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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Manzanita Community School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Manzanita Community 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 2021-2022 School Plan for Student Achievement (SPSA) for Manzanita Community School



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

2021-2022 School Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: Amy Jones
Date of this revision: 5/18/2021

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: Amy Jones	Position: Principal
Address: 2409 East 27th Street Oakland, CA 94601	Telephone: 510-535-2822 Email: amy.jones@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Manzanita Community School

Site Number: 179

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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 checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 and 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: 5/18/2021

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

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

Signatures:

Amy Jones

Principal

Amy Jones

Signature

5/18/2021

Date

Tania Islas-Chi

SSC Chairperson

Tania Islas-Chi

5/18/2021

Date

Kathleen Arnold

Network Superintendent

K. Arnold

Signature

June 3, 2021

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

6/10/2021

Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Manzanita Community School**Site Number:** 179

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/10/2020	SSC & SELLS combined	Overview of SPSA
11/9/2020	ILT	discussed and brainstormed possible areas of focus
12/8/2020	SSC & SELLS combined	Looked at Title 1 spending
12/14/2020	ILT	looked at data to support Big Rock goals
1/12/2021	SSC & SELLS combined	data dive for attendance and ELA data, specifically for AA and ELs
2/9/2021	SSC & SELLS combined	over view of Reclassification and how our SPSA supports our students
2/16/2021 & 3/8/2021	ILT & Faculty	discussed feedback from SSC SPSA; Program Impact Survey to determine impact of school programs
3/12/2021 & 4/19/2021	ILT & Faculty	looked at Program Impact Survey from staff to think about how our Big Rocks will be supported by our programs/staffing; Review and get feedback on Big Rock goals
4/27/2021	SSC & SELLS combined	Discuss Big Rocks in SPSA and get feedback
5/10/2021	ILT	Finalize SPSA
5/17/2021	SSC & SELLS combined	Vote on SPSA and budget

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$140,220.00
Total Federal Funds Provided to the School from the LEA for CSI	\$135,800.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,022,958.00

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)	\$128,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,280.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,420.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$313,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$55,350.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,550.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$135,800.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$187,713.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	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:	\$276,020.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$746,938.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,022,958.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Manzanita Community School

School ID: 179

School Description

MCS is an inclusive TK-5th grade school in the Fruitvale Neighborhood with around 400 students. Manzanita Community scholars receive access to academic and social emotional learning, rigorous academics and a positive culture and climate, youth leadership opportunities, health and wellness programs, and extended learning opportunities. The Manzanita Community School community is dedicated to developing imaginative, caring, and motivated students.

School Mission and Vision

The mission of MCS is to create a school community based upon the core values of mutual respect, kindness, responsibility, and a commitment to being a lifelong learner. We will lead all students to reach their fullest potential in a safe, engaging, and collaborative environment.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	-10 in the read on 1st and 2nd i Ready from BOY to MOY, 10 percent increase in yellow, I WILL ADD SRI DATA AND 3rd-5th i ready once we have MOY	Well developed tiered intervention plan that includes differentiated small group academic and SEL practices. Stip subs providing small group interventions, resource, structured PLC time for grade levels led by TSA, structured SEL support from Social Worker and Assistant Principal. We have incorporated Glad strategies school wide and provided professional development to teach and practice the components of Glad. Increased time designated for data analysis, during PD and PLC, to guide and differentiate instruction.

