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

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Manzanita SEED Elementary School
CDS Code: 1612590110247
Principal: Diane Lang
Date of this revision: 5/7/2020

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

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

Contact: Diane Lang
Address: 2409 East 27th Street
Oakland, CA 94601

Position: Principal
Telephone: 510-535-2832
Email: diane.lang@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Manzanita SEED Elementary School

Site Number: 175

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

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

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

Date(s) plan was approved: May 7, 2020

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.)
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Signatures:

Diane G. Lang.

Diane G. Lang

6/5/2020

Principal

Signature

Date

Pecolia Maniao

Pecolia Maniao

6/5/2020

SSC Chairperson

Signature

Date

Kathleen Arnold

Kathleen Arnold

6/5/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

6/30/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$96,900.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$495,754.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$94,860.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,155.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,040.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$259,250.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$96,900.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$398,854.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$495,754.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL 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 TK-5th grade School, focusing on language, culture, equity, and family-school integration. SEED is an acronym for School of Expeditions, Equity and Diversity.

School Mission and Vision

Vision

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

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

Mission

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

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

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

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

Diversity, Equity, and Inclusion

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

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Two staff dedicated to reading intervention support in English and Spanish, has helped to reclassify students and improve SRI scores. Targeted, data-driven support for students based on SRI scores.	Prioritizing of staffing to address this issue, highly qualified staff providing intervention, use of data to identify students for intervention support in both languages.
<i>Focal Student Supports</i>	Continued newcomer groups support student English development and a sense of belonging in their groups. 1st and 2nd grade intervention groups have experienced nearly grade level improvement in first half of year. Root causes include consistent groups meeting a minimum of once per week with our TSA and STIP teacher using the designated ELD practices.	Presented SRI Reading results and SBAC(see attached) In 5th grade: 16 students SDC, RSP and Newcomer, so not expected to read at grade level. Intervention teachers working in her classroom have been fabulous. Newcomers don't take SBAC English in their first year but do take math.
<i>Student/Family Supports</i>	Increased wrap around services and tier two supports for students needing SEL, social skills groups, racial affinity groups and individual counseling supports.	Root causes include consistent designating resources to provide a robust site based COST team. COST meetings meet consistently include follow up with teachers and clarity of student supports including individual, small group and social skills groups and counseling to provide students and families with resources to manage social and emotional needs.

<i>Staff Supports</i>	Professional development included our ongoing commitment to equity. Including the work of our Racial Justice and Healing Taskforce. Schoolwide instructional focus of academic discourse during math. Consistent grade level planning time, starting all staff meetings with mindful practices and the addition of a mindfulness teacher who leads student and staff mindfulness sessions. Additional tier two supports for students on need of SEL supports, counseling and African American Male Achievement initiatives. Scheduled time to support teachers preparation of report cards, preparation for school EXPO of student learning.	SEED alignment of schoolwide mission, vision and equity initiatives. Leadership alignment with Racial Justice Healing and Equity taskforce to develop site based plans to uncover and dismantle identity based oppression including racism and sexism.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	NGSS and FOSS curriculum needs strengthening. Additional STEM and engineering programming needing to support student preparation for college and careers.	Understaffed school that has an instructional focus of dual language asks teaching staff to teach to cohorts of students daily. Difficult to identify time and staffing to support an implementation of STEM, engineering and or robotics.
<i>Focal Student Supports</i>	Poor attendance impacts students most in need of academic interventions and supports.	Continued need to effectively educate and improve the role of the SART support families.

