

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

June 27, 2018

Legislative File ID No: 18-1318
Introduction Date: 6/27/18
Enactment No.: 18-1122
Enactment Date: 6/27/18
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To: Board of Education

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

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

Action Requested:

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

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

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

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: Eyana Spencer
Date of this revision: 4/20/2018

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

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

Contact: Eyana Spencer	Position: Principal
Address: 2409 East 27th Street Oakland, CA 94601	Telephone: 510-535-2822 Email: eyana.spencer@ousd.org

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

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Manzanita Community School

Site Number: 179

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

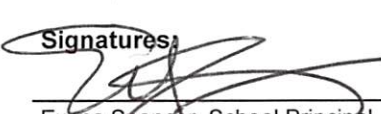


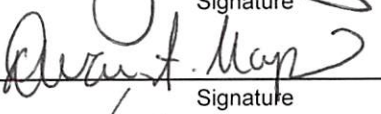
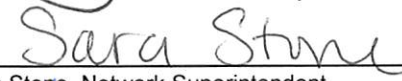


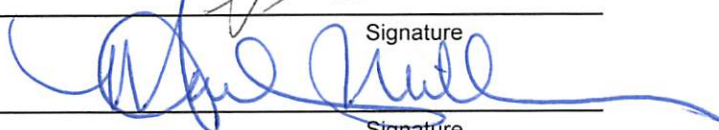
The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

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

Date(s) plan was approved: 5/7/18

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, media announcements, etc.)

Signatures:		
	(Eyana Spencer)	
Eyana Spencer, School Principal		Signature
		
Dwan T. Mays		Signature
<i>Print name of SSC Chairperson</i>		
		
Sara Stone, Network Superintendent		Signature
		
Marla Williams, Officer, State and Federal Programs		Signature
		<u>5/7/18</u>
		Date
		<u>5/7/18</u>
		Date
		<u>5/17/18</u>
		Date
		<u>5-31-18</u>
		Date

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

Date	Stakeholder Group	Engagement Description
	SSC	Reviewed staffing plan and TITLE One funding for 18-19
	Parents	Shared with parents staffing updates and funding priorities for next year
	Staff	

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$126,022.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$298,880.53	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$555,421.22	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$98,317.18	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,418.03	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$100,735.21	\$0.00

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

1A: ABOUT THE SCHOOL

School: Manzanita Community School

School ID: 179

School Description

Manzanita Community School (MCS) is a small school located in the heart of the Fruitvale neighborhood. Our bilingual program is K-3 and we will continue to seek support from the ELMA office to best determine our language program moving forward. We are one of the most diverse schools in OUSD and we offer small class sizes: 24:1 in K-2 and 31:1 in grades 3-5. Our K-3 grade teachers also provide intervention two days a week after school and all K-3 classrooms have an Experience Corp literacy volunteer. All MCS students are expected to read every night for 30+ minutes and each classroom has a library for students to check out books. We have a strong health and wellness program that includes weekly PE classes for all students, a "no chips, candy, or soda" policy at lunch, and a daily salad bar. Students are also members of our school's green team to combat food waste in our cafeteria. We also have a counselor on site to help students with mental health needs. Students use our MAC computer lab, IPADS, and chromebooks daily to improve their skills and complete school projects or research. We'd love to have you join us; please call or come by for a visit.

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.

Family & Student Engagement

*Mid year higher of a part time community asst. *Created and gave a parent survey mid year *About 80% of our parents attend first round report card conferences or goal setting meetings. *Many parents work during the day making it hard to attend school day meetings *Haven't had a specific parent staff person in 5 years-Parents work schedules and child care make it challenging for some parents to attend the meetings or workshops.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	-School wide implementation of BAL, After school and before intervention for students not reading on grade level, experience corp reading volunteers in all K-3 classrooms to support students not reading on grade level. Growth over the year on both SRI and F and P school wide. Teacher's more focused on the importance of SRI as gate keeper for reclassification. Over 80% of the staff have attended GLAD training last summer or the summer before.	3-4 new teachers coming in this year. *Some new teachers need additional classroom books for classroom and take home leveled libraries. High numbers of Upper grade students not reading on grade level in 3rd-5th especially students new to the school.	We have high chronic absent rate across the school 20% is Chronically absent *Many students do not have deep libraries at home so more ownness on school to provide take home libraries. Many students do not have a culture around attendance, completing homework, or reading coming from home.
STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)	Teachers are using the core curriculum for math instruction. Some teachers are attending district math PD's including Saturday offerings.	Some students do not know their basic facts once they second grade which makes math in 3rd-5th more challenging. There is more work that needs to be done to ensure students are being led through deeper richer academic discourse in regards to math.	Students are not getting regular support from home. There isn't as many resources for math academic discourse for teachers who need more support. Also no school wide intervention for students who are low in math and there is no district model for an intervention program.

<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>*Strong PBIS Team *PBIS mid year walk through to collect data *Responsive Classroom used as foundational classroom climate curriculum elements of are presented in teacher led PD. Guided tours twice a year to share school wide exepectations with all students. Teacher constructed discipline matrix that is update each year. PD's on Tier 1 and 2 practices for all teachers. School Social worker provides Social Skills groups for students who are identified through COST</p>	<p>New Teachers need more support around management.</p>	<p>-Some students are coming without previous school experience. -Some parents don't speak enough English to support their child with their academic work. -We have a large number of students who are chronically absent. - We are getting more transfers in later grades of students are working far below and also have attendance issues. Next year we will provide more upper grade intervention in reading to students. Some students use behavior as a way to get out of their classroom and avoid challenging work. -We are finding through our case manager work that many of our chronically absent children are homeless or have unstable housing.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>-We have a newcomer STIPP who pulls out newcomer students throughout the day. -All Classes do ELD daily (each grade groups students by language ability) for 30 minutes for all students. -4th and 5th grade are doing SERP a new ELD program for the district -We have a spanish bilingual program for kinder-3rd grade students*</p>	<p>Early exit bilingual program ends with a combo in 2/3 which means each year the strongest english speaking students are pushed out to English classes. -Newcomers come through the year and there is a wide range of schooling experinces, language, and abilites, K-3 teachers would like a better ELD curriculum.</p>	<p>-inconsistent support over the past few years from the ELMA office around our bilingual program. Having our bilingual program end with a 2/3 combo has been challenging. Students are sometimes pushed out of bilingual class due to too many students.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Manzanita Community School