<i>Focal Student Supports</i>	AA:-5 2 year below, +5 1 year, +5 early on grade level for 1st and 2nd, EL:+4 one year below, +11 at or above	Well developed tiered intervention plan that includes small group academic and SEL practices in the classroom as well as in small groups outside of the classroom. TSA managing interventions, effective COST team led by Social Worker, Assistant Principal providing interventions for students and professional development around restorative practices, and SEL. School wide adoption of GLAD strategies and 4 PDs dedicated to teaching our educators how to use Glad strategies in their classrooms.
<i>Student/Family Supports</i>	1.0 Social Worker and social worker intern, with a caseload of 50 and 10 groups to support student engagement and connectedness. Regular SSC, SELL, COST and Attendance team meetings have helped identify students and create specific and target support plans. Support of EBAYC during the school day in K-3 grade classes	Well developed tiered intervention plan focused on Culture and Climate. Assistant Principal managing interventions and providing SEL support for student, families, and staff, social worker also providing mental health support for students. Fast Talk communication for TK-2 to help families support their students. Talking Points is another way we have increased communication with families about SEL and academic concerns and successes.
<i>Staff Supports</i>	100% of teachers report a positive impact as a result of support from addition of TSA/Instructional Coach and Assistant Principal. Anecdotal data supports PLCs as time that is well spent in support of teacher's increasing their instructional expertise.	Grade level collaboration and structured cycles of inquiry have created greater collective efficacy for teachers. TSA providing weekly PLC time for grade level teams. Assistant Principal heading Climate and Culture Committee that analyzes and provides professional development for teachers and staff on PBIS and Restorative Practices.
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. Too many students needing SEL supports for the Social Worker caseload. High number of students scoring below bench mark in all academic areas because the need is too great for one classroom teacher to meet the needs of all students. Intervention has not been consistent or targeted and focused enough on data and we do not have enough staffing to meet the needs. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&P. All students needing social and emotional and academic support.</p>	<p>Distance LEarning has led to loss of instructional time, tech challenges, and challenges with attendance and engagement. , Students entering kindergarten with little exposure to print and phonemic awareness and school readiness. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. All students needing social and emotional and academic support.</p>
<p><i>Focal Student Supports</i></p>	<p>Newcomer and ELLs performing multiple years below grade level, as well as African American students ion ELA, 50% of AA and EL 3rd grades scored below grade level in i Ready ELA and Math</p>	<p>Distance LEarning has proven challenging with attendance and engagement, loss of instructional time, learning a new way of teaching. Lack of continuity of staffing to provide longitudinal growth as well as inconsitent additional supports for ELs, newcomers and students below grade level through intensive, small group intervention from Stips. Not enough staff to meet the instructional needs of all students. SEL challenges in the classrooms prove challenging for teachers and not enough staff to support students SEL growth. High levels of trauma and high need for SEL supports in SDC classrooms</p>

<i>Student/Family Supports</i>	Chronic absences and disengagement during zoom continue to have a negative effect on student learning. Need support for students that are dealing with so much trauma and isolation from this year.	First year of implementing Caring School Communities to support SEL for all students in school, we need the time and people power to train teachers in best practices of SEL/Restorative Practices, more time with social worker and other support staff that can lead social skills groups as well as one on one counseling and SE supports, continued focused Attendance Team, parent workshops and support to help families continue SEL practices at home
<i>Staff Supports</i>	How to teach during Distance Learning, Learning new platforms, Focus on EL strategies during Distance Learning; need for culturally responsive pedagogy in all classrooms. Teachers did not have the necessary time to explore and implement standards because of the increase in SEL, engagement challenges and tech challenges of moving to online learning.	teachers not prepared to learning new online platforms and need support, how to engage students in a new way of teaching, high percentage of white teachers

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024:	All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark, at grade level on i-Ready, SIPPS. 3-5th increase on RI and i-Ready math and ELA (and a decrease in distance from standard for SBAC ELA and Math.)
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	50.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	30.0%	50.0%

Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	50.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-100.7 (Spring 2019)	n/a	-100.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	50.0%
i Ready	All Students	n/a	n/a	50.0%	50.0%
IAB ELA Above Standard	All Students	n/a	9.9%	50.0%	50.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	50%	50%	50.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-90.0
IAB Math Above Standard	All Students	n/a	5.5%	30.0%	40.0%
CAST (Science) at or above Standard	All Students	n/a	3.4% (Spring 2019)	n/a	40.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: All English Language Learners and African-American students will demonstrate accelerated growth resulting in a decrease in distance from standard for the ELA and Math SBAC. i-Ready, RI

