

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

June 27, 2018

Legislative File ID No: 18-1319  
Introduction Date: 6/27/18  
Enactment No.: 18-1123  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.



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

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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Manzanita SEED Elementary School  
**CDS Code:** 1612590110247  
**Principal:** Diane Lang  
**Date of this revision:** 4/20/2018

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:

<b>Contact:</b> Diane Lang	<b>Position:</b> Principal
<b>Address:</b> 2409 East 27th Street Oakland, CA 94601	<b>Telephone:</b> 510-535-2832 <b>Email:</b> <a href="mailto:diane.lang@ousd.org">diane.lang@ousd.org</a>

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 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) |

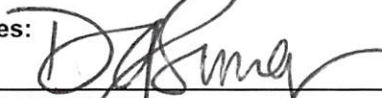
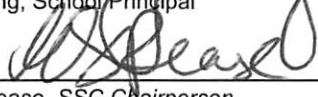





The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

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:** 5/3/18

6. The public was alerted about the meeting(s) through one of the following:
- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|---|

**Signatures:**

	Signature	<u>05/22/2018</u>
Diane Lang, School Principal		Date
 Evelyn S. Reese		<u>5/22/2018</u>
Evelyn Reese, SSC Chairperson	Signature	Date
		<u>5/22/18</u>
Sara Stone, Network Superintendent	Signature	Date
		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/31/18	Teachers, Staff, and Community	Get to know your school event- budget prioritization
2/28/2018	SSC	SPSA and Budget Engagement

**2018-2019 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$65,800.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$199,236.73	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>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$395,555.42</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$64,482.34	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,585.89	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$66,068.23</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Manzanita SEED Elementary School

**School ID:** 175

#### School Description

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

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

##### 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.

## Family & Student Engagement

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. 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.

## 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>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 a plan for 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.</p> <p>Growth in mid-year SRI from 33.7% to 41.5%, which puts SEED on track to meet its Literacy goal of 10% growth by years' end; Growth in mid-year F&amp;P/DRA/EDL from 51.9% to 59.2% at benchmark</p>	<p>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.</p> <p>Only 21.4% of African American students at grade level, which means that almost 80% are NOT at grade level, and that there is a significant gap between overall SEED student proficiency and that of AA students. Interventions didn't happen on a regular basis because of several extenuating factors: loss of 2nd prep teacher, ITL out on maternity leave as of January, .4 TSA being used for ELPAC and other assessment needs. Overall - SRI is trending to reach 10% growth, but a comparison to AA and Latino shows a proficiency gap: at mid-year 2017-18, only 21.4% of AA students at SEED are at proficiency at SRI, and this % has decreased from last year's mid-year proficiency percentage of 25%. Latinos - 33.5% at proficiency on SRI, compared to 42.2% average. Growth from last year of 24 to 33.5% proficiency.</p>	<p>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. Lack of consistent PLC time and structure that is focused on student data and student work, in order to increase teacher's ability to accurately leverage students' assets, diagnose their learning gaps, and support student learning, especially for students below grade level</p> <p>Successes- There has been a 57% of students that have shown growth in their CELDT scores. Challenges- Only 6% of students met the spring SRI goals to be reclassified (10 students)</p>