<i>Student/Family Supports</i>	Intervention groups are often interrupted by different issues: ELPAC testing, intervention teacher being pulled away from intervention to cover classrooms for absent teachers, etc.	Staffing challenges and unexpected classroom teacher vacancies pulled our TSA away from intervention groups and English Language Learner supports. The absence of a dedicated out of classroom staff to provide teacher coaching and small group interventions leaves our school without adequate support for classrooms, students, teachers and families. Teacher extra compensation is needed to support teacher classroom/peer observation and classroom walkthroughs. Classified stipends support staff who need time in order to develop their skills, observe best practices and study curriculum in order to lead small groups and assist with targeted supports for students. Refreshments are needed per parent and stakeholder feedback for teacher lead parent education classes. Including Spanish and English classes for families. Family engagement needed to improve outreach to our least active parent groups who make up the largest percentage of our school.
<i>Staff Supports</i>	Students who are farthest from meeting the standard need to receive the most targeted small supports from their classroom teachers.	Clarification of school wide strategy that clarifies that students who are farthest from meeting the standard need to be grouped with their classroom teacher in order to receive targeted instruction to accelerate their academic growth. Use of assessment data from EDL, DRA, Avant will be used to make decisions for student grouping and content reteaching needs of students. Students who receive intervention from staff other than the classroom teacher should be our students who are closer to meeting the standards.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		Every student makes significant academic and habits of study gains to enable them to be college, career and community ready.			
Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	n/a	n/a	69.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	68.9%	n/a	78.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-36.3	n/a	-6.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	43.9%	n/a	54.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-43.0	n/a	-13.0
CAST (Science)	All Students	TBD	11.9%	n/a	18.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		African American students and English Language Learners			
Instructional Focus Goal: 11.9					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-128.9	n/a	-88.9
SBAC ELA	African-American Students	+20 points DF3	-109.3	n/a	-69.3
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	28.1%	n/a	18.10%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					

SBAC Math	Students with Disabilities	+20 points DF3	-133.6	n/a	-93.6
SBAC Math	English Learners	+20 points DF3	-87.0	n/a	47.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	22.7%	n/a	12.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	12.5%	n/a	20.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		All students are able to name one adult with whom they have a relationship.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	69.0%	n/a	82.0%
Suspensions	All Students	-2pp	0.9%	n/a	0.5%
Suspensions	African-American Students	-2pp	0.0%	n/a	5.0%
Suspensions	Students with Disabilities	-2pp	2.9%	n/a	5.0%
Chronic Absence	All Students	-2pp	36.8%	n/a	32.0%
Chronic Absence	African-American Students	-2pp	55.0%	n/a	30.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	
School Goal for May 2023:	All staff will be highly skilled and able to support the academic and social emotional needs of all students, families, and colleagues. On campus instruction will include 100% of teachers taking students on guided campus tours to familiarize students with campus wide expectations.

1D: IDENTIFIED NEED
Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

We need more diverse examples of real world "application" of math and science (walking field trips, diverse examples "inventors," "Careers," "Trailblazing people today." National geographic magazine is a great example of science and scientists today.

Exploratory Learning: the thread through all grades and year round needs strengthening

Lego Program to encourage engineering

Science Packets to bring home for the weekend (check-out like a library) to help engage parents and science learning outside of school.

Explore different structures for teaching math like teacher cohorts that travel with kids (3rd grade teachers become 4th grade teachers, teachers good at math teach math and focus on teaching math well)

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Manzanita SEED Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	If all Literacy-focused tasks are guided by CCSS, and if we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level. Also, for students below grade-level, if teachers spend time in PLCs analyzing literacy data, progress monitoring and planning differentiated instruction accordingly, AND students below grade level receive additional guided literacy instruction weekly, then those students will accelerate their literacy growth over the course of the year.
Related School Goal:	All students will demonstrate growth towards meeting quantified standards in ELA.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
There is still a need for full implementation of the stated theory of action. PLC time dedicated to examining student data has been minimal and inconsistent. There continues to be a need for staff time to examine data and student work. We did not have the support of an ITL staff person as planned. This also minimized our partnership with central office partners in math, ELA, science. Central dept. leads will be invited to support our staff with their planning of PD to ensure principal and staff remain connected to academic initiatives.	
What evidence do you see that your practices are effective?	
Increased number of students demonstrating proficiency on SRI across grade level bands. and increased reclassification rates. Students will be able to demonstrate comprehension of what they read and will be able to decode and comprehend at increased lexile levels.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We want to continue to make gains toward the academic, social and emotional goals we have set for staff and students. We will continue to use data from multiple indicators to make decisions and will improve in monitoring the progress made towards the goals we set.	
19-20 Standards-Based Instruction Priority: Standards-Aligned Instruction in Math and Science	
Theory of Change:	If teachers deeply understand grade-level standards, and practice creating content and language objectives that map to these standards, including in student expedition units, then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..
Related School Goal:	Students will have access the content standards with a focus on academic discourse. Practices that quantify and qualify the depth of knowledge questions used to develop critical thinking in our students and calling on strategies that allow all students to speak in class as a way to ensure student connection to content standards and learning targets.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Consistent quality professional development for staff each Wednesday, this is in alignment with our three year PD plan developed based on classroom walkthoroughs, observations and student data. The ITL position remained unfilled all year which took away both student intervention and staff coaching supports.