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
i Ready	Students with Disabilities	N/A	N/A	50% grade level	50% grade level
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-141.9 (Spring 2019)	n/a	50% at or above grade level on i Ready
SBAC ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	30% at or above on i Ready
i Ready	English Learners	n/a	n/a	50.0%	50.0%
IAB ELA Above Standard	Students with Disabilities	n/a	0.0%	20.0%	20.0%
i Ready ELA	African-American Students	n/a	n/a	50.0%	50.0%
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	50.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-160.2 (Spring 2019)	n/a	25% on i ready math
SBAC Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	50% at or above on i ready
i-Ready	Students with Disabilities	n/a	n/a	25.0%	25% at or above on i ready
i-Ready	African-American Students	n/a	n/a	TBD	50% at or above on i ready

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	5.8%	n/a	10.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	5.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness and decreased chronic absence.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	72.4%	n/a	90.0%
Suspensions	All Students	-2pp	2.4%	n/a	1.0%
Suspensions	African-American Students	-2pp	3.7%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	5.7%	n/a	2.0%
Chronic Absence	All Students	-2pp	23.7%	n/a	35.0%
Chronic Absence	African-American Students	-2pp	29.0%	n/a	50%
UCP Complaints	All Students	n/a	n/a	0	0

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024: All staff will provide high quality, optimal service to our students, families.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	100.0%	100.0%

Teacher Retention	All Teachers	n/a	72.5% (Fall 2020)	Teacher retention with a goal of retaining 90% of high performing teachers and staff	Teacher retention with a goal of retaining 90% of high performing teachers and staff
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1D: IDENTIFIED NEED

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

Our school had a high rate of teacher turnover last year, due to outside circumstances. We had 6 new teachers who were inexperienced. Three of the teachers did not make it through the year. Having a TSA to support teachers in lesson planning and classroom instruction is key to improving the level of instruction school wide. This coupled with the fact that we have a high number of students that have experienced trauma and have a strong need for SEL strategies in the classroom and on the playground makes academic instruction challenging at times. Having a social worker and an assistant principal to support teachers and students in their SEL practices and experiences in helping in this area.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

School: Manzanita Community School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		School Climate & Culture-We want to focus on decreasing the Buddy Classroom referrals as well as Urfs and suspension, specifically for AA students, as well as support the SEL learning of all students.	
Theory of Change:	Having an AP and fulltime social worker to support teachers in PBIS and Resorative Practices, as well as culturally responsive teaching in the classroom will decrease the need for time spent out of the classroom. If we ensure that we hit our participation targets for CHKS we will have accurate school data that tells us where we are doing well and what areas we need to improve on. If we respond to common parents concerns, our school will feel more supportive to families. If we hold regular meetings to review school wide URF data and best determine Tier One next steps through teacher PD and if we hold regular COST meetings, students who need more support will get it.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
School wide adoption of Caring School Communities, PD on how to adapt program and SEL practices to Distance Learning, AP on Attendance Team to support attendance and engagement, zoom assemblies to engage families, monthly family trainings, SW leads COST team to provide support to students and families			
What evidence do you see that your practices are effective?			
Improved attendance, improved engagement during Distance Learning			
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.			
No-still focused on supporting SEL learning			
20-21 Standards-Based Instruction Priority:		All students will improve in Writing in Math and Science through science and math notebooking and number talks across all grade levels	
Theory of Change:	If we provide weekly PLC time focused on writing across content areas, weekly collaboration by grade level teams, and consistent coaching from TSA, AP, and Principal to support SEL and curriculum support and teaching practices, along with strategic small group intervention support from STIP subs, the quality of instruction will increase students performance across all content areas.		
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Math and Science.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Instructional Coach led weekly PLC for grade level teams, shifted focus to engagement and strategies during Distance Learning, specifically focused on strategies to engage ELs, Pds focused on Caring School Communities, and SEL strategies and implementation			
What evidence do you see that your practices are effective?			
teacher feedback, classroom observations of implementation of EL strategies			

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.

none

20-21 Language & Literacy Priority: All students will improve in Writing and Academic Language through SIPPS, Writing and Reading Workshop, Lexia Core 5 and Guided Reading(BAL)

Theory of Change: If we provide professional development, weekly professional learning community time for grade level teams, focused on writing and data, all of our students will improve in their writing across all content areas. If teachers deeply know and use grade level CC state standards to plan and deliver high quality literacy instruction and are well versed in academic language, all students will improve in speaking, reading and writing proficiency.