<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>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.</p> <p>Kindergarten students has a high number of proficient and advanced. K,1 and 2 has a strong number of proficient students.</p> <p>Teachers engaged in a cycle of inquiry to learn about the Next Generation Science Standards and NGSS-aligned curriculum.</p>	<p>In 4th and 5th grade, less than 50% of students performed at grade level or above in their EOU assessments.</p> <p>Only 26% of African American students were proficient (compared to 70% of white students)</p> <p>There is a large discrepancy between Midyear DRA scores and Midyear SRI scores in 4th and 5th Grade. SRI is much lower.</p> <p>Only 23.8% of students took the SIRA end-of-module assessment for trimester 2 in 2017-18, 3rd lowest participation rate of all OUSD elementary schools. OUSD average participation rate was 73.7%. Concern is how are teachers understanding what students are learning in science, and if alternate (non-SIRA) assessments are taking place, are they standards-aligned?</p>	<p>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.</p> <p>Core curriculum is working extremely well in K, 1 and 2. Not all teachers are familiar with the math curriculum. This year teachers that usually did not teach Math are teaching it and they would need more time adjusting to the change.</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>2017-2018 will be SEED's 3rd year of implementation of PBIS. Tier 1 is currently at 63% according to Fall TFI which is close to fidelity. SEED has a school-wide character based acknowledgment system: Caught You Being Good and teachers include monthly character goals in their instruction. PBIS team is working with staff to develop and refine a flowchart which delineates appropriate proactive and restorative consequences to problem behavior. Staff has had at least one training in trauma informed practices. A universal behavior screener (SRSS) was completed in the winter of the 2018.</p>	<p>Tier 1 and Tier 2 systems and practices are not yet implemented to fidelity. Tier 1 practices need to be consistently implemented to fidelity in order to determine which students are not responding and are in need of Tier 2 or 3 interventions. Across the school and across every classroom, robust Tier 1 practices will help keep students in classrooms and fully engaged. Behavior and academic practices need to be more fully intertwined, so that students who are not fully engaged aren't labelled as behavior challenges if root cause is academic. As indicated by the SRSS, 20% of students would benefit from Tier 2 and 3 intervention. However, as indicated in the TFI, Tier 1 implementation is at 63% and Tier 2 implementation is at 8%. Fidelity is 70% or higher. The high number of URFs may reflect lack of fidelity at all Tiers, and may indicate underlying implicit bias and/or inconsistent adult practices. URFs as of December 2017 - 55% of URFs are given to AA students despite AA students being a much smaller % of students at school. 48% of URFs are for disrespect.</p>	<p>Because of transitions in administration and staff there has been a lack of coherence and systematic implementation of foundational student tier 1 practices. URF data reflects disproportionality of referrals for AA students, and for "disrespect." Fifty-five percent of URF's are happening in the classroom; which may indicate implicit bias and need for foundational work. Suspensions at SEED for the 2017-2018 year to date indicate a need for deeper analysis of appropriate interventions for high need students (of the nine suspensions to date, 56% are among African American males compared to a total enrollment of 6.8% for AA males (409 total pop and 28 are AA males) and 67% of suspensions are for special education students out of 15.4% special ed (63:409)) If you are an African American male at SEED you have a one in four chance of being suspended. Satisfactory attendance has decreased from a high of 70.5% in 2015-2016 to a low of 57.9% (to date) in 2017-2018. All of these data points are illustrative of a lack of tier 1 foundational systems and implementation.</p>



<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p>The dual language program at SEED helps develop, strengthen, and promote the use of home language, particularly for Spanish-speaking families. Teachers help students understand what aspects of language are transferable between Spanish and English. SEED also provides an atmosphere where being a second language learner is seen as an asset not as a deficit.</p>	<p>Providing consistent, systematic and uninterrupted intervention has traditionally been challenge at Seed. This is mainly due to the fact that the staff who are hired for intervention often get pulled in many directions during the course of the year in order to take care of much-needed operational items such as test coordination, etc.</p>	<p>Staff hired for intervention, such as the ITL, need to have this portion of the workday protected. Furthermore, a systematized method of communication between intervention specialist and teacher must be established in order to form an ongoing loop of communication, where data can be analyzed, and both teacher and intervention specialist can be on the same page about how to best provide individualized support for each student that is far below or below grade level in reading, speaking or listening across both languages.</p>
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**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Manzanita SEED Elementary School

**School ID:** 175

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	Increase the percent of students in all grades who are reading at or above grade level by 10% each year, as measured by SRI and SBAC ELA. Students below or far below grade level will receive intervention to increase their academic growth by 1.5 years, as measured by SRI.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	All Students	41.0%	46.0%	51.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	DRA/EDL				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If all Literacy-focused tasks are guided by CCSS, and if we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level. Also, for students below grade-level, if teachers spend time in PLCs analyzing literacy data, progress monitoring and planning differentiated instruction accordingly, AND students below grade level receive additional guided literacy instruction weekly, then those students will accelerate their literacy growth over the course of the year.				

