate at least one math standard/practice into each expedition. Opportunities will also be built in for grade level teams to share across grade levels how they integrate mathematics	Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics. Monthly PD/COI/PLC structure, and weekly collaboration time, will be used to identify and integrate math into two grade-level expeditions.
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<b>Improvement Strategy #3:</b>	Students and parents will increase their positive responses on the California Healthy Kids Survey by 10% each year. Chronic absence rates will decrease by 5% each year.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Teachers will implement regular community circles and RJ circles as part of the school wide Tier 1 SEL support.	Principal and Climate and Culture Team will embed training for community and RJ circles into PD calendar, and provide teachers time and resources to learn and practice these structures	Principal and Climate and Culture Team will embed training for community and RJ circles into PD calendar, and provide teachers time and resources to learn and practice these structures
3-2	Teachers will implement Tier 2 behavioral systems for students who need additional SEL support to be successful in school	PBIS/COST and expert teacher leads will work closely with teachers to develop differentiated behavior plans for students who need additional support	Counselor, social worker and other OUSD support providers will provide counseling and behavior support for students needing additional support. Principal/COST coordinator/ITL will provide consistent follow-up on students receiving these supports to determine their effectiveness and work with teachers to adjust systems/plans as necessary.
3-3	Teachers construct character learning targets for each of their Expeditions.	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.	PBIS team will collect a shared bank of strategies, resources, rubrics, etc for teaching and monitoring character development.

3-4	School staff will communicate both languages of instruction, with an awareness of children and families' need to communicate in their primary language during academic conferences, restorative conversations, etc.	Leadership will work with office staff and PBIS/COST teams to ensure primary language communication as necessary for students and families, including Spanish as one of the two languages of instruction	Bilingual clerk and attendance clerk, social worker, bilingual teachers, and other supports (noon supervisors, academic mentors) are hired, trained and retained in order to ensure appropriate communication and student/family support in English and Spanish
3-5	After School program will leverage and build on the school day experience for students in order to support and enrich all students' academic and socioemotional success	Leadership will work with the After-School Program Coordinator and lead agency (EBAYC) to ensure continuity of programming and support, and to embed the school's vision and key practices into the After-School experience for students and families.	Regularly scheduled meeting time with the After School Coordinator and the After School Teacher Liaison in order to set goals, monitor progress, trouble shoot areas of concern, and highlight student and program successes
3-6	School staff will provide TK to K and 5-Middle school orientation programs to assure the smooth transitions between grade levels	Leadership will work with Manzanita Community to set up joint middle school orientation meetings and meet with 5th grade parents to help them navigate the smooth transition from elem. school to middle school. Leadership will also provide and encourage events for the TK to K transition, as well as include the TK teacher as part of the K team.	TK and K teachers will meet regularly (weekly) to collaborate on academic and SEL activities that will ensure a smooth transition for students and families.

<b>Improvement Strategy #4:</b>	At least 90% of families across all demographic sub groups will agree or strongly agree with the statement " the school keeps me well informed of my child's progress " on the CHKS survey. 100% of students will have a family member attend at least two Student Led Conferences and two Expositions of Student Work.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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4-1	Teachers will support students to facilitate Student Led Conferences where they share their progress and set goals for their SEL/Character and Academic growth with their families & community.	The leadership will reinforce expectation of 100% attendance at SLCs in weekly bulletins, and send personalized data letter to families 1-2 weeks before conference with reminder of conference date and purpose. The ITL/TSA will print and distribute DL snapshot for teachers prior to each conference period. Following each conference period, the administration share the SLC attendance data with teachers at PD and with families at the community assembly.	The Schedule for Minimum days and conferences will be shared with families at the beginning of the year. Grade level PLCs will have time to coordinate conference schedules and expectations during PD time. PD will be provided to all teachers on how to support student goal setting at SLCs. The family coordinator will ensure translation is provided when needed at SLCs and provide follow up support with scheduling after teacher has made first attempt. The family coordinator will provide teachers with a template to track family attendance at SLCs.
4-2	Teachers will support students to share high quality work in English and Spanish at Expositions of student work twice a year. Teachers will document both the process and product of student learning.	The leadership will reinforce expectation of 100% attendance at EXPO in weekly bulletins. The leadership will facilitate EXPO by: promoting it to families with phoneblasts and flyers, providing an agenda, and supporting students to help emcee the opening assembly. Following each EXPO, the leadership will share the attendance data by grade level with teachers at PD and with families at the community assembly.	The schedule for EXPOs will be shared with families at the beginning of the year. Grade level teams will have time to plan and tune expeditions during August PD and buy-back days. The family coordinator will provide teachers with a template to track family attendance at EXPO.
4-3	SEED staff or volunteers will provide classes to monolingual families to support them in acquiring the other language of instruction at SEED	Leadership to work with the Parent Coordinator, OUSD Family Engagement support, Adult Education Department, and others to identify possible resources to provide these classes	This initiative will be shared through a bi-weekly parent bulletin and other formats once funding is identified, in order to determine interest and coordinate scheduling.
4-4	Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress. This will benefit all new families, and especially families of students in transition, including foster, military and high-need families.	Principal will work with the Parent Coordinator to identify role's support for key school plan priorities, and will engage in regular meetings to discuss progress, troubleshoot, and support on going coordination of family engagement activities.	Principal, Parent Coordinator and other key stakeholders will meet weekly or bi-weekly to ensure coordination of activities and alignment to school's overall plan and priorities