Related School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

focus on i Ready assesment

What evidence do you see that your practices are effective?

i Ready ELA scores improving

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.

i Ready assessment

20-21 Conditions for Adult Proffesional Learning Priority: All teachers will recieve Weekly Professional Learning Community time for grade level teams to meet and work through cycles of inquiry that are focused on data and writing instruction across all content areas in order to support our struggling readers and writers as well as our ELL and newcomer students. Focused and intentional weekly PD and collaboration time.

Theory of Change: Our teachers are eager to learn and grow as educators if provided the time. We are stronger educators when grade level teams are collaborating, and participating in cycles of inquiry and intentional professional development.

Related School Goal: All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. 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. All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

grade level meet once a week for a facilitated cycle of inquiry with the Instructional Coach

What evidence do you see that your practices are effective?

improved i Ready scores and RI scores	
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.	
i Ready	
20-21 Conditions for English Language Learners Priority:	All ELL Students will receive quality Integrated ELD through the implementation of GLAD strategies across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD and small group intervention
Theory of Change:	Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3) Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2) Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1) Teachers provide opportunities for students to learn how language works to make meaning. (3C.1)
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Series of PDs around how to implement GLAD strategies while in Distance Learning, PLC cycles on engagement strategies for ELs	
What evidence do you see that your practices are effective?	
improved i ready scores and RI scores for ELs	
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.	
increase in i Ready scores for ELs, increased scores on RI for ELs	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
no changes	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Manzanita Community School

School ID: 179

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"): Multi-Tiered Systems of Support for Behavior and SEL

School Theory of Change:

If our Climate and Culture Team, led by the AP and our COST team, led by the Social Worker, determine enter & exit criteria for interventions and have a consistent plan for progress monitoring student data, our MTSS-B system will more effectively address student needs and allocate our school site resources appropriately.

If we continue to teach Social Emotional Learning via the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches, Check-In Check-Out, and small group skill building), students in Tier 2 will have fewer behavioral challenges. If we continue to provide professional development on social emotional learning, adults will have time and space to reflect and plan for SEL-aligned instruction.

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-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.</p>	<p>Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders</p> <p>Morning meeting added to master schedule</p> <p>Teachers encouraged to include weekly class meeting</p> <p>Hiring or utilizing staff to support disproportionality reduction: -Assistant Principal supporting Culture & Climate team -Social Work Interns -P.E. or Recess Coaches</p>	<p>Increase small groups and mentoring for disproportionality students using URF/Suspension and attendance data</p> <p>Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled</p> <p>Information re: SEL curriculum is shared with parents/families: i.e., during coffee with the principal, flyers shared on Talking Points, sent out in weekly newsletters</p>	<p>Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. High number of students scoring below bench mark in all academic areas because of frequent staffing changes from year to year as well as inexperienced teachers. Intervention has not been consistent or targeted and focused enough on data. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&P. All students needing social and emotional and academic support.</p>	Tier 1
1-2	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <p>School-wide goals related to weekly family communication</p>	<p>Complete school culture orientation including attendance expectations and multi-tiered interventions with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc</p> <p>Support with technology assisted communication for families</p>		<p>Chronic absence and behavior challenges continue to have a negative effect on student learning.</p>	

<p>1-3</p>	<p>Teachers complete universal behavior screening (SRSS) 3x/year to identify students that may benefit from Tier 2 and 3 supports</p> <ul style="list-style-type: none"> - Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs 	<p>SRSS training and follow up sessions are added to PD calendar</p> <p>COS team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively</p> <p>COS team updates data in OUSDForce to reflect student interventions</p>		<p>Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. High number of students scoring below benchmark in all academic areas because of frequent staffing changes from year to year as well as inexperienced teachers. Intervention has not been consistent or targeted and focused enough on data. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&P. All students needing social and emotional and academic support.</p>	
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1-4	<p>Monthly book study related to Anti-Racism work</p>	<p>Dedicating 1 PD/month to evaluate and discuss texts, led by Climate & Culture team</p>		<p>Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. High number of students scoring below benchmark in all academic areas because of frequent staffing changes from year to year as well as inexperienced teachers. Intervention has not been consistent or targeted and focused enough on data. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&P. All students needing social and emotional and academic support.</p>	
1-5	<p>Teachers engage in peer classroom observations every other month and provide positive feedback to one another.</p> <p>Possible Look Fors:</p> <ul style="list-style-type: none"> - Opportunities to Respond - 5 : 1 positive reinforcement - Engagement strategies 	<p>Provide time in PLCs or PD for teachers to review feedback and create action steps for supporting each other's progress</p>		<p>Newcomer and ELLs performing multiple years below grade level, as well as African American students</p>	<p>Tier 1</p>