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

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

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

1-9	STIP sub will provide release time for teachers so that, on Wednesdays, teachers can collaborate in grade level teams as PLCs, and to engage in student-centered, data-driven cycle of inquiry.	Principal and Instructional Teacher Leader will provide tools for the STIP sub to be successful in his/her role across multiple classrooms in the school through: training, feedback, targeted PDs, teacher observation, etc. Create consistent schedule for STIP sub wherever possible, and provide resources to enable STIP sub to release teachers and also continue academic trajectory in teacher's absence	2018-19 Master calendar will show that the STIP has created consistent release time for teachers for: second prep. data conferences, classroom observation, etc.
1-10	After school Academic activities should be aligned with school goals and support specific student achievement needs defined by the school. Activities should be based on sound instructional strategies aligned with the regular school day program.	After School Program Liaison will work with the after school school program coordinator in order to align academic goals. After school program staff will work with classroom teachers to align curriculum and provide instructional support in Literacy and Math.	After School Program meetings between the AS Program Liaison and the AS Coordinator will document the alignment through school day and after school through identification of key academic priorities, and after school activities designed to support student progress on those priorities.
1-11	Teachers will provide small group instruction/guided reading at least twice a week to students who are below grade level in their strongest language	Principal and Instructional Leadership Team will design and implement PD cycles and sessions that enable teachers to group students according to their literacy assets and needs, and to provide consistent and effective small group instruction that provides targeted instruction, and accelerates literacy growth. PLCs will be asked to identify focal students who are below grade level in their strongest language, and do a cycle of inquiry centered on those students and whether the targeted tasks and practices are accelerating their growth.	Classroom walkthroughs and observations; review of classroom schedules of small group instruction/guided reading will show that 75% of teachers are providing small group instruction, at least 2x/week, to students who are below grade level. Regular progress monitoring of students through DRA/EDL and running records will determine growth for students below grade level.
1-12	Teachers maximize opportunities for authentic language and literacy learning through content, as called for in CCSS-ELA and CA-ELD Standards. For example, students write with evidence, read complex text, and engage in argumentation as part of hands-on science lessons using NGSS-FOSS materials.	Principal and Instructional Leadership Team will design and implement PD cycles to plan for and formatively assess students' language and literacy development through the context of science.	Analysis of student writing and speaking in science demonstrates growth from beginning to end of PD cycle.

Priority ("Big Rock"):	JUNE 2021 GOAL
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<b>STANDARDS-BASED INSTRUCTION</b>	Standards-Aligned Instruction in Math and Science	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.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	All Students	-37.6	-27.6	-17.6
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SIRA, CEOUs, IABs for Math, student work				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	If teachers deeply understand grade-level standards, and practice creating content and language objectives that map to these standards, including in student expedition units, then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
2-1	Teachers design and implement complex tasks in all content-areas, including cross-content Expeditions using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking. Teachers monitor student learning especially for GATE students through multiple forms of authentic assessment to determine mastery.	Principal, ITL and ILT plan and implement professional development for teachers that is focused on ensuring that 100% of teachers understand the key standards-based concepts across math and science: NGSS, including Science and Engineering Practices, Disctiplinary Core Ideas, and Crosscutting Concepts for science, and the Standards for Mathematical Practice. Principal, ILT and ILT also plan and implement professional development focused on the identification and development of CLOs and language scaffolds across all content areas.		Classroom walkthroughs and observations will show that, by year's end, 75% of teachers have identified standards, and have named content and language objectives in their lessons and unit plans. Teachers will provide weekly lesson plans that show consistent (75% of the time) evidence of CCSS-aligned and/or NGSS objectives and tasks for their math and science blocks, including in Expeditions.	