<b>Improvement Strategy #5:</b>	Vertical alignment of the literacy and language practices in our 50-50 dual-immersion program with a focus on language acquisition in both reading and math and the reading and writing components of the Common Core State Standards.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
5-1	Both English and Spanish teachers will provide small group instruction to all students at least once a week to support their literacy and language development (Guided reading and/or designated ELD/SLD).	The leadership will ensure that all teachers have access to instructional materials needed for small group instruction (e.g., guided reading libraries in English and Spanish, designated ELD/SLD materials, etc.)	The ITL will observe small group instruction at all grade levels, provide descriptive feedback to teachers, and provide additional coaching and support as needed.
5-2	Teachers will collaborate with their grade level team to revise/create expeditions that reinforce key CCSS across English and Spanish	Leadership will ensure that all teachers have differentiated access to Expedition/project based learning inputs, and collaboration structures that deepen their understanding of the CCSS shifts, and that give them time and thought partnership to analyze and revise grade level expeditions accordingly.	All teachers will have two staffed prep periods each week in addition to weekly grade level collaboration time on minimum days. At least 50% of the time of August PD and buy-back days will be designated to expedition planning and revision.
5-3	Teachers will collaborate with their grade level team to coordinate the instruction of content (Language Arts, Math, Social Studies, Science) across English and Spanish in accordance with the schoolwide language/content map.	Leadership will monitor and provide support for grade level collaboration to coordinate instruction of content across English and Spanish	All teachers will have two staffed prep periods each week in addition to weekly grade level collaboration time on minimum days.
5-4	Teachers will revise/create expeditions that include the three primary shifts in CCSS: - balance of informational and literary text - complex text in English and Spanish - evidence-based writing, reading, speaking	Leadership will ensure that all teachers have differentiated access to Expedition/project based learning inputs that deepen their understanding of the CCSS shifts, and that give them time and thought partnership to analyze and revise grade level expeditions accordingly.	At least 50% of the time of August PD and buy-back days will be designated to expedition planning and revision.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

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

### **Transitional Students and Families Unit**

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

### **Foster Youth Program**

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

### **Refugee & Asylee Program**

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

### **McKinney-Vento Program**

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

PROPOSED 2017-18 BUDGET

Site Number:

175

School:

Manzanita SEED Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	After School Program to provide enrichment and continuous academic support to students	Vertical alignment of the literacy and language practices in our 50-50 dual-immersion program with a focus on language acquisition in both reading and math and the reading and writing components of the Common Core State Standards.	A1.6: After School Programs	5825				175-1
\$6,500.00	General Purpose Discretionary	Clerical Salaries OT (translation) to support parent engagement and communication	Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress	A6.5: Academic Parent-Teacher Communication & Workshops	2425				175-2
\$8,249.17	General Purpose Discretionary	Instructional Facilitator for Academic Acceleration	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	A3.2: Reading Intervention		TC11IF	TC11IF9999	0.07	175-3
\$9,230.00	General Purpose Discretionary	Licenses. ST Math and Newsela - to support ongoing access to online learning platforms for students	Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level, via small group instruction & literacy rotations and/or blended learning.	A3.1: Blended Learning	5846				175-4
\$15,000.00	General Purpose Discretionary	Equipment (\$500-\$4,999). Copier contract to support teacher reproduction of student materials	Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level, via small group instruction & literacy rotations and/or blended learning.	A2.3: Standards-Aligned Learning Materials	4410				175-5
\$15,392.33	General Purpose Discretionary	Materials and Supplies to support academic priorities	Teachers will revise/create expeditions that include the three primary shifts in CCSS: - balance of informational and literary text - complex text in English and Spanish - evidence-based writing, reading, speaking	A2.3: Standards-Aligned Learning Materials	4310				175-6
\$17,683.09	General Purpose Discretionary	Bilingual Clerk to support student and parent access and communication	Bilingual clerk and attendance clerk, social worker, bilingual teachers, and other supports (noon supervisors, academic mentors) are hired, trained and retained in order to ensure appropriate communication and student/family support in English and Spanish	A6.5: Academic Parent-Teacher Communication & Workshops		CLKBIL	CLKBIL0047	0.50	175-7