What evidence do you see that your practices are effective?

Targeted small group intervention that is centered on assessment data from students helps to target the specific needs of students. Expanded wrap around services that strengthen the tier one and tier two practices for teachers and students, including group, individual and social skills group supports. Teachers report that these supports allow their time to be centered on classroom culture, student learning and teacher PLC time. High functioning COST team supports our school with a solid implementation of SEL supports. Dedicated STIP to support the learning targets of EL students. Teacher, student and parent reports improved sense of belonging, connection and cultural pride amongst our African American male students who are apart of AAMA program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A school wide focus for the entire school that includes the math goal of increasing our 3rd-5th grade math SBAC scores from -41.8 to -31.8 percent. IAB assessment will be used to monitor student progress towards meeting the goal and determine what specific standards need reteaching for students.

19-20 Conditions for Student & Adult Learning Priority: Culture and Climate

Theory of Change:	If we strengthen our school-wide and classroom PBIS and SEL Tier 1 practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will be treated fairly when they break the rules, will treat their teachers and others with more respect, and will in turn come to school on a regular basis.
Related School Goal:	Tier 2 supports serve to support students and teachers with targeted SEL supports, including racial affinity spaces, small group and individual counseling supports and social skills groups to support development.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

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

What evidence do you see that your practices are effective?

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

19-20 Conditions for English Language Learners Priority:		Fidelity and High-Quality Implementation of Dual Language Model
Theory of Change:	If we vertically align the literacy and language practices in our 50-50 dual-immersion program by ensuring students are taught language acquisition in both reading and math and emphasizing the reading and writing components as part of the expeditionary learning, then students will have more equitable access to the Common Core curriculum.	
Related School Goal:	Balanced literacy components including read aloud, guided reading, shared reading, independent reading and word study, in alignment with our dual language allocation model	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Targeted supports for our ELL students were provided included designated and integrated EDL practices, and intervention groups to support students with language acquisition and reclassification.		
What evidence do you see that your practices are effective?		
Growth on SRI results and increased number of students reclassified.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Strategic thinking regarding how our new TSA, principal and leadership team will continue the work of our PD plan now that we have completed the initial three year cycle.		
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET		
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?		
Late personnel changes caused SEED to not have the support of our TSA as she was pulled to cover classroom teaching needs. Therefore the SSC allocation of title one funds for small groups, teacher coaching and student supports were unable to be implemented due to classroom teacher vacancies and resignations. Schools closed March 13th for the duration of the 2019/2020 school year discontinued the in person learning for all students at Manzanita SEED.		

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Manzanita SEED Elementary School

School ID: 175

3: SCHOOL STRATEGIES & ACTIONS

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

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

**School Priority
("Big Rock"):**

Culture and Climate Systems-- Establish, implement and reinforce high expectations across settings to build a culture of safety and inclusivity.

School Theory of Change:

If we strengthen our school-wide and classroom PBIS and SEL Tier 1 practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will be treated fairly when they break the rules, will treat their teachers and others with more respect, and will in turn come to school on a regular basis.

Related Goal(s):

All students build relationships to feel connected and engaged in learning.

**Students to be served
by these actions:**

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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1-1	<p>PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including 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. PBIS team members will work to implement our schoolwide CYBG caught you being good system, including student celebrations when the school tub is full with the CYBG slips. Teacher leads will survey staff to determine what culture and climate needs exist in order to measure areas of strength and growth in our responsibility to support students, by putting on our own oxygen mask first. Additionally we will review the schoolwide guided practice tours in order to teach all students the expectation associated with all campus areas, with those skills being taught by the staff who lead those spaces. ie; yard supervisors reviewing playground expectations, librarian reviewing library expectations. School staff and classroom teacher will be present on all tours in order to hear and support ongoing implementation of the campus expectations.</p>	<p>Principal, TSA and instructional leadership team 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. School leaders should ensure that OUSD central office trainings on PBIS, Culturally and Linguistically Responsive Instruction will 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 CALL survey results will be reviewed after the spring administration to determine strengths and growth needs as well as action items on how we will implement our improvement plan.</p>	<p>Students who are farthest from meeting the standard need to receive the most targeted small supports from their classroom teachers.</p>
1-2		<p>Principal TSA and ILT will put PBIS PDs, Racial Justice and Equity training staff meeting times on the master calendar and will support and co-facilitate in the training when appropriate.</p>	<p>Master calendar</p> <p>Agendas and slide decks</p> <p>Staff feedback forms</p> <p>SAS (Staff Self Assessment Survey)</p>	

