

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-1834
Introduction Date	8/14/24
Enactment Number	24-1834
Enactment Date	8/14/2024 er



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

# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Manzanita Community School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Manzanita Community School



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Manzanita Community School  
**CDS Code:** 1612596002042  
**Principal:** Amy Jones  
**Date of this revision:** 4/9/202

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: 4/9/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

## 2024-25 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                 | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier            | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 EDC § 6500.
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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/9/2024

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

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, ParentSquare blasts, etc.)

**Signatures:**

Amy Jones

*Principal*

Farmhor Saefong

*SSC Chairperson*

Sabrina Moore

*Network Superintendent*

Lisa Spielman

*Director, Strategic Resource Planning*

*Amy Jones*

Signature

*Farmhor Saefong*

Signature

*Dr. Sabrina Moore*

Signature

*Lisa Spielman*

Signature

*[Signature]*

Benjamin Davis 8/15/2024  
President, Board of Education

*[Signature]*

Kyla Johnson Trammell 8/15/2024  
Secretary, Board of Education

4/9/2024

Date

4/10/24

Date

5/3/24

Date

5/3/2024

Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2024	SSC&SELLS	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.
1/18/2024	Culture and Climate	Conducted C&C work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/22/2024	Staff	Budget training and review budget priorities including planned strategies & activities for 2024-25. Documented feedback for ILT review.
1/23/2024	SSC&SELLS	Shared rationale and overview of site plan.
1/29/2024	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/26/2024	ILT	SPSA tabs 3 and 4
3/12/2024	SSC&SELLS	Reviewed parts of SPSA, reviewed data
3/25/2024	ILT	Reviewed parts of SPSA, reviewed data
4/9/2024	SSC&SELLS	Reviewed and approved SPSA
4/22/2024	ILT	Reviewed approved SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified 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.

### **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. 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides 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.

**Budget Summary**

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$123,635.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$817,074.00

**Federal, State, and Local Funds**

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$112,680	LCFF Discretionary (General Purpose Discretionary #0000)	\$16,000
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,130	LCFF Supplemental (LCFF Supplemental #0002)	\$210,600
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$7,825	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$64,356
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$123,635</b>		<b>\$693,439</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$817,074.00</b>
--	---------------------

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name:</b> Manzanita Community School		<b>School ID:</b> 179
<b>CDS Code:</b> 1612596002042	<b>SSC Approval Date:</b> 4/9/2024	<b>Board Approval Date:</b> 8/14/2024

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: All Students

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

**Resource Inequities** (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Our students need academic and SEL support. The TSA is able to support teachers in lesson planning and classroom instruction. This is key to improving the level of instruction school wide. Having a social worker and an assistant principal to support teachers and students in their SEL practices, schoolwide PBIS and Restorative Practices is important in our goal of educating the whole child.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.9%	21.4%	57.2%	1.2%	1.5%	19.1%	98.3%	49.4%	2.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.1%	3.2%	10.1%	0.3%	0.3%	0.6%	98.0%	10.4%	83.9%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** 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, and SIPPS. 3-5th increase on i-Ready math and i Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)

**Identified School Need:** Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY  
 Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY  
 Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 5%  
 Field Trips and hands on learning opportunities for students

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	14.7%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	46.7%	not available until fall 2024	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	26.8%	not available until fall 2024	not available until fall 2025	50.0%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-109.6	not available until fall 2024	not available until fall 2025	-75.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	45.7%	not available until fall 2024	not available until fall 2025	75.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
---------	----------------------	------------------	-----------------	-----------------	----------------

SBAC Math Distance from Standard Met	All Students	-119.5	not available until fall 2024	not available until fall 2025	-75.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.7%	not available until fall 2024	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	15.3%	not available until fall 2024	not available until fall 2025	25.0%

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

<b>School Goal:</b>	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. 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
<b>Identified School Need:</b>	30 minutes of designated ELD daily, newcomer and EL tier 3 academic intervention daily, Caring School Community lessons and community building circles implemented daily

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-147.4	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	English Learners	-128.4	not available until fall 2024	not available until fall 2025	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	79.2%	not available until fall 2024	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-130.3	not available until fall 2024	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	English Learners	-123.5	not available until fall 2024	not available until fall 2025	-100.0

Reclassification Measures & Targets <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.0%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