1-6	School culture survey to be completed with students 3x/year	Teachers provided with time to review progress data and create action steps to support increase in scores		Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. High number of students scoring below benchmark in all academic areas because of frequent staffing changes from year to year as well as inexperienced teachers. Intervention has not been consistent or targeted and focused enough on data. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&P. All students needing social and emotional and academic support.	Tier 1
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1-7	Weekly COST meetings facilitated by the Social Worker to support students academic learning and SEL			Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. High number of students scoring below benchmark in all academic areas because of frequent staffing changes from year to year as well as inexperienced teachers. Intervention has not been consistent or targeted and focused enough on data. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&P. All students needing social and emotional and academic support.	Tier 3
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1-8	Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports - Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs	SRSS training and follow up sessions are added to PD calendar COS team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively COS team updates data in OUSDForce to reflect student interventions	SRSS spreadsheet data Progress monitoring tools for Tier 2 and 3 interventions OUSDForce		Tier 3
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Implementation of rigorous, systematic, research-based, and standards-aligned math and science instruction for all students.
School Theory of Change:	If our school provides teacher professional development and collaboration time on STEM (CCSS and NGSS), and implement and analyze benchmark assessments (Math IABs and FOSSMap) to monitor progress and guide instruction, and we ensure that teachers collaborate regularly around math and science then students (A.A. students, English learners, and foster youth) will improve their conceptual understanding of grade-level math concepts and Science and Engineering Practices of the Next Generation Science Standards (NGSS) and be prepared for the IAB, PT, CAST and SBAC assessments.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Math and Science.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Teachers will include Science in the instructional schedule at least three times a week. Lessons will have clear learning targets aligned to NGSS standards. Teachers will analyze FOSSMap Assessment data and plan next steps	Provide monthly PLC/collaboration time for science teachers	FOSS i-Check assessments will be used after every module (investigation). Science Learning Walks three times a year. Student notebooks will be analyzed three times a year by grade level teams. The K-12 Science Development Continuum will be used with the staff as a pre and post rubric for implementation.		
2-2	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks and will engage students with grade-level examples that include multiple opportunities for student talk.	Site Instructional Leadership Team and Principal are responsible for programming and scheduling of, assessment (CEoU, IAB, i Ready Math, etc.), and professional development for math. Teachers participate in bi-monthly PLC's for math. Teachers attend Standards & Equity Institute Teachers attend STEM Buy Back Day	Evidence of implementation will include scheduled IAB, PT and CEOU assessment participation. Other evidence of implementation will include: - ILT, PLC, and PD agendas and notes. - Math Learning Walks 3x a year		

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority ("Big Rock"):	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.
School Theory of Change:	If we provide all students systematic foundational skills instruction and explicitly and regularly engage students with complex texts and tasks in whole group Tier 1, Tier 2 small group instruction and Tier 3 intervention, all K-5 students will demonstrate growth toward becoming proficient readers.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. 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-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	<p>Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment.</p> <p>-Provide Professional development and learning for implementation of curriculum and strategies</p> <p>-Support & monitor use of found-Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment.</p>	<p>-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool)</p> <p>-Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress</p> <p>-All teachers have foundational skills instruction on their weekly schedules.</p>		Tier 2
3-2	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	<p>-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports</p> <p>-Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures</p>	<p>-Schedules for interventionists; Monitor number of students and progress of students in intervention groups</p> <p>-COST tracker of focal students</p>	Newcomer and ELLs performing multiple years below grade level, as well as African American students	Tier 2