1-3	<p>Family 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. Family coordinator works in conjunction, taking direction on what workshops are needed for families, responding to teacher request for translation and student support.</p>	<p>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</p>	<p>Calendar of regular meetings between leadership and Parent Coordinator; google doc with evidence of regular collaboration and key priorities</p>	
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1-4	<p>The COST team meets weekly and discusses the referrals that come from teachers and staff.</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. 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</p>	<p>COST Tracker and progress monitoring tab usage</p> <p>COST referral Flowchart</p> <p>Intervention Descriptions Sheet and intervention data</p>	
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):		STEM education standards-aligned instruction in math and science		
School Theory of Change:		If teachers deeply understand grade-level standards, and practice creating content and language objectives that map to these standards, including in student expedition units, then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas.		
Related Goal(s):		11.9 All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	<p>Teachers will collaborate in grade level teams to integrate mathematics and science into each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed (including all three strands in: physical, life, and earth and sciences) that students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. The expeditions that teachers teach in grades K-3 are written and revised during teacher collaboration based on the science standards and include the rotation of FOSS kits to align with the curricular and thematic focus of the grade level expeditions. This will occur in the expeditionary planning for grade K-3. 4th and 5th grade team planning will include the FOSS kits as well as interdisciplinary instruction that integrates the teaching of science and math standards during social studies during Spanish and English language arts. Instructional strategies include the use of balanced literacy, selection of literature, student assessment, use of standards aligned curriculum, technology integration to support skill development and reteach when needed, vertical alignment across grade levels TK-5th, intentionally aligning our instructional practices with SEED vision, mission and equity initiatives of bilingualism, biliteracy, celebrations of multiculturalism, and includes language and literature across the curriculum that reflects and values students' cultures and authentic experiences as learners in and out of school. Professional development will support classroom teachers in the use of strategies to support English and Spanish learners including:</p> <ul style="list-style-type: none"> • Using visual aids such as pictures, charts, graphs • Modeling instruction, allowing students to negotiate meaning and make connections between course content and prior knowledge • Allowing students to act as mediators and 	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team plan and support PD that develops teachers' ability to integrate math and science into their expeditions. Instructional Teacher Leader will support teachers and grade level teams to identify and integrate all math and science standards into each expedition. Opportunities will also be built in for grade level teams to share across grade levels how they integrate mathematics and/or science</p> <p>Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics and science. Monthly PD/PLC structure, and weekly collaboration time, will be used to identify and integrate math and science into two grade-level expeditions.</p>	<p>PLC templates and participant observation will show evidence CCSS and NGSS aligned lessons, of close analysis of student data and work, and discussions about how to improve instruction in support of student outcomes.</p>	
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2-2	<p>Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS and NGSS-aligned math and science instruction. The collaboration focus will include highlighting the language acquisition model to ensure that grade level partners are providing an equitable balance of language in math and science instruction across two languages. Teachers will have planning notes that reflect the specific content standard that will be taught in the target language of English or Spanish.</p>	<p>Principal, Instructional Teacher Leader, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to share grade-level, CCSS and NGSS-aligned math and science instruction across languages. Creation of a year-long Professional Learning calendar that includes regularly scheduled teacher collaboration and other professional learning around mathematics and science. Cycle of Inquiry focus on math and science will support teachers to use their developing understanding of CCSS math standards and progressions, and NGSS standards, to create and implement a grade-level language allocation for math and science that ensures cohesive math and science instruction in English and Spanish.</p>	<p>PD schedule for 2018-19 will show evidence of PD input and output around SEED's language allocation model, and how math and science Standards and practices for each grade level is shared across two languages. Each grade will also document its language and task allocation across two languages, and document which practices are being taught and reinforced at each grade level (aka Number Talks, or FOSS kit).</p>	
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2-3	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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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and Designated/Integrated ELD.
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School Theory of Change:		If all Literacy-focused tasks are guided by CCSS, and if we consistently set goals for students, monitor their progress towards those goals and if teachers have the opportunity to plan and consult with each other, then students will continue to grow in their reading level. Also, for students below grade-level, if teachers spend time in PLCs analyzing literacy data, progress monitoring and planning differentiated instruction accordingly, and students below grade level receive additional guided literacy instruction weekly, then those students will accelerate their literacy growth over the course of the year.		
Related Goal(s):		11.9 English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers will implement Balanced Literacy including read aloud, guided reading, shared reading, independent reading, and word study, 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. Classroom walkthroughs using the site ELL review master indicators .	