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

<b>School Goal:</b>	<p>Multi-Tiered Systems of Support for Behavior and SEL          Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.          Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS, decrease in URF and suspensions, and a decrease in chronic absence.</p>
<b>Identified School Need:</b>	<p>-Increase positive attendance by 25%, and reduce chronic absenteeism by 10%.          -Increase student well-being as evidence by Sown to Grow and CHKS from 80 % to 90%          -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline.          -Communicate regularly and develop strong family leadership practices around school priorities          3 Field Trips a year form each grade level team          Translation services at all Family events</p>

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	40.0%	not available until fall 2024	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	1.5%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	5.6%	not available until fall 2024	not available until fall 2025	2.0%

Out-of-School Suspensions	Special Education Students	2.6%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	79.1%	not available until fall 2024	not available until fall 2025	35.0%
Chronic Absenteeism	African American Students	88.6%	not available until fall 2024	not available until fall 2025	50.0%

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

<b>School Goal:</b>	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.
<b>Identified School Need:</b>	Weekly PLC, collaboration and effective PD builds a collaborative and supportive working and learning environment which will help us retain teachers and build our teaching capacity in all content areas and SEL.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.3%	not available until fall 2024	not available until fall 2025	80.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	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, and SIPPS. 3-5th increase on i-Ready math and i-Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)	Early Literacy Tutors in all classrooms TK-3 SIPPS groups K-5 Weekly PLC, collaboration and PD sessions to support teachers in lesson planning, backwards planning, data analysis

<p><i>LCAP Goal 2:</i></p>	<p>Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. 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</p>	<p>Intervention groups for K-5  SIPPS groups for K-5  Newcomer teacher and STIP doing intervention groups  Implementation of Caring School Communities in classrooms  Weekly Sown to Grow responses from students  Implementation of Restorative Practices school wide</p>
<p><i>LCAP Goal 3:</i></p>	<p>Multi-Tiered Systems of Support for Behavior and SEL  Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions. Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS, decrease in URF and suspensions, and a decrease in chronic absence.</p>	<p>Monthly PD led by Culture and Climate team focused on anti racist teaching  Caring School Communities  Sown to Grow  Social Worker-social skills groups, individual counseling, intern  PDs focused on MTSS, Restorative Practices, discipline data analysis and reflection</p>

<i>LCAP Goal 4:</i>	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.	Translation and refreshments at Family workshops so all have access and feel welcome
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	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, and SIPPS. 3-5th increase on i-Ready math and i-Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)	Students come in very low academically and social emotionally High level of trauma can make classroom cohesion a challenge which impacts learning Attendance of students More field trips and hands on learning opportunities to engage students
<i>LCAP Goal 2:</i>	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. 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	Attendance Behavior challenges in the classroom Students come to us with limited English and it is a challenge to support in the classroom Need all teachers implementing GLAD strategies in all lessons

<p><i>LCAP Goal 3:</i></p>	<p>Multi-Tiered Systems of Support for Behavior and SEL          Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions. Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS, decrease in URF and suspensions, and a decrease in chronic absence.</p>	<p>High levels of trauma          Attendance challenges can make it hard for students to feel part of classroom community</p>
<p><i>LCAP Goal 4:</i></p>	<p>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.</p>	<p>Can be challenging to get teachers to fully engage after a challenging day in the classroom          How to differentiate adult learning to meet the needs of all staff</p>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Manzanita Community School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

Students are receiving Tier 1,2,and 3 supports in all aspects of the MTSS framework due to these expenditures and roles at our school.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Students are supported in academics, SEL and behavior with these roles and expenditures. We are able to teach to the whole child and meet them where they are at.

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

We will continue with our plan because we are seeing growth in all areas of the MTSS framework.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended Contracts	Staff Satisfaction with Professional Development	Instructional Leadership Team analyzes data,plans and facilitates PD Culture and CLimate Team analyzes discipline data and plans and facilitates monthly PD focused on SEL, PBIS,and Restorative practices	teachers are teaching curriculum and keeping on pace, office referrals and suspensions are down by 1%	ILT and C&C teams are vital to our school
Transalation services	Chronic Absenteeism	translation for Family wrokshops	increase of 10% in bi-monthly workshops,monthly Coffee with LEadership has had average of 7 families each month,increase number of workshops from 1 a month to 2 a month	translation for family events is always needed

Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	College/Career Readiness	physical movement and increase in reading skills and academic language for all classes	weekly movement classes with language supports integrated for 14 classes TK-5	weekly prep with a strong movement and literacy approach is key to our students language growth
STIP Teacher	College/Career Readiness	intervention groups,sipps groups,supports students in classroom	students are showing growth in 5% in i ready reading and 10% i ready math as well as 50% increase in students taking the mastery tests and 67% increase in students passing the expected mastery tests in sipps each month	stip is a crucial role at our school
Social Worker	Student Connectedness to School	social skills groups(97 students) heads COST team,individual counseling(11 students), Courage Club(14 students)	COST is effective and meets weekly, decrease in behavioral issues in the classroom, sel support for students that need it or experience trauma	we will continue with the social worker, may change to 4 days a week due to availability
To be allocated in Fall 2023.	College/Career Readiness	NA	NA	NA
Playworks	Student Connectedness to School	recess activites, leadership program for 4th and 5th graders, conflict resolution,monthly classroom game time	issues at recess have decreased, more students engaged,include more tournaments at recess	continue with the program, may just cover recesses

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

<b>School:</b>	Manzanita Community School	<b>SCHOOL ID:</b>	179
----------------	----------------------------	-------------------	-----

<b>3: SCHOOL STRATEGIES &amp; ACTIONS</b>	<a href="#">Click here for guidance on SPSA practices</a>
---	---

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

<b>School Goal:</b>	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
---------------------	---

<b>Identified Need:</b>	<p>Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY</p> <p>Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY</p> <p>Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 5%</p> <p>Field Trips and hands on learning opportunities for students</p>
-------------------------	--

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal

1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

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

**School Goal:** Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.  
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

**Identified Need:** 30 minutes of designated ELD daily, newcomer and EL tier 3 academic intervention daily, Caring School Community lessons and community building circles implemented daily

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	All Students	Academic	Tier 1 - Universal
2-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	All Students	Academic	Tier 1 - Universal
2-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	All Students	Academic	Tier 1 - Universal

2-4	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	All Students	Academic	Tier 1 - Universal
-----	---	--------------	----------	--------------------

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

<b>School Goal:</b>	Multi-Tiered Systems of Support for Behavior and SEL Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions. Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS, decrease in URF and suspensions, and a decrease in chronic absence.
---------------------	---

<b>Identified Need:</b>	-Increase positive attendance by 25%, and reduce chronic absenteeism by 10%. -Increase student well-being as evidence by Sown to Grow and CHKS from 80 % to 90% -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities 3 Field Trips a year form each grade level team Translation services at all Family events
-------------------------	--

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	All Students	Behavioral	Tier 1 - Universal

3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	Behavioral	Tier 1 - Universal

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

<b>School Goal:</b>	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.			
<b>Identified Need:</b>	Weekly PLC, collaboration and effective PD builds a collaborative and supportive working and learning environment which will help us retain teachers and build our teaching capacity in all content areas and SEL.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
4-1	Diverse Hiring Committee	All Students	Academic	Tier 1 - Universal
4-2	Weekly PLC time during the school day in order to support new and veteran teachers.	All Students	Academic	Tier 1 - Universal
4-3	Weekly PD focused on improving instruction, SEL, and our individual teaching practices for new and veteran teachers.	All Students	Academic, SEL, Behavioral	Tier 1 - Universal

4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal
-----	--	--------------	----------	--------------------