School ID:

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Reading	By June 2019, 15% more 3-5 students will be proficient or advanced readers as measured by SRI as compared to June 2018. 15% more K-2 students will be at or above grade level as measured by their F&P level as compared to June 2018. By June 2021 40% of students will be proficient or advanced as measured by SRI.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	26.00%	31.00%	36.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will use F and P reading assessments, teacher conferring notes, the PIP (Data tracker) and Data Conference forms to track student progress.				
Theory of Action for Language & Literacy Priority:	If we meet with parents three times a year to set reading goals, if teachers deeply know and use grade level CC state standards to plan and deliver high quality literacy instruction, and if we also provide ways to support students at school through reading intervention then we will have more students reading on grade level.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teachers will implement Balanced Literacy framework while ensuring that each component has clear content and language objectives that are Common Core State Standards-aligned.	Principal and Instructional Leadership Team will spend the first part of the year understanding the standards and why they need to be embedded in all lesson planning and implementation. Principal and ITL will as the first instructional PD cycle of the year with a dedicated to ensuring that all units and lessons planned have clear content and language objectives that are aligned to CCSS. Principal, Reading Cordinator, and ITL will lead regular walkthroughs and collect evidence on standards-based objectives and tasks that are CCSS-aligned		<i>Classroom walkthroughs and observations will show that, by year's end, 75% of teachers have identified standards, and have named content and language objectives in their lessons and unit plans. Teachers will provide weekly lesson plans that show consistent (75% of the time) evidence of CCSS-aligned objectives and tasks for their BAL time</i>	

1-2	<p>Teachers will meet with all parents three times a year the second week of school, the December report card, and the March report card to set goals and check on students progress and make a plan of support to get the student or keep student at grade level. During these meetings teachers will share student's current reading level and grade level goals as well as create a three-month plan for how the teacher, parent, and student will work in support of that goal.</p>	<p>Students who are reading below grade level will be entered in the PIP for progress monitoring over the year. Ensure there is translation support for goal setting conferences three times a year in Spanish and other languages with support from the OUSD newcomer department to ensure all families who attend conferences understand what the next steps are to support thier child and what they need to do at home as well.</p>	<p>We will see an increase in our F and P levels as the year goes on. There will be more students scoring on grade level in trimesters 2 and 3 then at the start of the year on F and P and district assessments.</p>
1-3	<p>Teachers will use Readers and Writers Workshop as it is written as their base reading and writing curriculum. They will do daily mini lessons as well as conferring with students 1-1 regularly while taking notes on students' reading progress. Teachers will assess using conference notes and workshop assessment tools to ensure individualized responses to student needs.</p>	<p>Principal and ITL will do targeted walkthroughs with feedback at least three Tuesdays a month. ITL and Reading Intervention will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships. Restructure PD next year to include more structured planning time for teachers to plan using Common Core Standards and connecting them to the work in readers and writers workshop to ensure there is grade level rigour in daily instruction. Principal will meet weekly with the ITL and Reading Cordinator to determine which teachers to coach, upcoming PD's, create agendas for ILT, and increase use of technology across the school to prepare for Common Core and SBAC</p>	<p>During walk throughs we will see all MCS teachers teaching LC with fidelity, teachers will be able to share evidence of small group instruction and conferring notes in data conferences three times a year. The PIP will be kept updated through regular update time during PD or PLC time.</p>
1-4	<p>Teachers will send home weekly or daily reading logs to track independent reading along with comprehension questions. Teachers will also have take home books in their classroom for students to check out.</p>	<p>Principal and ITL will monitor grade level reading logs. Library Clerk to weekly book checkout for all grades to ensure students have texts to read at home and run independent reading campaigns four times per year</p>	<p>Students reading levels as measured through F and P will improve over the year because of regular independent reading at home and at school.</p>

1-5	Teachers will pull all reading groups at least once a week and will pull their two lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration.	During walkthroughs teachers will be seen pulling small groups for more intensive support. There will be evidence in thier daily schedules of small group instruction time as well as evidence in the classroom of small groups.	There will be reading growth for the students who are receiving additional small group reading intervention.
1-6	2-3 times a year Teachers hold Grade Level Parent Academic Meetings with 1st-5th grade parents to review grade level data, give parents ways to support student learning at home, and answer parent questions. Teachers will focus on increasing attendance and partnership with African American, Latino and economically disadvantaged students.	Principal will calendar these meetings with the After School Program for parents as part of our regular once a month meetings with parents in after school program to provide additional home school connection opportunities through presentations, workshops, family nights, and student performances. Teachers will present to parents in grade levels 2 to 3 times a year.	Parents will be better informed about how to support thier childs learning which will be refelected in the number of parents attending meetings and goal setting/report card conferences as well as on our CHCKS survey results.
1-7	Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.	Principal and ILT will develop a model blended learing schedule for grade levels to use. School will purchase software licenses to support blended learning across the school. Focusing on programs that students can also access from home.	We will see an increase in the use of technology through our weekly school wide ST math and lexia reports. Over the year students use and ease of working with technology should increase.
1-8	Teachers will meet in PLC's each week to discuss student data and instruction.	TSA and Principal will monitor work done through PLC structure by reviewing PLC notes, goals, and data at check in meetings. Hold regular COST meetings at least three times a month to identify students in need of further academic, behavioral, or social interventions or testing. Teachers will present to panel made of School Psychologist, School Social worker, nurse, and Resource Teacher to determine best next steps for students.	During walk throughs we will see evidence of common planning among grade levels as well as similar anchor charts, graphic organizers, and supporting materials. As well as evidence in regular PLC notes from grade level teams.
1-9	Teachers will take accurate attendance daily and follow up with parent phone calls to targeted students to ensure all students are coming to school as much as possible.	Have a school attendance team which meets weekly to provide targeted support to students and families with attendance issues. Fund .50 of the attendance clerk to ensure it's a full time postion to help combat our 20% chronic absent rate.	There will be a reduction in attendance errors at our site. By ensuring our attendance is accruate we can better target our attendance case managers time with our most chronically absent students.