2-3	Teachers will collaborate in grade level teams to implement NGSS-aligned curriculum and lessons in English and Spanish, and will analyze student learning through formative assessments and SIRA.	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in science classrooms. Principal and Instructional Leadership Team will create a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around science to allow teachers to develop a deep understanding of grade level science standards and the cross-cutting practices in all grades grades."</p> <p>COI/PD/PLC schedule with ITL support will ensure that teacher teams have protected and productive learning time to study science standards at and across grades.</p>	PLC templates and participant observation will show evidence CCSS and NGSS aligned lessons, of close analysis of student data and work, and discussions about how to improve instruction in support of student outcomes.
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<p>2-3</p>	<p>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</p>	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in 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."</p> <p>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"</p>	<p>PLC templates and participant observation will show evidence CCSS aligned lessons, of close analysis of student data and work, and discussions and next steps taken to improve instruction in support of student outcomes. Examination of lessons uploaded to shared google folders for each grade will show evidence of math lesson sequences anchored in CCSS math practice and content standards, including within student Expeditions.</p>
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2-4	Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS and NGSS-aligned math and science instruction.	Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to share grade-level, CCSS and NGSS-aligned math and science instruction across languages. Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics and science. Cycle of Inquire focus on math and science will support teachers to use their developing understanding of CCSS math standards and progressions, and NGSS standards, to create and implement a grade-level language allocation for math and science that ensures cohesive math and science instruction in English and Spanish.	PD schedule for 2018-19 will show evidence of PD input and output around SEED's language allocation model, and how math and science Standards and practices for each grade level is shared across two languages. Each grade will also document its language and task allocation across two languages, and document which practices are being taught and reinforced at each grade level (aka Number Talks, or FOSS kit).
2-5	Teachers will collaborate in grade level teams to develop content language objectives (CLOs) anchored in the math and science standards, and will develop and implement instruction using an explicit lens around the language demands of the math or science lesson/task.	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.	PD scope and sequence will show evidence of learning around CLOS anchored in math and science.

2-6	Teachers will collaborate in grade level teams to integrate mathematics and science into each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed (including all three strands in science: Physical, Life, and Earth and Space Sciences) and that students will have ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards.	Principal, Instructional Teacher Leader, and Instructional Leadership Team plan and support PD that develops teachers' ability to integrate math and science into their expeditions. Instructional Teacher Leader will support teachers and grade level teams to identify and integrate all math and science standards into each expedition. Opportunities will also be built in for grade level teams to share across grade levels how they integrate mathematics and/or science. Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics and science. Monthly PD/PLC structure, and weekly collaboration time, will be used to identify and integrate math and science into two grade-level expeditions.	
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<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Culture and Climate	By June 2019, 85% of 5th grade students responding to the CHKS survey will report that students treat teachers with respect most or all of the time and 80% of students will report they are treated fairly when they break the rules. In turn, By June 2019, satisfactory attendance rates will increase by 12% bringing it back to 2015-2016 levels.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	California Healthy Kids Survey	All Students	63.8%	74.4%	85.0%
	Attendance Rate	All Students	63.7%	69.0%	74.3%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	URF's on a monthly basis PBIS family/student survey responses				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we strengthen our school-wide and classroom PBIS and SEL Tier 1 practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will be treated fairly when they break the rules, will treat their teachers and others with more respect, and will in turn come to school on a regular basis.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	<p>PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.</p>	<p>Principal will hold and uplift the vision for the work by attending and participating in at least 80% of PBIS meetings, co-leading PBIS PDs, and reinforcing system implementation importance on an ongoing basis. PBIS team meetings will be scheduled out at the beginning of the year within the contracted work time OR members will be provided compensation for meeting time. School leaders should ensure that District trainings on PBIS and MTSS be attended by teams of stakeholders and then a plan for how that information will be brought back to school staff needs to be in place.</p>	<p>SWPBIS TFI Indicators 1.1 and 1.2 at fidelity of 2</p> <p>Regular meeting agendas with documentation of participants and clear tasks taken on by varying members</p> <p>Ongoing team self-assessment on subcomponents of indicators 1.1 and 1.2 with clear action steps</p>
3-2	<p>PBIS will have regular facetime with staff through 15 minutes at each weekly staff meeting, at least 3 professional development opportunities (1 per trimester) and pre-planned training slots on Pre-service and Buy-Back Days</p>	<p>Principal will put PBIS PDs, trainings and PBIS staff meeting times on the master calendar and will support and co-facilitate in the training when appropriate. PBIS team will be compensated necessary planning which takes place outside of their pre-existing monthly meeting.</p>	<p>Master calendar</p> <p>Agendas and slide decks</p> <p>Staff feedback forms</p> <p>SAS (Staff Self Assessment Survey)</p>
3-3	<p>Classroom PBIS will be implemented with fidelity by all teaching staff (including but not limited to homeroom teachers, crew teachers, enrichment teachers, sports coaches, after school teachers). They will use these evidence based classroom supports: define and teach rules and procedures aligned with School-wide Expectations (Classroom Matrix), identify continuum of practices for responding to behavior, arrange physical space to prompt appropriate behavior, employ active supervision, develop class-wide group contingencies, provide multiple opportunities to respond. In order for this to occur they will need ongoing training and reflection opportunities. A skill of the month format including self reflection, peer observation and feedback, and leadership team observations with feedback and action planning will be important.</p>	<p>The principal and school leaders will assist in scheduling peer observations and leadership PBIS learning walks with follow up 1:1, PLC, and/or staff follow-up debriefs, supports, and trainings</p>	<p>Baseline classroom pbis walkthrough data</p> <p>Monthly skill of the month self assessment data, peer observation data</p> <p>Ongoing PBIS leadership classroom learning walk data.</p> <p>TFI Classroom PBIS observation data spring and fall</p> <p>Diminished rate of classroom URFs</p>