3-3	Use tech to complement synchronous or in person instruction with adaptive literacy learning through the i-Ready MyPath/Lexia Core 5 adaptive learning platform	-Attend/provide professional development on adaptive literacy learning platform -Provide time for teachers and PLCs to analyze progress and choose focal students	-% of students using online platform, passing lessons, and meeting growth goals	How to teach during Distance Learning, Learning new platforms, Focus on EL strategies during Distance Learning; need for culturally responsive pedagogy in all classrooms	Tier 2
3-4	Teachers use Before, During, and After Reading strategies with complex texts from ELA (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), writing text dependant questions, observation & feedback	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	Newcomer and ELLs performing multiple years below grade level, as well as African American students	Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	All teachers will receive Weekly Professional Learning Community time for grade level teams to meet and work through cycles of inquiry that are focused on data and writing instruction across all content areas in order to support our struggling readers and writers as well as our ELL and newcomer students. Focused and intentional weekly PD and collaboration time.
School Theory of Change:	Our teachers are eager to learn and grow as educators if provided the time. We are stronger educators when grade level teams are collaborating, and participating in cycles of inquiry and intentional professional development.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. 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. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	participate in weekly plc and coi with data and evidence of student work	-schedule PLCs and coverage	improved instruction, decrease in behavior challenges, rise in assessment data		

4-2	participate in weekly grade level collaboration		alignment across grade levels teams, increase in rigor		
4-3	Implement SIPPS	provide PD to ensure all teachers are trained, Early Literacy tutors to supports implementation, TSA focused on supporting teachers with SIPPS instruction	increase in the number of students at or above grade level in reading		
4-4	Culturally responsive monthly book study at PD	select text and facilitate discussion, reflection, and how this applies to our teaching	decrease in URFS and buddy referrals, happy students and families, increase in positive feedback on 5th grade CHKS survey and MCS SEL student survey		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All ELL Students will receive quality Integrated ELD through the implementation of GLAD strategies across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD and small group intervention
School Theory of Change:	Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3) Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2) Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1) Teachers provide opportunities for students to learn how language works to make meaning. (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-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	Teachers use Before, During, and After Reading strategies with complex texts from ELA and/or Science (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan	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		
5-2	Designated ELD focused on sentence unpacking (i.e. language dives), either whole class or small group, tied to complex texts in ELA or other content areas.	Establish time for designated ELD in daily schedule Provide PD (complex text analysis, sentence unpacking, ELD Standards), observation & feedback on classroom practice (sentence unpacking) Provide PLC time at least once per month to analyze student language progress and plan ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction Connect with ELLMA for PD and PLC support	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		

5-3	<p>Additional Designated ELD for newcomers, pull out using Systematic ELD or National Geographic In the USA</p>	<p>Establish time for designated ELD in daily schedule Utilize ENTL or TSA to provide PD on newcomer instruction and scaffolding Utilize ENTL or assign STIP, TSA or classroom teacher to provide additional newcomer Designated ELD pull out Encourage participation of STIP or TSA in district newcomer PD (INVEST)</p>	<p>Daily schedules include protected designated ELD Teacher attendance in newcomer PDs Observation and feedback</p>		
5-4	<p>Provide explicit language instruction. Include a language objective in your daily CLO (e.g. I can make inferences about the story using the language of inference - Based on __, I can infer that __.) When teaching a mini-lesson through video or slides, be sure to explicitly plan for and teach the language needed for the content (vocabulary, sentence frames, etc.) When asking students to complete a response, name the language they need to include. See here for language resources such as differentiated sentence frames.</p>				