1-10	Students who are identified as GATE students or working above their peers will be supported through our BAL program. As it is leveled though students will be exposed to more rigorous reading levels. In some cases students may be sent up to the next grade level for math or reading based on assessment data, teacher's recommendation, and parent request.	In data conferences with teachers ensure that there are plans for continuing to move students who are already above grade level and keep them challenged. Provide additional leveled texts or book club books for these students. On walkthroughs monitor the book boxes of these students to ensure they are being provided higher level texts.	Notes from data conferences, small group instruction and teacher lesson planning will show that teachers are identifying and planning appropriate instructional supports for GATE students.
1-11	teachers will refine and continue to plan GLADD units connected to existing LC units or social studies or science through at least two PD cycles.	ILT and Principal through bi weekly meetings will make sure there is PD focused on GLADD throughout the year along school PD. There will be several GLADD PD's throughout the year	Increase in the number of ELL students who are reclassified through SRI and LPAC reclassification
1-12	All MCS gen ed teachers will do 30 minutes of ELD every day K-3rd grade uses Systematic ELD kits. 4th and 5th grades are piloting a program SERP word generation this year for ELD .Students will be leveled by language ability across each grade level into High, Medium, and Low groups in primary. The upper grade classes are self contained for ELD except for the new comer students who are pulled by the new comer STIPP.	TSA and Principal will give teachers feedback based on observations of ELD lessons There will be PD times for teachers to review student assessment data to level students for ELD, plan using the grade level kit, and prepare for initial ELD lessons in the fall	Increase in the number of ELL students who are reclassified through SRI and LPAC reclassification
1-13	MCS Gen Ed teachers will work with Resource Staff to assure students with IEP's are getting the additional support they need to meet their yearly goals.	Principal and Admin team will ensure that teachers are connected to the Resource Teacher and are familiar with their students IEP goals and how they can support the work of the resource teacher.	There will be evidence in teachers planning notes and data conferences that they are working in collaboration with the Resource Teacher.
1-14	SDC Teachers will use small groups to ensure both grade levels in their classrooms are being exposed to grade level standards based curriculums. Our three Special Day Class teachers will determine which grade level makes the most sense for them to work and plan with for different COI's to ensure their students are being exposed to grade level standards and expectations.	Walk throughs of SDC classes to ensure they have enough leveled texts, math materials, etc for their small group and whole group instruction.	Our SDC classrooms should look and feel similar to our gen ed classrooms with all the same materials and supports.

1-15	Teachers will help ensure that students have daily access to chromebooks in 2nd-5th grade.	Allocate funding for additional chromes to replace ones that have been broken or damaged over the years.	Students will use chromes to produce writing and presentations as well as for blended learning as seen in walk throughs, lesson plans, and student work.
1-16	Teachers will participate in a strand of PD that will focus on writing Standards based objectives as well as on supporting teachers to better understand thier grade level standards to fill any grade level standard gaps in our district selected curriculum.	On our walk throughs we should see posted standards based objectives in all classrooms.	When asked Students will be able to state what they are learning and why it's important.

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Math and Science	June 2021 goal is to increase # of students at or above proficiency as measured by SBAC (Math) and SIRA (Science) by 10% a year. By January 2019, 10% more students will be proficient as measured against June 2018 baseline.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-93.0	-83.0	-73.0
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	We will use end of unit and chapter assessment data, teacher made assessments, and district math assessments.				
Theory of Action for Standards-Based Instruction Priority:	If teachers deeply understand grade-level math standards and practices, and NGSS, and practice creating content and language objectives that map to these standards, AND we support students to increase their number sense and fluency (for students below grade level), then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

	Teachers will develop their ability to write and create tasks based on Standards based objectives as well as on supporting teachers to better understand their grade level standards to fill any grade level standard gaps in our district selected curriculum.	Principal and ITL will do targeted walkthroughs with feedback at least three Tuesdays a month. ITL and Reading Intervention will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships. Restructure PD next year to include more structured planning time for teachers to plan using Common Core Standards and connecting them to the work in readers and writers workshop to ensure there is grade level rigour in daily instruction. Principal will meet weekly with the ITL and Reading Coordinator to determine which teachers to coach, upcoming PD's, create agendas for ILT, and increase use of technology across the school to prepare for Common Core and SBAC.	There will be growth interim SBAC scores as well as on teacher made assessments over time.
2-1	Teachers k-2 focus on daily math calendar activities	Targeted weekly walkthroughs to ensure all teachers K-2 are using Daily Calendar Math activities with feedback. Purchase additional Calendar Math Kits as needed.	Students will have a better grasp on basic math concepts such as counting by 10's, money, place value, etc through regular daily exposure as measured by District and curriculum assessments.
2-2	K-5th grade teachers will focus on three reads, number talks, and problem solving.	Ensure that all new teachers take part in new teacher math PD. Do at least two COI's on math during the school year. Provide funding for new teacher PD at the start of the year. With at least two sessions focused on math.	Students will have better problem solving skills as measured on assessments
2-3	K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school in math and ELA	Data Conferences 3 times a year with teachers to meet and review recent assessment data. Also to highlight students in need further acceleration. Fund extended contacts for all teachers K-3rd grade to do year long after school intervention.	There will be growth interim SBAC scores as well as on teacher made assessments over time.