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement, partnership with Black families, and achievement as demonstrated by i-Ready Diagnostic and curriculum embedded assessments.	African American	Academic	Tier 1 - Universal
5-2	If our educators create learning environments that focus on social emotional learning, academic rigor, restorative practices and are based in anti racist teaching practices, our Black student and families will feel connected to the community and our Black students will show increased academic success. Teachers and staff will develop partnerships with Black students and families using strategies such as home visits, restorative circles, and community meetings. We will create a Black Family Group to discuss academics and attendance and we will hold our Black History Open Gallery Celebration Family Night.	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>Stages of ELD Implementation Self-Assessment</i>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	English Learner students continuously develop their language, reaching English fluency in six years or less, as measured by the ELPAC and reclassification rates.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	If ELs and all students receive 30 minutes of designated ELD each day, and GLAD strategies across all content areas, we will see improved in i Ready Reading scores and an increase in ELs that are reclassifying	All Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-1	179	1
Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-2	179	2
Social Worker	\$94,693	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	1866	Social Worker	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-3	179	3
Early Literacy Reading Tutor	\$18,865	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8635	Early Literacy Tutor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Multiple Years Below Grade Level	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-4	179	4
Prog Mgr Community Schools11	\$96,264	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries		11-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-5	179	5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
5825 - Consultants	\$75,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	four educators create learning environments that focus on social emotional learning, academic rigor, restorative practices and are based in anti racist teaching practices, our Black student and families will feel connected to the community and our Black students will show increased academic success.	179-6	179	6
5826 - Transportation	\$4,044	California Community Schools Partnership Program	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	179-7	179	7
TSA Classroom 10Mos	\$137,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries		10-Month Classroom Teacher on Special Assignment (TSA)	0001	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-8	179	8
1122 - Extended Contracts	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a	0.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-9	179	9
Attendance Specialist Bil	\$5,046	LCFF Discretionary	2205	Classified Support Salaries	1946	Attendance Specialist, Bilingual	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-10	179	10
4310 - Materials and Supplies	\$9,454	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	179-11	179	11

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
5610 - Equip Maintenance & Repairs	\$1,500	LCFF Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Identified Student Need - LCAP Goal 1	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	179-12	179	12
Teacher STIP	\$9,175	LCFF Supplemental	1105	Certificated Teachers' Salaries	7596	STIP Teacher	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-13	179	13
Teacher STIP	\$19,473	LCFF Supplemental	1105	Certificated Teachers' Salaries	9885	STIP Teacher	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-14	179	14
Coord, Certificated	\$177,569	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6287	Coordinator, Certificated	0.82	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	179-15	179	15
4310 - Materials and Supplies	\$4,383	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	179-16	179	16

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
TSA Classroom 10Mos	\$34,363	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries		10-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-17	179	17
TSA Classroom 10Mos	\$101,534	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	8634	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-18	179	18
7310 - Interprogram Support/costs	\$5,266	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-19	179	19
Library Technician	\$47,645	Measure G, Library Support	2205	Classified Support Salaries	6763	Library Technician	0001	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-20	179	20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-21	179	21
Teacher Education Enhancement	\$58,542	Proposition 28—Arts and Music in Schools Funding	1105	Certificated Teachers' Salaries	2835	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-22	179	22
4310 - Materials and Supplies	\$5,814	Proposition 28—Arts and Music in Schools Funding	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-23	179	23
2222 - Classsuppt Salaries Extra Comp	\$2,000	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation		n/a	0.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-24	179	24
4311 - Refreshments	\$1,130	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-25	179	25
Teacher STIP	\$82,575	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7596	STIP Teacher	0.90	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	179-26	179	26

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER	School ID	Row Number
Attendance Specialist Bil	\$25,231	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	1946	Attendance Specialist, Bilingual	0.25	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Chronic Absenteeism	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-27	179	27
5826 - Transportation	\$3,000	Title I, Part A Schoolwide Program	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	179-28	179	28
5829 - Admission	\$1,875	Title I, Part A Schoolwide Program	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	179-29	179	29
5826 - Transportation	\$2,825	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	179-30	179	30
5829 - Admission	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	f our educators create learning environments that focus on social emotional learning, academic rigor, restorative practices and are based in anti racist teaching practices, our Black student and families will feel connected to the community and our Black students will show increased academic success.	179-31	179	31



## **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 (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops.
- 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 to the one on one level depending on what our families need.

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

#### **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 I 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)
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 (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, 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 robocalls in their home languages.
- Sending text messages to parents via Parent Square in home languages.
- Sending home monthly calendars with monthly events in home language.
- 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.

### **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:



- MCS Traffic Volunteers for arrival and dismissal times
- Classroom volunteers
- Field Trip volunteers

#### **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.
- Teachers send home materials for parents to use such as online portal access (CLEVER, i Ready), 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 facilitates necessary training for parents on a needs basis.
- 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 2nd Tuesday of every month and SELLS is part of SSC.

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 Title 1 Annual Meeting for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our parent-leader meetings.
- Asking SSC for feedback at SSC meeting.