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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	School ID	Row Number
EBAYC After School Program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-1	179	1
TSA/Instructional Coach	\$81,291	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7132	11-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Site Instructional Leadership Team and Principal are responsible for programming and scheduling of assessment (CEoJ, IAB, i Ready Math, etc.), and professional development for math. Teachers participate in bi-monthly PLC's for math. Teachers attend Standards & Equity Institute Teachers attend STEM Buy Back Day	179-2	179	2
To be allocated Fall 2021.	\$54,509	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	179-3	179	3
Early Literacy Support	\$187,713	Early Literacy Support Block (ELSB) Grant	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	-Attend/provide professional development on adaptive literacy learning platform -Provide time for teachers and PLCs to analyze progress and choose focal students	179-4	179	4
Clerical Salaries Overtime	\$8,997	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	-schedule PLCs and coverage	179-5	179	5
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$9,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Establish time for designated ELD in daily schedule Provide PD (complex text analysis, sentence unpacking, ELD Standards), observation & feedback on classroom practice (sentence unpacking) Provide PLC time at least once per month to analyze student language progress and plan ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction Connect with ELLMA for PD and PLC support	179-6	179	6
To be allocated Fall 2021.	\$2,283	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	179-7	179	7

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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	School ID	Row Number
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreeent	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development and learning for implementation of curriculum and strategies -Support & monitor use of found-Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment.	179-8	179	8
To be allocated Fall 2021.	\$36,350	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	179-9	179	9
STIP	\$30,955	LCFF Supplemental	1105	Certificated Teachers' Salaries	3575	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Additional Designated ELD for newcomers, pull out using Systematic ELD or National Geographic In the USA	179-10	179	10
STIP	\$60,321	LCFF Supplemental	1105	Certificated Teachers' Salaries	7596	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks and will engage students with grade-level examples that include multiple opportunities for student talk.	179-11	179	11
Facilitator Manhood Development Program	\$41,644	LCFF Supplemental	1105	Certificated Teachers' Salaries	8198	Facilitator Manhood Development Program	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Dedicating 1 PD/month to evaluate and discuss texts, led by Climate & Culture team	179-12	179	12
Coordinator Certificated	\$129,300	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6287	Coordinator Certificated	0.87	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Build strong relationships with families through ongoing 2-way communication and contact School-wide goals related to weekly family communication	179-13	179	13
To be allocated Fall 2021.	\$33,378	LCFF Supplemental	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	tbd	tbd	179-14	179	14

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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	School ID	Row Number
Noon Supervisor	\$18,052	LCFF Supplemental	2905	Other Classified Salaries	3131	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Assistant Principal supporting Culture & Climate team -Social Work Interns -P.E. or Recess Coaches	179-15	179	15
Library Technician	\$35,977	Measure G: Library	2205	Classified Support Salaries	6763	Library Technician	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	179-16	179	16
To be allocated in Fall	\$19,566	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	179-17	179	17
STIP	\$30,956	Title I: Basic	1105	Certificated Teachers' Salaries	3575	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	S	179-18	179	18
Social Worker	\$98,312	Title I: Basic	1205	Certificated Pupil Support Salaries	1866	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-19	179	19
Learning Licenses for online platforms: RAZ kids, SeeSaw, LexiaCore5, STMath	\$3,240	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use tech to complement synchronous or in person instruction with adaptive literacy learning through the i-Ready MyPath/Lexia Core 5 adaptive learning platform	179-20	179	20

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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	School ID	Row Number
Parent Education Workshops	\$3,420	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Complete school culture orientation including attendance expectations and multi-tiered interventions with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc Support with technology assisted communication for families	179-21	179	21
Supplies to support students	\$550	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Assistant Principal supporting Culture & Climate team -Social Work Interns -P.E. or Recess Coaches	179-22	179	22
Playworks	\$8,000	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Assistant Principal supporting Culture & Climate team -Social Work Interns -P.E. or Recess Coaches	179-23	179	23



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 Community School

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:

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) and at school-wide data conferences between families and teachers, and grade level workshops. (Held virtually on Zoom due to Distance Learning)
- We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level (TK-5th grade) to the one-on-one level depending on our families needs. (Held virtually on Zoom due to Distance Learning)

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:

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) and at school-wide data conferences between families and teachers, and grade level workshops. (Held virtually on Zoom due to Distance Learning)

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.

MCS 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' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program. (SSC & SELLS)
4. The parents right to participate in the development of the Districts Title I plan.

The school communicates to families about the school's Title I, Part A programs 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.

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:

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) and at school-wide data conferences between families and teachers, and grade level workshops.