<p>3-4</p>	<p>Setting and Teaching Behavior Expectations</p> <p>The staff will re-examine the teaching behavioral matrix to see if areas need to be adjusted or augments for instance: the adding of staff expected behaviors, developing out a playground specific matrix, a classroom matrix, or incorporating SEL competencies within the matrix</p> <p>Formal system with written schedules is used to teach expected behaviors directly to students in classroom and across classroom settings so that at least 70% of students can list at least 67% of expectations. There will be particular emphasis on whole school and small group re-teaching opportunities if the data shows a need for a drill down on a particular time, location, or expectation.</p>	<p>Leadership will create professional development opportunities during pre-service week to analyze, expand and further develop behavior matrices. Leadership will create and disseminate a formal teaching and re-teaching calendar for instructing students about the behavior expectation matrices. Leadership w/ the help of PBIS team and ILT will hold regular assemblies to reinforce the character traits and behavior expectations. Leadership will ensure through regular observation that expectations are being reinforced in classrooms through CREW.</p>	<p>TFI Spring and Fall Walkthrough</p> <p>Observation data</p> <p>Assembly calendar and assembly artifacts</p> <p>Crew projects</p>
<p>3-5</p>	<p>Response to Behavior</p> <p>-Staff will finalize and implement a flowchart to outline definitions for and responses to problematic behaviors and will share this out to families and other stakeholders. Within this they will continue to deepen and develop their understanding of what behaviors are classroom managed and what behaviors are office managed. They will continue to role play, practice, and work through how to manage behaviors and follow the flowchart as well as work on co-constructing shared definitions of behaviors such as defiance and disrespect. Embedded within this work is further study on pre-referral interventions and how to utilize them.</p> <p>-Staff will use the Caught You Being Good system on a regular and consistent basis to reinforce and acknowledge positive behavior and provide 5:1 behavior and process specific contingent praise.</p>	<p>Principal will help construct and facilitate professional developments and will provide ongoing professional development opportunities such as, function of behavior training. Leadership will ensure that data is collected and input on buddy classroom usage and office referrals and that this data is analyzed using a problem solving stance. Leadership will also ensure that the consequences are delivered using an instructive and restorative stance and that proper protocols are followed both within the classroom and school-wide settings (ie office, playground) Leadership will facilitate rewards system for CYBG and will reinforce its usage to staff and families.</p>	<p>URF analysis</p> <p>Aeris and Discipline Dashboard Data</p> <p>Meeting Agendas</p> <p>Buddy Room Tracker Data</p> <p>Minor Behavior Tracker</p> <p>CYBG Tracker</p>