3-2	<p>Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.</p> <p>Designated ELD is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English. Teacher will provide consistent designated ELD/SLD to all students who are not making adequate progress in their language development, and for newcomer students who need intensive language supports provided in designated ELD. ELD supports are needed for students until they reclassify as language proficient. Fourth and fifth grade teachers will use the Benchmark Advanced and Adelante curriculum to teach students in English (Advanced) and Spanish (Adelante).</p>	<p>Principal has hired a .5 Newcomer Teacher who will support students with designated ELD instruction that includes targeted, sturcutred student supports for students for 45 minutes per day. 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.</p>	<p>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.</p>	<p>Intervention groups are often interrupted by different issues: ELPAC testing, intervention teacher being pulled away from intervention to cover classrooms for absent teachers, etc.</p>
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3-3	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.	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.	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.	
3-4	Instructional Teacher Leader will flexibly provide small group interventions to students below grade level in English or Spanish; exiting and adding students as needed throughout the year.	Principal will work with teachers and Instructional Teacher Leader to identify students for literacy interventions; Instructional Teacher Leader will monitor student progress and re-group/exit students as needed throughout the year Consistent intervention schedule will be created and maintained in order to ensure that students receive intervention multiple times a week; principal will protect this time as much as possible through identifying other supports during intervention periods, so that ITL can maintain schedule 90% of the time.	Principal and/or ILT will review group intervention progress at the end of each marking period, in order to determine how well the schedule is being maintained, how the interventions are working, and for whom.	

3-5	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.	
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3-6	<p>2019/2020 Advance and Adelante 4/5 literacy focus included cycle of pre-reading, during-reading and after-reading strategies/ activities to help students unpack complex texts. Building upon task framing idea with student-facing learning targets that students analyze to understand what they'll be asked to do that day and what the standard they are learning, developing or reviewing. The 2020/2021 school year our Advance and Adelante 4/5 literacy focus will center scaffolding access to the texts, differentiation, exploration of best practices for newcomers and English learners.</p> <p>Instructional supports that center how to use components of the curriculum besides the main booklet (ELD, SLD)</p> <p>Writing supports. In 5th grade - supports on teaching how to research and professional development on how to best use computer-based curriculum and students engaging technology.</p>		<p>Principal and ILT will include the A/A needs of the 4/5 team. Principal and TSA will continue to connect the 4/5 team with partner schools that are implementing Adelante and Advanced curriculum into their schools. This is with the intention of offering teachers models for observation, support and best practices. Continued partnership with the ELLMA office to support balanced literacy in Spanish and English.</p>	<p>Classroom walkthroughs, use of rubric and evaluation tools, use of observation and feedback rubrics will provide quantitative and qualitative feedbacks that include steps for improvement.</p>	
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District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):		Science and math improvement		
School Theory of Change:		K-5 teachers should have a weekly collaboration time focused on math and science development.		
Related Goal(s):		Leading Teams-- Practice and lead collaborative inquiry to build a culture of public learning and improve learning for students from underserved groups.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	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 and mathematics instruction.	Analysis of student writing and speaking in science demonstrates growth from beginning to end of PD cycle. Analysis of math task performance reflects growth at the end of each trimester.	
4-2	To build upon our integrated and designated ELD strategies, we will continue our work modeling content language objectives, preparing for and participating effectively in a range of conversations with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively. Focusing on student talk time. To build conditions for adult learning PD will include opportunities to practice, model and observe teaching protocols and strategies. Classroom walkthroughs with feedback will be collected to support teachers ability to examine their practices and the ways in which students are engaged in their classrooms.	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 and mathematics instruction.	Classroom walkthroughs using the walkthrough tool that includes measurement of ELD strategies.	