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:

- Sending home robocall in their home languages.
- Sending text messages to parents via TalkingPoints in home languages.
- Sending out a monthly school newsletter and calendar with school-wide events via email and text messages through TalkingPoints.
- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) and during school-wide data conferences between families and teachers, grade level workshops and school-wide data nights with TRANSLATION for Spanish speaking families. (Held virtually on Zoom due to Distance Learning)

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. (held virtually, due to Distance Learning)

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

- MCS has a group of parent leaders who meet every other month to discuss school improvement, increased student achievement, student safety, and volunteer

opportunities. (Held virtually on Zoom due to Distance Learning)

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:

- MCS holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning. (Held virtually on Zoom due to Distance Learning)
- Teachers send home materials for parents to use such as online portal access (RAZ kids, Lexia Core5, and ST Math), books, flashcards, etc. to support learning.

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:

- MCS provides parent training at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.

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:

- We hold SSC at a regular time in the afternoon on the 1st Tuesday of every month and SELLS meetings will be part of SSC. (Held virtually on Zoom due to Distance Learning)

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:

- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our parent-leader meetings.
- Asking SSC members for feedback at SSC meetings.

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:

- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events sent via email and texts through TalkingPoints.

- We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations.
- We have translation for meetings.

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

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and hold monthly parent-leader meetings.

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 to more fully participate in the education of their children by:

- MCS has leadership meetings for parents to meet at a regular time in the mornings every other month at 8:45 am to give parents an opportunity to discuss volunteer opportunities. (Held virtually on Zoom due to Distance Learning)

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Manzanita Community on **August 27, 2020** and will be in effect for the period August 10, 2020 through May 27, 2021.

The school will distribute this policy to all parents on or before September 30, 2021.

Amy Jones
Name of Principal

[Signature]
Signature of Principal

8/27/20
Date



School-Parent Compact

Manzanita Community School

2020-21

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 2020-21 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.**

20-21 Focus High Leverage Instructional Strategies

- Incorporating writing in all content areas
 - Integrating GLAD strategies throughout the school day
 - Providing differentiated and tiered intervention for early literacy and language skills
 - Incorporating hands-on science investigations for students weekly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Regular meetings between families and teachers (at SSTs, family-teacher conferences, etc.) and whole school data nights with TRANSLATION for Spanish speaking families.
 - 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.**
 - Manzanita Community School teachers send home marking period report cards to share progress.
 - Parents and Families participate in conferences to review elementary school report cards for understanding.

4) Provide parents reasonable access to staff.

- Regular meetings between families and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

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.

- Manzanita Community families are encouraged and invited into the classrooms for art projects, science activities, as well as for celebrations.
- Families are encouraged to volunteer in their child's classroom.
- Families are invited to participate in school wide events such as the Oratorical Fest, Passport Day, Family Literacy Night, and the Science Fair.

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

- Manzanita Community holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (like RAZ kids, Lexia Core 5, ST Math), books, flashcards, etc. to support learning.
- Family-teacher conferences to outline goals and action plans.

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.

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.

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.

- Sending Talking Points text messages in home languages to which parents can respond
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings, SELLS, and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student, Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

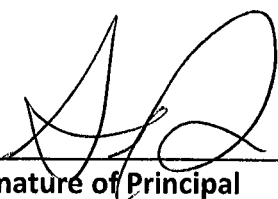
Parent Responsibilities

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 supporting homework completion and structuring their after school time.
- Read the Manzanita Community School handbook and sign the contract for supporting students.
- Support strong attendance at school.
- I will send my child to school everyday in clean clothes and appropriate closed-toed shoes.
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child.

This Compact was adopted by Manzanita Community School's TK - 5 on August 27, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020.



Signature of Principal

8/27/20

Date



MANZANITA COMMUNITY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Tania Islas-Chi
Vice Chairperson:	Yuri Corona
Secretary:	Regina Morones

SSC - Members (Mark with a check the peer group that each member represents. Mark only one)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Amy Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regina Morones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Carrie Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erika Guerrero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natalie MacIntyre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tania Islas-Chi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yuri Corona	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Irma Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gamilah Alameri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Charlene Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Every first Tuesday of the month at 3:30 pm
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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