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. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations and on zoom.
- We have a Spanish language interpretation available for all 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 in more fully participating in the education of their children by:

- MCS has family workshops every month on zoom

**Adoption**

This policy was adopted by Manzanita Community School on **August 15th, 2023** and will be in effect for the period of August 8th, 2023 through May 31, 2024.

**The school will distribute this policy to all parents on or before September 30th, 2023.**

Amy Jones  
**Name of Principal**

Amy Jones  
**Signature of Principal**



# **School-Parent Compact**

## **Manzanita Community School**

### **2023 - 2024**

*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 2023-2024 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 to meet the State of California's challenging academic standards.**

#### **23-24 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 INTERPRETATION for Spanish speaking families.
  - 3) Provide families 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.
- Teachers/Staff available for Parent meetings before and after school within work hours.

**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, I-Ready), 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 how to work with parents and family members as equal partners.**

- Engaging parents/families in the planning process for parent/family workshops.
- Asking families to share ideas/needs/requests

**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 Parent Square 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.
- SSC/SELLS meetings that have interpretation for Spanish speaking families.
- Monthly newsletter in home language with announcements and information

**Teacher Responsibilities**

- 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.

### **Family 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.
- Support strong attendance at school.
- I will provide a quiet place where my child will complete their homework. We will check to see that our child completes their 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 15, 2023**, and will be in effect for the period of August 08, 2023 to May 31, 2024.

**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, 2023.**

Amy Jones  
**Signature of Principal**

8/15/2023  
**Date**



## **Pacto Escuela-Padres Manzanita Community School TK-5 2022 - 23**

*Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.*

*Este Pacto Escuela-Padres está vigente para el año escolar 2022-23.*

### **Responsabilidades de la escuela**

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1. Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

### **22-23 Estrategias educativas**

- Incorporación de instrucciones sólidas sobre textos complejos, incluido el acceso a textos complejos para estudiantes de idiomas
  - Integrando estrategias GLAD durante el día escolar
  - Refinación de la diferenciación y la intervención escalonada para la alfabetización temprana y las habilidades lingüísticas
  - Incorporación de investigaciones prácticas de ciencias para estudiantes semanalmente
- 2. Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
    - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias que hablan español.
  - 3. Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
    - Los maestros de Manzanita Community School envían boletas de calificaciones a casa para compartir el progreso de los estudiantes.

- Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de primaria para comprensión.
- 4. Proporcionar a los padres acceso razonable al personal.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
  - Reuniones de padres líderes con administración.
- 5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- Las familias de Manzanita Community son animadas e invitadas a visitar las aulas para proyectos de arte, actividades de ciencias, y para celebraciones.
  - Las familias so animadas a ser voluntarios
- 6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- MCS organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.
  - Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ), libros, tarjetas, etc. para apoyar el aprendizaje.
  - Conferencias de padres y maestros para delinear metas y planes de acción.
- 7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
  - Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.
- 8. Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
- Enviar mensajes de texto de Parent Square en los idiomas del hogar a los que los padres pueden responder.
  - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
  - Reuniones de padres líderes y reuniones de SSC con liderazgo que tienen TRADUCCIÓN para familias de habla hispana.

### **Responsabilidades del maestro**

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Reforzar las expectativas y políticas comunicadas en el Manual.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

### **Responsabilidades de los padres**

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Voluntariado en el aula de mi hijo si es posible.
- Participando en decisiones relacionadas con la educación de mi hijo.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización de la tarea y estructurando su tiempo extracurricular.
- Leyendo el manual de Greenleaf y firmando el contrato para apoyar a los estudiantes.
- Apoyando la asistencia a la escuela.
- Enviando al niño a la escuela todos los días con un uniforme limpio.
- Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete su tarea todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo

Greenleaf Tk-8 adoptó este Pacto el 25 de agosto de 2022 y tendrá vigencia durante el período del 23 de agosto de 2021 al 26 de mayo de 2023.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2022 o antes.

*Amy Jones*  
Firma del Director

8/25/2022  
Fecha



# MANZANITA COMMUNITY SCHOOL

## School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Farmhor Saefong (Aimee)
Vice Chairperson:	Patrick Tooley
Secretary:	Regina Morones

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Amy Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Patrick Tooley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Molly Lin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Leo Faiola	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Regina Morones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Farmhor Saefong (Aimee)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Charlene Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Dorcas Uluan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Erika Santiago (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Emma Lopez (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Every 2nd Tuesday of the month at 4 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