4-3	<p>PD cycles that include the the ELLMA five essential practices to support English and academic lanaguage learners. Including the Access and Rigor: High expectations and sufficient support</p> <p>Language Development Embedded in Content: Designated and Integrated English Language Development (D-ELD/I-ELD)</p> <p>Checking for Understanding and Formative Assessment: Data-Driven Decisions</p> <p>Asset-Based Approach</p> <p>Addressing the Whole Child: S.E.L.</p>	<p>Year long PD cycle, BOY and buyback days will be based on SEED's essential practices to support EL students in our program.</p>	<p>Classroom walkthroughs using the walkthrough tool that includes measurement of ELLMA practices.</p>	
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):		All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD		
School Theory of Change:		<p>If teachers consistently implement quality daily designated ELD (4-5 using Benchmark Advance), and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts (TK-3 using Expeditionary Learning, 4-5 using from the Advance/Adelante curriculum), then a higher percentage of ELLs will reclassify . To implement this theory of change:</p> <ul style="list-style-type: none"> - Teachers use Before, During, After Reading Routines for ELLs at least 3x/week. - Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3) - Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1) 		
Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	<ul style="list-style-type: none"> - Designated ELD, either whole class or small group, tied to complex texts in other content areas. 	<ul style="list-style-type: none"> - Establish time for designated ELD in daily schedule - Provide PD for Designated ELD , observation & feedback on classroom practice - Provide PLC time at least once per month using a protocol that allows teachers to review ELD lesson objectives and refine/align as needed. - ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction - Connect with ELLMA for PD and PLC support 	<ul style="list-style-type: none"> -Daily schedules, school-wide ELD block, with the goal of moving up one level of implementation on Stages of ELD Implementation -PD agendas, observation notes and feedback tracker -PLC agendas and notes, student data on language progress -Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps -Scope and sequence for working with grade level band. 	
5-2	Teachers use Before, During, and After Reading strategies (Expeditionary Learning for TK-3 and Adelante/Advance for 4-5) complex texts from ELA and Science (Integrated ELD)	<ul style="list-style-type: none"> -Provide PD on how to unpack complex text in Adelante/Advance (Before, During, After Reading), observation & feedback on classroom practice -Provide PLC time at least once per month to analyze student language progress and plan -Connect with ELLMA for PD and PLC support 	<ul style="list-style-type: none"> -PD agendas, observation notes and feedback tracker -PLC agendas and notes, student data on language progress -Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps 	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 175
School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Students in after school program will have dedicated programs and staffing to support their academic, social and emotional enrichment	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family 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. Family coordinator works in conjunction, taking direction on what workshops are needed for families, responding to teacher request for translation and student support.	175-1
Yard and lunchtime supervison for students. Instructional support during distance learning	\$10,004	General Purpose Discretionary	2905	Other Classified Salaries	4091	Noon Supervisor	0.22	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	PBIS Team will meet regularly, have a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team using a problem solving framework. In order to do the work, PBIS team will need to attend district training opportunities.	175-2
supplies for office and classrooms to support students in work and enrichment	\$10,750	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	175-3

teacher compensation for planning time	\$819	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS and NGSS-aligned math and science instruction. The collaboration focus will include highlighting the language acquisition model to ensure that grade level partners are providing an equitable balance of language in math and science instruction across two languages. Teachers will have planning notes that reflect the specific content standard that will be taught in the target language of English or Spanish.	175-4
Equipment is needed to support students in small group intervention setting	\$4,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	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.	175-5
paid teacher collaboration time	\$5,848	LCFF Supplemental	1105	Certificated Teachers' Salaries	2623	Teacher Education Enhancement	0.05	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS and NGSS-aligned math and science instruction.	175-6
students needing COST team supports	\$36,531	LCFF Supplemental	1205	Certificated Pupil Support Salaries	6206	Social Worker	0.40	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	The COST team meets weekly and discusses the referrals that come from teachers and staff.	175-7
academic intervention supports for newcomers and general education students	\$51,643	LCFF Supplemental	1105	Certificated Teachers' Salaries	6268	STIP Teacher	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will collaborate in grade level teams to ensure sharing across two languages of CCSS and NGSS-aligned math and science instruction.	175-8