\$25,000.00	LCFF Concentration	Surplus for ITL to support academic acceleration and teacher coaching	The ITL will observe small group instruction at all grade levels, provide descriptive feedback to teachers, and provide additional coaching and support as needed.	A2.5: Teacher Professional Development for CCSS & NGSS	4399					175-8
\$1,377.45	LCFF Supplemental	Materials and Supplies-Supplementary Materials for ELLs to support access to grade-level text	ReadingA-Z, RazKids, and TestReadyA-Z training & resources available to teachers, students, and parents	A3.1: Blended Learning	4310					175-9
\$3,376.84	LCFF Supplemental	STIP to support Academic Acceleration	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	A3.2: Reading Intervention		TCSTIP	TCSTIP0656	0.07		175-10
\$9,427.63	LCFF Supplemental	Instructional Facilitator for Academic Acceleration	Instructional Facilitator & Instructional Teacher Lead will work closely together to support literacy intervention/personalized learning groups	A3.2: Reading Intervention		TC11IF	TC11IF9999	0.08		175-11
\$11,500.00	LCFF Supplemental	Extra Compensation to support Academic Acceleration	Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level, via small group instruction & literacy rotations and/or blended learning.	A3.4: Teacher Professional Development focused on Literacy	1122					175-12
\$34,000.00	LCFF Supplemental	Recess coach (Contract with Playworks) to support development of social emotional competencies	Teachers will implement Tier 2 behavioral systems for students who need additional SEL support to be successful in school	A2.3: Standards-Aligned Learning Materials	5825					175-13
\$100,186.53	LCFF Supplemental	Parent coordinator/EEIP to support family engagement	Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress	A3.1: Blended Learning		TCEEIP	TCEEIP9999	1.00		175-14
\$256.58	Measure G: TGDS	Surplus for priority materials to support academic plan	Teachers will provide daily differentiated instruction in English and Spanish to all students, including students who are above grade level, via small group instruction & literacy rotations and/or blended learning.	A2.1: Implementation of CCSS & NGSS	4399					175-15
\$20,743.42	Measure G: TGDS	STIP to support Academic Acceleration	Both English and Spanish teachers will provide small group instruction to all students at least once a week to support their literacy and language development (Guided reading and/or designated ELD/SLD).	A2.1: Implementation of CCSS & NGSS		TCSTIP	TCSTIP0656	0.43		175-16

\$4,713.81	Supplemental Program Investment	Instructional Facilitator for Academic Acceleration	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	A3.4: Teacher Professional Development focused on Literacy		TC11IF	TC11IF9999	0.04	175-17
\$7,000.00	Supplemental Program Investment	Teacher Subs to support Academic Acceleration	Principal, Instructional facilitator, Instructional Teacher Leader and & Instructional Leadership Team will closely look at PD cycles to look at BAL structures in order to support individual student needs.	A3.4: Teacher Professional Development focused on Literacy	1150				175-18
\$8,229.60	Supplemental Program Investment	Travel and Conference to support Academic Acceleration	Teachers will revise/create expeditions that include the three primary shifts in CCSS: - balance of informational and literary text - complex text in English and Spanish - evidence-based writing, reading, speaking	A3.4: Teacher Professional Development focused on Literacy	5200				175-19
\$10,000.00	Supplemental Program Investment	Admission Fees for Academic Acceleration	At least 50% of the time of August PD and buy-back days will be designated to expedition planning and revision.	A2.5: Teacher Professional Development for CCSS & NGSS	5829				175-20
\$1,032.98	Title I Basic	Materials and Supplies for student intervention groups	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	A3.2: Reading Intervention	4310				175-21
\$17,600.00	Title I Basic	Academic Mentors for academic acceleration	Teachers will identify students in need of Tier 2 support using DRA/EDL, running records to identify students who need differentiation and Tier 2 support.	A3.2: Reading Intervention	2928				175-22
\$24,747.52	Title I Basic	Instructional Facilitator for Academic Acceleration	Instructional Facilitator & Instructional Teacher Lead will work closely together to support literacy intervention/personalized learning groups	A3.2: Reading Intervention		TC11IF	TC11IF9999	0.21	175-23
\$0.85	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				175-24
\$1,295.00	Title I Parent Participation	Child care for parent participation and engagement	The schedule for minimum days and conferences will be shared with families at the beginning of the year. Grade levels will have time to coordinate schedules and expectations during PD. PD will be provided to all teachers on how to support student goal setting at SLCs. The family coordinator will ensure translation is provided when needed at SLCs and provide follow up support with scheduling after teacher has made first attempt. The family coordinator will provide teachers with a template to track attendance at SLCs.	A6.1: Parent / Guardian Leadership Development	2222				175-25