2-4	Teachers provide students with daily blended learning time in math and ensure that students are moving through the levels of ST math during that learning time	Continue to define blended learning at MCS and increase the amount of technology students use throughout the day especially for acceleration through the purchase of additional software programs, apps, and devices. If additional funding becomes available in the fall pay for an additional Chrome Cart for upper grade to share.	Students will feel more confident using technology and there will be evidence of increased problem solving skills on math interims and EOU tests.
2-5	Teachers give beginning of the year assessments of all students in math to share with parents the second week of school.	Hold assessment week at the start of school for teachers to assess students 1-1 for reading and math beginning of the year assessments Track how many parents each teacher has met with to meet our goal of 95% of parents across the school attending beginning of the year goal setting conferences.	<i>We will be identify at the start of the year students who will need more support in math through small groups during math instruction.</i>
2-6	Use of online exit tickets to help teachers regularly assess students mastery of particular standards or concepts.	Provide teachers with PD on how to create and assess student exit tickets. Use PLC time to examine exit tickets on common lessons, with an eye to scaffolding or revision of reteaching, and to look at student understanding within the work.	<i>Walk through notes will show evidence of the use of exit tickets as well as evidence in PLC's.</i>
2-7	4th and 5th will have a standards based problem of the week that the teacher scaffolds with students to solve. This will help teachers provide differentiation for low-performing students and targeted support for English learners.	With support from Admins and Coaches the grade teams will determine problems of the week to focus on with their classes. We will use PLC time to give feedback on standards based problem of the week and also further refine where needed.	<i>By providing regular oppurtunities to practice grade level appropriate standards based problem solving skills we should see an increase in our math EOU scores for students.</i>
2-8	Teachers TK-5 will have daily number sense math activities that ensure that we reach our goal of 75% of students across the school having automaticity within mathematics.	Coaches and Admin will assist grade level development of tasks for a Math Olympics. We will hold Math Olympics twice a year, with at least one being during the school day vs night time for to family engagement. We will ensure that math Olympics is on our master calendar for the school and also work with the After School Program to hold a family event.	<i>Students will have stronger basic math facts allowing them to easier access more challenging math work as the year goes on.</i>

2-9	Teachers K-2 focus on building number sense, counting and cardinality and beginning computation skills through daily small group activities.	Targeted weekly walkthroughs to ensure all teachers K-2 are doing small group math activities that build number sense and provide immediate specific feedback. Plan for PLC team that will allow teachers to plan for small group lessons.	
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CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	School Climate & Culture	June 2021 reduce our suspensions of AA and Latino by 5%			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Suspension Rate	African American Students	4.10%	3.79%	3.49%

What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Yearly TFI report, CHCKS survey, URF data, suspension rate, COST and SST notes
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Theory of Action for Conditions for Student & Adult Learning Priority:	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 PBIS 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.
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#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will hold Morning Meeting three times a week to help students practice social skills and conflict resolution as well to ensure all students including foster youth or students with trauma feel included and part of school.	Principal and ITL will observe morning meetings at the start of the year. PD in August will include a COI focused on morning meeting and behavior.	We will see fewer URF's and suspensions. Students will spend less time out of class in Buddy Rooms.
3-2	Teachers will use the environmental norms documents and do a self assessment in August to ensure their classroom meets MCS PBIS expectations.	Principal and PBIS team members will do at least one walk through a year focused on PBIS implementation. PBIS team will meet once a month.	When we go into classrooms we will see the expected materials from the environmental norms document posted in classrooms such as anchor charts, word walls, and GLAD posters and student work and photographs. As well as a chill out corner for students to reset and evidence of a daily mindfulness practice with students.

3-3	Teachers complete URF's for discipline issues with interventions listed	URF data reviewed at monthly staff meetings Climate/COST meeting using URF data will meet three times a month focused on supporting students with behavioral, academic, or other concerns. Ensure known students in Foster care, transitional students, or not living with their parents are discussed at our meetings and receive the additional support and school materials they may need	By better identifying which students need more support at which times through our COST processes we should see fewer URF's for those students after the COST meeting and the plan for the student is in place.
3-4	Teachers will initiate more parent contact both positive and following up with issues more consistently.	Principal will ask to see phone logs at Data Conferences three times a year. August PD will focus on 5-1 parent contacts. There will be time in PD during the school year for teachers to make parent contacts.	Parents on the CHCKS survey will rate teachers high in communication and relationships.
3-5	At the start of the year teachers will take their students on a tour of the eight common spaces around the school and hear from the staff who work there the expectations. We will tour the bathrooms, cafeteria, and yard again in January as refresher for continuing students and support any newly enrolled students.	Whole School Tours will be offered twice a year of the common spaces at the site and the expected behaviors in each area. The school will use URFs and Yard Meeting notes to determine what guided tours for January need to cover. Students that transfer in are given a tour with the parents where the shared expectations are reviewed and modeled. The principal or the office staff lead the tours. Every classroom will have a class set of picture cards reviewing all the school wide expectations to use with their students throughout the year.	Students will be follow the rules and expecations for the different common spaces across the school.
3-6	Teachers will give out MCS high five when they see students making good choices. Students trade tickets in at the end of the day for a prize.	School will begin to pilot experiential prizes at the end of each month that students can trade in tickets for. Funds for prizes and experiential prizes to be purchased by the school	Students will feel acknowledged and rewarded for positive behavior as measured by CHCKS, yearly TFI, and informal school surveys.