academic intervention supports for newcomers and general education students	\$40,123	LCFF Supplemental	1105	Certificated Teachers' Salaries	7408	STIP Teacher	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Family 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. Family coordinator works in conjunction, taking direction on what workshops are needed for families, responding to teacher request for translation and student support.	175-9
support for SPED classroom, students and teachers	\$51,790	LCFF Supplemental	2105	Classified Instructional Aide Salaries	7481	Para Educator	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Principal TSA and ILT will put PBIS PDs, Racial Justice and Equity training staff meeting times on the master calendar and will support and co-facilitate in the training when appropriate.	175-10
literacy support for students	\$35,497	LCFF Supplemental	2205	Classified Support Salaries	7783	Library Technician	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers use Before, During, and After Reading strategies (Expeditionary Learning for TK-3 and Adelante/Advance for 4-5) complex texts from ELA and Science (Integrated ELD)	175-11
support for English Learners	\$42,961	LCFF Supplemental	1105	Certificated Teachers' Salaries	7784	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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. Fourth and fifth grade teachers will use the Benchmark Advanced and Adelante curriculum to teach students in English (Advanced) and Spanish (Adelante).	175-12
Social worker to support the COST team and coordinate services for students	\$18,258	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	The COST team meets weekly and discusses the referrals that come from teachers and staff.	175-13
Support staff to support academic intervention	\$38,191	LCFF Supplemental	5830	Contracted Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Year long PD cycle, BOY and buyback days will be based on SEED's essential practices to support EL students in our program.	175-14

TSA holds support for students who need additional academic interventions in academic disciplines including ELA, SLA and math. Aligns teacher professional development with practices and procedures observed in classrooms. Provides targeted supports for English Learners working to reclassify.	\$97,206	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2418	10-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal, TSA and instructional leadership team 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. School leaders should ensure that OUSD central office trainings on PBIS, Culturally and Linguistically Responsive Instruction will 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.	175-15
Time for staff members to develop PD	\$3,964	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	PD cycles that include the the ELLMA five essential practices to support English and academic language learners. Including the Access and Rigor: High expectations and sufficient support Language Development Embedded in Content: Designated and Integrated English Language Development (D-ELD/I-ELD) Checking for Understanding and Formative Assessment: Data-Driven Decisions Asset-Based Approach Addressing the Whole Child: S. E.L.	175-16
Parent engagement to increase their involvement and understanding of school programs and academics	\$1,070	Title I: Parent Participation	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	<ul style="list-style-type: none"> - Establish time for designated ELD in daily schedule - Provide PD for Designated ELD , observation & feedback on classroom practice - Provide PLC time at least once per month using a protocol that allows teachers to review ELD lesson objectives and refine/align as needed. - ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction - Connect with ELLMA for PD and PLC support 	175-17

	\$378	Title I: Parent Participation	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family 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. Family coordinator works in conjunction, taking direction on what workshops are needed for families, responding to teacher request for translation and student support.	175-18
Targeted support for African American, English Learners, newcomers, parents needing support with attending on campus events, families needing support with translation support and academics. Support for families needing coordination and connection with school site and central office level access and navigation.	\$540	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family 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. Family coordinator works in conjunction, taking direction on what workshops are needed for families, responding to teacher request for translation and student support.	175-19
Targeted support for African American, English Learners, newcomers, parents needing support with attending on campus events, families needing support with translation support and academics. Support for families needing coordination and connection with school site and central office level access and navigation.	\$52	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family 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. Family coordinator works in conjunction, taking direction on what workshops are needed for families, responding to teacher request for translation and student support.	175-20

Targeted support for English Learners and students needing support in math and ELA.	\$6,375	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	175-21
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OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Manzanita SEED

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding parent-teacher-student lead conferences to discuss student's ()assessments, progress, achievements, and report cards.2 whole school data conferences per year between families and principal at coffee with the Principal with TRANSLATION for Spanish speaking families.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Provide parents reasonable access to staff and Regular meetings between parents and teachers such as IEP's , SSTs, 504 meetings etc

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Getting to Know your school event
- The school communicates to families about the school's Title I, Part A programs by:

- the SSC meeting dates & agenda items will be advertised on the monthly parent bulletin and will be posted 72 hours prior to the meeting outside the school office. An all-call with pertinent information regarding meetings will be sent out on a regular basis.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- 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.
- During the monthly SSC meetings, data, student growth in literacy, mathematics, language acquisition growth will be communicated to all stakeholders.
- Twice a year, parents are expected to participate in the Student-Led Conferences
- Twice a year, parents are expected to participate in the Expositions.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Providing information via text, email and voicemail in the parent's elected home language.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Twice a year, parents are expected to participate in the Student-Led Conferences
- Twice a year, parents are expected to participate in the Expositions.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing online student subscriptions to educational online programs that provide access from home to individualized math and reading activities that are aligned with the curriculum in the classroom. Reading A-Z programs and ST math.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- 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. Fall harvest and winter holiday bazaar to inform families of school goals.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Parent teacher conferences, goal setting conferences,

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Annual review of communication impact as part of the (SSC) school site council training and audit.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Monthly (SELLS) site English Language Learners subcommittee, weekly email and talking points messages to families and parent/teacher conferences several times per school year.

The school provides support for parent and family engagement activities requested by parents by:

- Monthly PTU (parent teacher union meetings), BFE Black family engagement meetings, coffee with the principal meetings, School Site Council (SSC) Staff available via email, talking points, walk in or phone calls for communication.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Occurs during back to school night, to expo nights, parent teacher conferences, and fall festival. School intentionally shares related information during all parent committee meetings. (PTU, BFE, Coffee with the Principal, SSC, SELLS)

Adoption

This policy was adopted by the Manzanita SEED School Site Council on (November 18, 2019) and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Diane G. Lang
Name of Principal

DG Lang
Signature of Principal

Date

11/18/19

Please attach the School-Parent Compact to this document.



School-Parent Compact

Manzanita SEED

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

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.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Teachers will be hosting 2 student-led conferences with families each year and presenting student learning at 2 expositions of student work per year.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Teachers will be hosting 2 student-led conferences with families each year and presenting student learning at 2 expositions of student work per year.

4) Provide parents reasonable access to staff.

Teachers will support students & families by responding to their request for information within two days and welcoming families into the classroom.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Families are invited to support classrooms, teachers, and students by learning of volunteer opportunities within the school. In particular, our (SELLS) site English Language Learners subcommittee is focused on ways to meaningfully engage EL families, educate them on the reclassification process and keep families informed of opportunities to observe and volunteer in classrooms. Further, parent workshops are provided for parents to provide parents with best practices related to instructional strategies.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Family conferences include goal setting for students, grade-level expectations to make families aware of student progress to support the monitoring of academic progress. Data and attendance information is shared with families in parent meetings during the school year.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Staff professional development sessions that include information on how to engage parents and strategies to build impactful relationships with families.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Bilingual certificated and support staff to support conversations and amongst families in their home language. Providing teachers with contacts to request translation supports in language as needed to communicate with families in languages other than English and Spanish, such as Arabic and Mam.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by making sure my child read at home at least 30 minutes daily and completes homework.
- Making sure my child gets at least 9-10 hours of sleep a night.
- Supporting the school-wide discipline plan

- Check my child's backpack regularly for important communication from the 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.

Student Responsibilities

I will Support my learning at home by:

- Reading at home for at least 30 minutes daily
- Completing high-quality homework with pride.
- Getting to school on time every day.
- Do my homework every day.
- Talking with my family about what I am learning at school & how my learning is preparing me to contribute to a larger community.

This Compact was adopted by Manzanita SEED Elementary on October 21, 2019), and will be in effect for the period of August 12, 2019, to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in Title I, Part A program on or before (November 01, 2019).

Signature of Principal

Date



Strategic Resource Planning

2019-2020

School Site Council Membership Roster – Elementary

School Name: **Manzanita SEED**

Chairperson : Peolia Manigo

Vice Chairperson: Natasha Saleski

Secretary: Rocio Gutierrez

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Diana Lang	x			
Natasha Saleski		x		
Concepcion Nunez		x		
Molly Coben		x		
Rocio Gutierrez			x	
Carmela Zavaleta				x
Dulce Fajardo				x
Cara Silva de Cobell				x
Frances "Frankie" Ramos				x
Pecolia Manigo				x

Meeting Schedule
(day/month/time)

Every third Monday of each month at 5:00 pm

SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members