## Family-School Compact 2016-2017

SEED is an Expeditionary Learning School with a focus on language, culture, and family-school integration. We have a 2-Way Immersion in Spanish & English which prepares all students to be:

- Bi-literate & Bilingual: in both English & Spanish
- Academically Proficient: at or above grade level in both English & Spanish
- Culturally Competent: be able to understand other cultures & have high self-esteem
- Agents of Change: make a positive impact in the school, local, and global community

In order to meet our goals, teachers, families, and administration work together with students to support their growth & achievement.

**Teachers:**

*I will support students & families by:*

- Hosting 2 student-led conferences with families each year
- Presenting student learning at 2 Expositions of student work
- Responding to families requests for information within two days
- Conducting home visits when appropriate
- Communicating with room leaders
- Welcoming families into the classroom

**Families:**

*I will support my child at home by:*

- \* Making sure my child gets at least 9-10 hours of sleep a night
- \* Making sure my child attends school regularly & on time, be absent only when and my child is sick.
- \* Making sure my child reads at home at least 30 minutes daily & completes homework
- \* Supporting school-wide discipline plan
- \* Checking my child's backpack regularly for important communication from school
- \* Making sure my child wears the school uniform daily
- \* Sending only healthy snacks to school
- \* Attending 2 student-led report card conferences & 2 Expositions of student work

**Students:**

*I will support my learning at home by:*

- \* Reading at home for at least 30 minutes daily
- \* Completing high quality homework with with pride.
- \* Going to be on time & waking up on time to get to school on time.
- \* Talking with my family about what I am learning at school & how my learning is preparing to contribute to the larger community.

**Principal**

*I will support students & families by*

- Ensuring that each student has a highly qualified teacher in both English & Spanish
- Setting high academic & character expectations for all students
- Setting high standards for all staff to service families & students with my family & my teacher
- Ensuring that all teachers provide a high quality education to all students

*I will support my learning at school by:*

- \* Being on time for class
- \* Wearing my school uniform every day
- \* Eating only healthy snacks at school
- \* Carrying information between home & school
- \* Having a positive attitude about learning
- \* Leading two Student-Led Conferences each year
- \* Following school rules & showing respect for myself others.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Principal Signature



## School Site Council Membership Roster – Elementary

School Name: MANZANITA SEED

School Year: 2016-2017

<b>Chairperson : EVELYN REESE</b>	<b>Vice Chairperson: CHE PHILLIPS</b>
<b>Secretary: MONA TREVINO &amp; MEGHAN FINN</b>	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee: LUISA IRINEO</b>	<b>*LCAP Student Nominee: MONA TREVINO</b>

**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
EVELYN REESE				X
MONA TREVINO				X
CHE PHILLIPS				X
LAMONT SNEAR				X
JESSICA MANTA-MEYER				X
BEATRICE MARTINEZ	X			
PAUL DAVIS		X		
BRIANNA BROWN		X		
MEGHAN FINN		X		
SIMONE DELUCCHI			X	

Meeting Schedule (day/month/time)	<b>MEETINGS TAKE PLACE LAST MONDAY OF THE MONTH 5:15-7:15PM</b>
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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;  
Parent/community members cannot be OUSD employees at the site.

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





## Title I School Parental Involvement Policy 2016-2017

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/SMI 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 3<sup>rd</sup> through 5<sup>th</sup> will participate annually on the SBAC testing for ELA & Math
  - Grades 2<sup>nd</sup> through 5<sup>th</sup> 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-5<sup>th</sup> 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 5<sup>th</sup> graders are expected to be at proficient or advance on the CST Science
- All 3<sup>rd</sup> through 5<sup>th</sup> 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 **5.3.16** and will be in effect for the **2016-2017** 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.

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(Principal's Signature)

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(Date)