3-7	Teachers will teach about the Five Core Values in August and through morning meeting.	For the first 5 months of school one new school wide agreement will be shared with students and staff at whole school assemblies Our school's Five Core Values are visible throughout the school. On posters in the main hallway. in every classroom and common space, on our school T shirts, and on our High Five tickets.	During our PBIS tired fidelity walk throughs 85% or more of our students and 95% staff who are asked will be able to name our five core values.
3-8	Teachers will use the MCS behavior Matrix to determine next steps for a student's behavior.	Co-constructed MCS behavior matrix updated and reviewed against the District's Behavior Matrix by teachers and staff at one Staff Meeting in the first half of the year. SST's run by School Social worker and scheduled twice a week for students who we are having concerns about either academically or emotionally or both especially for students who are foster youth or students who have experienced parental death, divorce, or jail and need more emotional support in order to focus on school.	There will be consistency across the school in regards to consequences and dealing with behavior as tracked through URF and discipline data.
3-9	Teachers will present at weekly COST meetings to request more support for a student.	Cost Team will meet weekly to ensure students in need of support are getting support. Our school social worker (.60 FTE) support transitional families by connecting them with district services as well as community resources such as local food banks, shelters, and clothing resources.	Reduce the number of students being tested by trying other academic and social interventions as captured through COST and SST meetings and notes
3-10	Teachers will assess incoming Kinder's the first week of school to identify students early in the year who may need more support.	Work with Alameda County to provide 1-2 Pre K summer classrooms for students who haven't had previous pre-school experience	More Kinder and TK students will begin school with basic school skills such as counting, writing thier name, and knowing thier letters and sounds as measured on beginning of the year assessments.

3-11	Yard staff and teachers will have a MCS Yard Rule book to ensure all staff are enforcing the same rules and giving the same consequences consistently as well as Recess bucks to be given to students who are engaged at recess.	Pay for a recess coach to ensure there is high student engagement at recess to reduce conflicts and bullying. Two noon supervisors will also be out at recess who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time.	We will have fewer recess conflicts as measured by our URF's.
3-12	Meet with all parents three times a year beginning with goal setting the second week of school	Collect Conference Schedules and post how many parents we met with each conference time. Provide Spanish Translation during report card conference time	Our parents will be informed about how to best support thier child at home by attending thier goal setting conference and will relect this on CHCKS survey questions about the home school academic connection.
3-13	All classrooms will have a parent board in thier classroom with flyers, bi weekly homeschool letter and notices for parents.	bi-weekly newsletter for families and monthly calendar for parents of upcoming events translated in Spanish Ensure that parent meetings and workshops are also on Staff Calendar and WAG	There will be an increase in parent attendance at school wide events
3-14	Create Parent volunteer opportunities when possible	Hold a volunteer luncheon at the end of the year for parents.	There will be an increase in parent volunteers across the school.
3-15	Send home and collect CHCKS surveys. Fifth grade teachers get parent permission for student surveys	Ensure we hit our goals for CHCKS surveys so that we have relevant data to review Review CHCKS survey data at least twice a year.	We will hit or exceed our CHCKS goals
3-16	Practice 5-1 positive parent contacts	Give time at Staff meetings for staff to make positive parent contacts Review teacher phone logs at least 3x a year.	By May of 2019, we will have served at least 50% of our parents through engagement structures.
3-17	Let office staff know when they need translation support for a student or family	Use Talking Points text program to send out reminders in student's home languages Arrange for translation support from other staff members and district staff at SST's, IEP's, and 504 meetings.	Increase parent and school communication.

3-18	Three times a year teachers present at grade level parent meetings	Identify three After School Parent meetings that will be grade level parent meetings Three times a year pay teachers to present at grade level parent meetings	Parents who attend will be given ideas and strategies to use at home to support their child's academic achievement. We hope to see at least 40% of our parents attend each of these meetings.
3-19	Connect families of students who are homeless, in transition, or in Foster Care with School Social worker to connect them to outside agencies for support and social services. Offer monthly workshops from OUSD staff and outside providers for parents.	Fund .60 of School Social Worker and 1.0 of reading coordinator.	At least one parent workshop is offered each month on our school wide calendar
3-20	K-3 Teachers present and run a station at Literacy Night for Parents and students and coordinate with parents who want to support the school or volunteer with Reading Coordinator.	Work with local library and the OLC to apply for literacy grants to help pay and bring additional resources for literacy night Host at least one family event a year - Literacy Night. Use Title One Parent funds to pay for parent workshops and to purchase materials and books for parents at meetings.	Increase parent and students attendance at school wide parent events as tracked through sign in sheets
3-21	Kinder/TK team meet with new incoming TK/K families in the spring to support the TK/K transition, and to answer questions and share about expectations for the fall.	Have attendance clerk reach out to incoming families to invite them to TK/K meeting.	Parents will start the school year knowing what is expected for thier child in Kinder or TK
3-22	Teachers were trained in as a staff in the Fall of 2017 on home visits. There is a goal of three home visits for each teacher over the year.	In fall 2018, review with staff the expectations for home visits. Ensure that any new teachers are trained by Family and Community Office so they can access grant funding to pay for any home visits they do.	Each teacher will conduct at least three home visits over the school year as evidenced through home visit report.
3-23	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	In data conferences with teachers, principal will view and review teachers' personalized learning plans for all students with disabilities.

CONDITIONS FOR ENGLISH LANGUAGE	Priority ("Big Rock"):	JUNE 2021 GOAL
	Acceleration	By June 2021 we will increase by 10% a year ELL student proficiency (at or above) as measured by SRI, and decrease by 10% a year students who are multiple years below grade level.