3-6	<p>COST Team will be expanded to encompass key stakeholders and people with knowledge of the school, supports, and functions of behavior (principal, social worker, PBIS team member, ILT member, ASP, etc), will meet at least twice monthly, will use an agenda with set goals and will utilize the COST tracker. COST will develop a clear flow chart for COST referral protocols and will conduct a universal screener (SRSS) at least twice (optimally 3 times) per year. Within that construct the COST team will work to implement social skills groups and Check-in Check-out (CICO) with clear entrance and exit criteria and progress monitoring matching the intervention appropriately with the function of behavior. COST team will work with teachers to identify students who need additional support because of their family circumstances: this will include homeless students, foster students, military students, and other students whose families are in transition.</p>	<p>Principal will attend COST regularly and will ensure the tracker is used to fidelity. Principal will provide opportunities for members of COST to engage in District training and will have time on the PD and staff meeting calendars for COST to train staff on the COST process, reinforce referral protocols, analyze SRSS data, and learn how to implement (as appropriate), monitor, and reinforce tier 2 and 3 interventions.</p>	<p>COST Tracker and progress monitoring tab usage</p> <p>COST referral Flowchart</p> <p>Intervention Descriptions Sheet and intervention data</p>
3-7	<p>Staff will use CREW as designed and daily morning &amp; afternoon circles/RJ circles to build relationships, foster respect, and teach SEL competencies such as self-management, relationship skills, and social awareness.</p>	<p>Principal will provide support and PLC opportunities to reflect, develop inquiry around SEL and plan CREW.</p>	<p>Observation data</p> <p>URFs</p> <p>Social Skills Groups</p> <p>CICO</p>
3-8	<p>Attendance team will have clear communication and crossover with both PBIS and COST to create throughlines of Tier 1,2, and 3 student practices and supports with an emphasis on Tier 1.</p>	<p>Principal will aid and ensure attendance team has appropriate membership, meets regularly, and uses attendance data from both Aeries and A2A to ensure timely communications and interventions to staff, families, students, and community</p>	<p>Aeries</p> <p>A2A</p> <p>Dashboard</p> <p>Meet district attendance goals</p> <p>Increase satisfactory attendance rating</p>



3-9	School staff will provide TK to K and 5-Middle school orientation programs to assure the smooth transitions between grade levels	Leadership will work with Manzanita Community to set up joint middle school orientation meetings and meet with 5th grade parents to help them navigate the smooth transition from elementary school to middle school. Leadership will also work with the TK and K teachers to ensure events that provide for the TK to K transition, and will coordinately closely with SEED's Family Liaison to assure strong participation of all families. TK and K teachers will meet regularly (weekly) to collaborate on academic and SEL activities that will ensure a smooth transition for students and families.	Evidence will be implementation of these activities in a time-appropriate fashion, as evidenced by teacher and parent bulletins, and sign-in sheets at family engagement events.
3-10	Parent Coordinator will coordinate family engagement activities and events, produce bi-weekly newsletters, spearhead provision of translation, and support families in understanding the school's academic priorities and their own children's academic progress. This will benefit all new families, and especially families of students in transition, including homeless students, foster students, military and high-need families.	Principal will work with the Parent Coordinator to identify role's support for key school plan priorities, and will engage in regular meetings to discuss progress, troubleshoot, and support on going coordination of family engagement activities. Principal, Parent Coordinator and other key stakeholders will meet weekly or bi-weekly to ensure coordination of activities and alignment to school's overall plan and priorities	Calendar of regular meetings between leadership and Parent Coordinator; google doc with evidence of regular collaboration and key priorities
3-11	Teacher Practice: Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Leadership practice: Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Evidence of impact: In data conferences with teachers, principal will view and review teachers' personalized learning plans for all students with disabilities.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Fidelity and High-Quality Implementation of Dual Language Model	Increase the reclassification rate for English Language Learners to 18% by June 2021; by June 2019, increase reclassification rate to 14%.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>