ENGLISH LANGUAGE LEARNERS		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		English Learner Reclassification	All Students	11.00%	14.00%	17.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		We will look at ELPAC data, F and P levels over time, informal teacher observations and assessments, student writing and classroom work.				
Theory of Action for English Language Learners Priority:		If we provide appropriate language scaffolds for students to access grade-level content across all content areas (integrated ELD), and if we provide targeted support for students based on their language level (Designated ELD), and we have a robust intervention plan for students far below grade level, ELL students will accelerate their academic language learning and increase their proficiency at measured by multiple language indicators.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
4-1	Teachers school wide will use scaffolds such as close sentences, realia, pictures, and sentence frames to support ELL and newcomer students access grade level concepts and language.	Principal, ITL and ILT will provide teachers will PD and PLC time to incorporate high-leverage language scaffolds into lesson and unit plans		During walk throughs we will see evidence of scaffolds such as close sentences, realia, pictures, and sentence frames in 85% of classrooms		
4-2	Teachers will develop content language objectives and focus on the language demands of tasks in order to best support ELL understanding and mastery of content area	Principal, ITL and ILT will provide teachers will PD and PLC time to incorporate content language objectives into lesson and unit plans		During walk throughs we will see evidence of content language objectives in 85% of classrooms		
4-3	Increase the use of blended learning time during the school day through the use of ST math and Lexia Core Five in each classroom across the school. By using ST math which has no language ELL's and Newcomers can easily access it to improve thier math skills. Lexia Core Five moves at the students pace and level which also allows access by newcomer and ELL students.	Work with our after school program Director to ensure there are weekly blended learning opportunities during after school time especially focused on ST math. Community Assistant will work to engage families. As well as connect them with resources through regular parent meetings and outside workshops to help increase parent engagement. Pay for licenses for ST math and Lexia Core Five.		Walkthroughs and daily/weekly lesson plans, as reviewed by principal, will show that 90% of teachers have a regularly scheduled blended learning block which provides students access to ST Math and Lexia Core Five.		
4-4	One STIP (1.0) provide Kinder/1st grade intervention	Pay for STIP for kinder intervention		Through regular data conferences and walk through observations to ensure that the STIPP sub is supporting kinder and 1st grade students working below grade level. Students who receive intervention will show growth on the SRI, and F and P and other district assessments over the school year.		

4-5	ITL provide intervention (3 LLI groups =12-14 students) to 4th and 5th grade students	Pay for a portion of the ITL's salary	Over the year the students should move 5-7 levels.
4-6	Ensure that each classroom K-3rd has an Experince Corp tutor and that our bilingual classrooms have a spanish speaking tutor to support students in thier home language.	Contract with Experince Corp to provide trained literacy volunteers in all K-3rd grade classrooms.	Our bilingual students will recieve additional support from STIPP in thier home language to support thier acceleration.
4-7	Teachers will refer students through data conferences who have not made baseline growth at the end of each Trimester for specific intervention with a focus on our ELL and newcomer students.	Create a stronger school wide acceleration program utilizing LLI and Reading Upgrade. Use a school wide data tracker for all students working below grade level. Acceleration support will be provided by our TSA, 2 STIPP subs, and Experience Corp Trained Volunteers in K-3rd as well as through our afterschool program.	The lowest performing student group will accelerate F/P scores by 4 levels per academic year and SRI by 150 points per year.
4-8	Year 2 of School Wide GLADD work to support all our students but especially our ELL students and newcomers learn and use more academic language in Science, Social Studies, and ELA units.	Have at least two GLADD PD 4-6 week cycles next year on our PD Calendar for teachers to plan, implement, and refine thier GLAD units.	We should see increase on F/P scores, science assessments, and writing assessments
4-9	Provide translation support through Spanish speaking MCS staff, OUSD newcomer office and EBAYC staff to ensure ELL and newcomer families have translation support at report card and goal setting meetings 3 x a year. (Typically Spanish, Chinese, Mum, Karen, Arabic, Farsi)	Work with Newcomer Office, Spanish speaking staff on site, and EBAYC to create a translation document for teachers to sign up for translation at thier conferences.	CHCKS survey data will show that 70% of our parents feel they know how their child is doing academically and how they can support them at home.
4-10	All teachers K-3 will provide daily ELD to students in leveled grade level groups (High, medlium, and Low) for 30 minutes daily using systematic ELD kits. 4th and 5th grade teachers will provide daily ELD to thier classes using SERP word generation program 30 minutes a day 4 days a week.	Regular walk throughs during ELD time to ensure all teachers are doing ELD using the curriculum with thier classes and that they are providing the needed scaffolds for students are present in the room. (Sentence frames, pictorical input charts, realia, vocabulary word walls)	
4-11	Have one STIP sub provide academic interventon for Newcomers 2nd-5th grade students using LLI and other materials.	Ensure Newcomer STIP attends relevant trainings. Pay for a Newcomer STIP.	Through regular data conferences and walk through observations to ensure that the STIPP sub is supporting newcomer students. New Comer students will show growth on the LPAC, SRI, and F and P over the school year.

4-12	One STIP (1.0) provide 2nd and 3rd grade intervention for both bilingual (In Spanish) and Sheltered English Students (in English)	Pay for STIP for 2nd and 3rd intervention	Through regular data conferences and walk through observations to ensure that the STIPP sub is supporting 2nd and 3rd grade students working below grade level. Students who receive intervention will show growth on the SRI, and F and P and other district assessments over the school year.
4-13	Teachers use data to determine which students to recommend for different intervention programs.	Ensure there is time at PD for the PIP 10 to make sure that teachers are regularly updated. Meet with STIPP subs each trimester to make needed changes to intervention groups	There will be growth in the reading levels of students who are in intervention over time.
4-14	K-3 Teachers provide intervention in their classrooms 2 days a week after school	Observe intervention at least 2x a trimester Pay K-3 Teachers to provide intervention	There will be growth in the reading levels of students who are in intervention over time.

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	School Climate & Culture	A1.6 After School Programs	5825				179-1
\$2,425.00	General Purpose Discretionary	Subs	Acceleration	A2.8 Data & Assessment	1150				179-2
\$20,169.28	General Purpose Discretionary	Supplies	School Climate & Culture	A2.9 Targeted School Improvement Support	4310				179-3
\$10,689.58	General Purpose Discretionary	Equipment	Acceleration	A2.3 Standards-Aligned Learning Materials	4410				179-4
\$10,000.00	General Purpose Discretionary	Copier	School Climate & Culture	A2.3 Standards-Aligned Learning Materials	5610				179-5
\$11,461.34	General Purpose Discretionary	Noon Supervisor	School Climate & Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0190	0.40	179-6
\$33,065.11	General Purpose Discretionary	Bilingual Attendance Clerk	School Climate & Culture	A5.4 Root Causes of Chronic Absence	2205	SPECIALIST, ATTENDANCE BILINGU	SPATBL0011	0.50	179-7
\$38,211.69	General Purpose Discretionary	Reading Coordinator	Acceleration	A3.2 Reading Intervention	1305	COORDINATOR CERTIFICATED	CCERTF9999	0.26	179-8
\$25,000.00	LCFF Concentration	Surplus, possibly for ITL	Acceleration	A3.4 Teacher Professional Development focused on Literacy	4399				179-9
\$686.90	LCFF Supplemental	Supplies to support academic acceleration	Acceleration	A2.3 Standards-Aligned Learning Materials	4310				179-10
\$27,246.00	LCFF Supplemental	Surplus, possibly for ITL	Acceleration	A2.9 Targeted School Improvement Support	4399				179-11

\$25,280.02	LCFF Supplemental	Recess Coach	School Climate & Culture	A5.1 School Culture & Climate (Safe & Supportive Schools)	2205	SCHOOL ENRICHMENT RECESS COACH	SCENRC0004	0.75	179-12
\$45,286.38	LCFF Supplemental	STIP to support academic acceleration	Acceleration	A4.3 Newcomer Programs	1105	TEACHER STIP	TCSTIP0644	1.00	179-13
\$52,783.48	LCFF Supplemental	STIP to support academic acceleration	Acceleration	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0645	1.00	179-14
\$59,303.44	LCFF Supplemental	STIP to support academic acceleration	Acceleration	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0744	1.00	179-15
\$88,294.31	LCFF Supplemental	Reading Coordinator	Acceleration	A3.2 Reading Intervention	1305	COORDINATOR CERTIFICATED	CCERTF9999	0.61	179-16
\$13,002.89	Title I: Basic	Extra Time	Acceleration	A3.1 Blended Learning	1122				179-17
\$8,190.15	Title I: Basic	Technology	Acceleration	A3.1 Blended Learning	4422				179-18
\$8,000.00	Title I: Basic	Experience Corps contract	Reading	A3.2 Reading Intervention	5825				179-19
\$4,000.00	Title I: Basic	Licenses	Acceleration	A3.1 Blended Learning	5846				179-20
\$65,124.14	Title I: Basic	Social Worker	School Climate & Culture	A5.2 Health and Wellness (Mental & Physical Health)	1205	SOCIAL WORKER	SOCWKR0015	0.60	179-21
\$2,418.03	Title I: Parent Participation	Consultants	School Climate & Culture	A6.1 Parent/Guardian Leadership Development	4399				179-22



Title I School Parental Involvement Policy 2017-18

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Manzanita Community agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their school's participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title 1 Plan.

As part of our Orientation in August, we review the school's Parent Involvement Policy, School Compact, and School Code of Conduct with parents. At our Back To School Night event in September we review our CST data, explain our Title I status as well as how Title I funds are spent, and hold elections for new SSC members. An invitation and reminder flyer for our annual Title I meeting, SSC Elections, along with a reminder in the MCS Homeschool bi-weekly letter is sent home to parents. In addition to this, two robo-call reminders about these events go out to parents the week before the event.

- Offer a flexible number of meetings for parents.

We have a MCS Homeschool Letter in English and Spanish with announcements, special events and important meeting reminders that is sent home bi-weekly. Posters of current Homeschool letters are posted at various school entrances and announcements are posted on our parent board by the main office. We also hold meetings in the morning, during the school day, and after school to accommodate parents with various work schedules. Our community service worker organizes a parent representative meeting at the beginning of the school year to encourage parents to get involved in their child's classroom. Each classroom has two Parent Reps who then meet with the Principal and Community Service Worker once a month to talk about school issues and find out how they can support upcoming school wide events. Our After School Program (ASP) also holds a Parent Action Meeting once a month at which all parents are welcome to attend. The Parent Action Meetings address and discuss how to better support their child at home as well as review school procedures, school options (for fifth grade parents), and district policies.



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- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

All parents are invited to be part of our School Site Council (SSC) and encouraged to nominate themselves and other parents for membership during SSC elections at Back To School Night in September. Parents are invited to attend Title I program and SSC meetings throughout the year via flyers and the bi-weekly Homeschool Letter.

- Provides parents of Title I students with timely information about Title I programs.

We provide parents with important Title I program information, updates, and changes at various school wide events such as Back to School Night, Parent Rep meetings, SSC meetings, and monthly Parent Action Meetings. Parents are given 1-2 weeks' notice via the homeschool bi-weekly letter, and flyers that are sent home and posted throughout MCS. We also send out recorded and text reminders through the school's automated messenger system.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

As part of Back to School Night, we present the most recent CST scores, explain the significance of each proficiency level, and provide data on our student's growth from the previous year. We also review the district Benchmark Exams, how often they are given, and what they help measure. Teachers continue this discussion in the classrooms with details about specific assessments they use in addition Benchmark exams, and also covered key standards they will focus on throughout the school year.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The principal is ready and willing to meet with parents one-on-one or in a group setting at their request. SST's are provided as needed or at the parent's request.