	English Learner Reclassification	All Students	12.0%	13.0%	14.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	ELPAC, DRA/EDL, SRI				
<b>Theory of Action for English Language Learners Priority:</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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>		
4-1	Teachers will meet with their grade level team at the beginning of and throughout the year, to ensure fidelity of minutes, goals and practices in each grade level to SEED's Language Allocation Model, across all content areas.	<i>Principal and ILT will ensure that fidelity to the language allocation model is prioritized in PD and in grade-level planning time at the beginning of the year, and will review daily and weekly calendars to ensure that the model is followed.</i>	Review of teacher practice and weekly schedules shows evidence of fidelity with SEED's Language Allocation Model, across all content areas, in 90% of classrooms..		
4-2	Teachers will design and implement all lessons using Integrated ELD and SLD strategies and practices, across all content areas.	Principal, ITL ,ELMA Specialist, and ILT will provide PD on Integrated ELD/SLD, and will do periodic walkthroughs in order to assess implementation fidelity and effectiveness of instruction.	Classroom walkthroughs and observations will show evidence of Integrated ELD and SLD practices in 75% of all classrooms.		
4-3	Teacher will provide consistent designated ELD/SLD to all students who are not making adequate progress in their language development	Principal and Instructional Leadership Team will identify how to incorporate Designated ELD/SLD in weekly schedule. PD will be provided to look at ELD/SLD structures in order to support individual student needs. Following each DRA/EDL assessment period, grade level teams will meet during PD to analyze student progress across language and determine which students need additional designated ELD/SLD.	Review of teacher daily and weekly schedules to be submitted to principal through a google folder where weekly documents are submitted will show where they are providing Designated ELD (and SLD) in their daily/weekly schedule.		

4-4	Teachers will review ELPAC and other assessment data for all English Learners, and will use the Dual Language Snapshot in order to set English Language goals with each EL in their class, as part of student goal-setting. This information will also be communicated to parents at each Student Led Conference (SLC).	Principal, ITL and ILT will create structured time in PD or PLCs for teachers to review English Learner data (aggregate and individual), and to plan next steps. As part of the SLC PD, teachers will be asked to work with each student to set an English and Spanish Language goal for the next trimester, and to review/reflect progress with student at the end of the next marking period. This will also be discussed with each teacher at their data conference 3x/year.	Review of teachers' records will show that each English Learner in their classroom has set a goal with the ELL, and that this goal is reflected on and reviewed at least three times a year.
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**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 175

**School:** Manzanita SEED Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Culture and Climate	A1.6 After School Programs	5825				175-1
\$5,294.03	General Purpose Discretionary	Extended Contracts	Fidelity and High-Quality Implementation of Dual Language Model	A2.10 Extended Time for Teachers	1122				175-2
\$11,897.25	General Purpose Discretionary	Supplies	Standards-Aligned Instruction in Math and Science	A2.3 Standards-Aligned Learning Materials	4310				175-3
\$5,000.00	General Purpose Discretionary	Copier contract	Standards-Aligned Instruction in Math and Science	A2.1 Implementation of the CCSS & NGSS	5826				175-4
\$4,000.00	General Purpose Discretionary	Licenses	Standards-Aligned Instruction in Math and Science	A3.1 Blended Learning	5846				175-5
\$12,543.46	General Purpose Discretionary	Noon Supervisor	Culture and Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0172	0.32	175-6
\$27,065.26	General Purpose Discretionary	Bilingual Clerk	Culture and Climate	A4.2 Dual Language Programs	2405	CLERK BILINGUAL	CLKBIL0047	0.50	175-7
\$25,000.00	LCFF Concentration	Surplus, potentially for ITL	n/a	n/a	4399				175-8
\$1,930.62	LCFF Supplemental	Teacher subs to support academic acceleration	Literacy	A3.2 Reading Intervention	1150				175-9
\$8,084.71	LCFF Supplemental	Surplus	n/a	n/a	4399				175-10
\$36,000.00	LCFF Supplemental	Playworks contract	Culture and Climate	A5.2 Health and Wellness (Mental & Physical Health)	5625				175-11
\$18,000.00	LCFF Supplemental	Counseling Interns	Culture and Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5739				175-12