School-Parent Compact

Manzanita Community School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

Manzanita Community School:

Engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

We have monthly Parent Meetings throughout the school year. Past topics have included Science Night, Literacy Night, an intro to a new social emotional curriculum, and student academic showcase. We also have monthly Parent Academic Meetings for students 2nd -5th grade at which teachers present how parent can better support their child at home. The focus is on providing a grade level overview for ELA, Math, and preparation for the CST. Dinner and refreshments are always provided for families who attend. Lastly, we have monthly Parent Rep meetings, SSC, and ELAC meetings that give parents more opportunities to learn about the school's academics.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

Materials and training for Title I parents are provided at monthly Parent Meetings throughout the school year. Past topics have included Science Night, Literacy Night, an intro to a new social emotional curriculum, and student academic showcase. We also have monthly Parent Academic Meetings for students 2nd -5th grade at which teachers present how parent can better support their child at home. The focus is on providing a grade level overview for ELA, Math, and preparation for the CST. Dinner and refreshments are always provided for families who attend. Lastly, we have monthly Parent Rep meetings, SSC, and ELAC meetings that give parents more opportunities to learn about the school's academics.



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- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Teachers and staff participate in trainings lead OCO on Home Visits and Parent Outreach throughout the school year. Our community service worker coordinates and facilitates parent workshops, trainings, and parent rep meetings and encourages parents to participate in SSC and ELAC meetings.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

We send out a bi-weekly homeschool letter that reminds parents about important meetings or programs. We also have parents who volunteer daily in their child's classroom, Safety Patrol, lunch supervision, and in the main office. School staff give presentations and tours of the school to parents interested in our TK/Kinder programs in November and December. School tours are also available at the parent's request and during Kinder Night where new parents came meet K teachers.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

We send out a bi-weekly Homeschool letter in English and Spanish with important school announcements and reminders. The MCS Homeschool letter is posted up around the school and blown-up into poster size for easy visibility.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

The principal is available to meet with parents one-on-one to give detailed information or further explanation/support on a meeting topics and workshops. Parents are provided with one-on-one or group translation services by school staff or OUSD's translation department as need during parent-teacher conferences, workshops, trainings, SSC, ELAC, and other school-wide events. MCS provides parents with necessary documents for training and workshops as well as requests for a parent guide, academic calendar, School Performance Framework, information on Williams, and so on.



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Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Parents are provided with one-on-one or group translation services by school staff or OUSD's translation department as need during parent-teacher conferences, workshops, trainings, SSC, ELAC, and other school-wide events. MCS provides parents with necessary documents for training and workshops as well as requests for a parent guide, academic calendar, School Performance Framework, information on Williams, and so on.

Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by:

- Annual Title I meeting in September
- Monthly Parent Action Committee
- Monthly SSC meetings

This policy was adopted by the Manzanita Community School Site Council on January 29, 2018 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children on 2/22/18. It will be made available to the local community on 2/22/18. The Manzanita Community School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Ayana Spwan

Principal's Signature

1/29/18

Date

Dwan May

SSC Chairperson

1/29/18

Date



MANZANITA COMMUNITY SCHOOL COMPACT

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

Student Pledge

As a student, I will be responsible for:

Being respectful

- Use respectful words and body language with adults and children on campus
- Take care of school property

Being responsible

- Follow school rules
- Come to school with the purpose of learning
- Keep hands, feet, and objects to myself at all times

Being a learner and a teacher

- Be a role model
- Help others to learn
- Ask questions when I have them

Being kind

- Use "I-messages" to solve conflicts
- Use good manners in all situations

Being committed

- Complete assignments neatly and on time
- Keep my work area and supplies neat and organized
- Spend time at home studying and/or reading every day
- Work as hard as I can

Student Signature



Parent/Guardian Pledge

As a parent, I will be responsible for:

Teaching respect

- Model school rules
- Use respectful words and body language with adults and children on campus

Being responsible

- Provide adequate food and rest so my child is ready to learn
- Keep emergency and contact information current

Being a learner and a teacher

- Ask questions to school personnel when I have them
- Participate in school wide functions, parent meetings, etc.
- Help my child complete homework and other responsibilities

Being kind

- Keep communication open, honest, and respectful with a focus on the child
- Follow pick-up and drop-off procedures

Being committed

- Make sure my child arrives on time and attends school every day possible
- Keep informed of school events by reading the weekly Home School Newsletter
- We make a commitment to work together to carry out this agreement

Parent Signature

Teacher Pledge

As a teacher, I will be responsible for:

Teaching respect

- Model school rules
- Use respectful words and body language with adults and children on campus

Being responsible

- Set high academic and social standards for all students
- Motivate and engage students in a dynamic learning experience



Manzanita Community School

2409 East 27th Street

Oakland, CA 94601

Office: (510)535-2822

- Provide a secure, caring, and healthy learning environment

Being a learner and a teacher

- Continue my professional growth as an educator
- Explain my expectations, instructional goals and grading system to students and parents

Being kind

- Keep communication open, honest, and respectful with a focus on the child
- Provide a welcoming environment

Being committed

- Provide the best teaching I can
- Use a variety of methods and tools to motivate all students
- Ensure that all students know that they can learn.

Teacher Signature

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

Signed on this _____ day of _____, 20_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: Manzanita Community School

Chairperson : D'wan Mays
Vice Chairperson: Catalina Alejandre
Secretary: Regina Morones

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Eyana Spencer	X			
Briana Cappelli		X		
Charles Mintz		X		
Katherine Blackburn		X		
Regina Morones			X	
D'wan Mays				X
Catalina Alejandre				X
Maude Acoff				X
Tiana Woodridge				X
Misha Fifer				X

Meeting Schedule (day/month/time)	10/04/17 at 4:30 pm
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SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

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