\$17,182.20	LCFF Supplemental	Hire EEIP to provide teachers time to prep and collaborate together in order to provide differentiated, standards-based instruction that scaffolds instructional materials so that they are accessible to all, with emphasis on ELLs, foster youth and low income students who often need additional language and content supports to fully access curriculum content.	Standards-Aligned Instruction in Math and Science	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0195	0.20	175-13
\$29,386.96	LCFF Supplemental	Recess Coach	Culture and Climate	A5.2 Health and Wellness (Mental & Physical Health)	2205	SCHOOL ENRICHMENT RECESS COACH	SCENRC9999	0.50	175-14
\$37,240.70	LCFF Supplemental	Social Worker	Culture and Climate	A5.2 Health and Wellness (Mental & Physical Health)	1205	SOCIAL WORKER	SOCWKR9999	0.40	175-15
\$51,411.54	LCFF Supplemental	Hire STIP to provide release for teachers to collaborate in PLCs and data conferences in order to provide high-quality and rigorous supports for ELLs, foster youth and low-income students.	Standards-Aligned Instruction in Math and Science	A2.8 Data & Assessment	1105	TEACHER STIP	TCSTIP9999	1.00	175-16
\$29,146.95	Title I: Basic	Surplus	n/a	n/a	4399				175-17
\$3,000.00	Title I: Basic	Licenses (ST Math)	Standards-Aligned Instruction in Math and Science	A3.1 Blended Learning	5846				175-18
\$32,335.39	Title I: Basic	ELL Teachers Leader (Instructional Facilitator)	Fidelity and High-Quality Implementation of Dual Language Model	A4.4 Teacher Professional Development focused on English Learners	1119	10 MONTH CLASSROOM TSA	C10TSA0198	0.40	175-19
\$557.27	Title I: Parent Participation	Extra Time	Literacy	A3.3 Family Engagement focused on Literacy Development	1122				175-20
\$570.43	Title I: Parent Participation	Refreshments	Literacy	A3.3 Family Engagement focused on Literacy Development	4311				175-21

\$458.19	Title I: Parent Participation	Extra Time Clerical	Culture and Climate	A6.5 Academic Parent-Teacher Communication & Workshops	4399				175-22
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## Title I School Parental Involvement Policy 2017-2018

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 ELEMANTARY** 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 Get to Know your School 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 Get to Know your School Event.**
  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 Get to Know your School, 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 Get to Know your School Event, 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. During the monthly SSC meetings, data, student growth in literacy, mathematics, language acquisition growth will be communicated to all stakeholders.
  3. Twice a year, parents are expected to participate in the Student-Led Conferences
  4. 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. **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, 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 **01.24.2018** and will be in effect for the **2017-2018** School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children, It will be made available to the local community. The Manzanita SEED Elementary's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

1/31/2018  
\_\_\_\_\_  
(Date)

## Elementary School Compact

\_\_\_\_\_  
School Name

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

### Student Pledge:

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

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

\_\_\_\_\_  
Student signature

### Parent/Guardian or Family Member Pledge:

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

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

\_\_\_\_\_  
Parent/Guardian or Family member signature

## Teacher Pledge:

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

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

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



**2017-2018**

**School Site Council Membership Roster – Elementary**

School Name: Manzanita SEED

<b>Chairperson :</b> Evelyn Rease
<b>Vice Chairperson:</b> Jessica Manta-Meyer
<b>Secretary:</b> Meghan Finn

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Diane Lang	X			
Jessica Manta-Meyer				X
Meghan Finn		X		
Mona Trevino				X
Alicia Padilla				X
Todd Davis			X	
Natasha Saleski		X		
Jim Hollis				X
Roxana DeLa O		X		
Evelyn Rease				X

Meeting Schedule (day/month/time)	<b>Last Tuesday of each Month @5pm-7pm</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;
4. Parent/community members cannot be OUSD employees at the site.

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