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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 SEED Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.

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

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

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

- Title I, Part A, 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 SEED Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Manzanita SEED Elementary School
CDS Code: 1612590110247
Principal: Rachelle McManus
Date of this revision: 5/17/2024

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: Rachelle McManus

Position: Principal

Address: 2409 East 27th Street
Oakland, CA 94601

Telephone: 510-535-2832

Email: rachelle.mcmanus@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: **5/17/2024**

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 SEED Elementary School **Site Number:** 175

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" 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 (ASFS) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input 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:

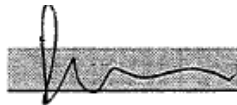
Date(s) plan was approved: 5/17/2024

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:

Rachelle McManus
Principal


Signature

5/23/24
Date


Tahnee Camacho
SSC Chairperson


Signature

5/23/24
Date

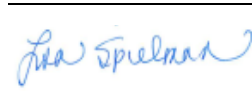
Sabrina Moore
Network Superintendent


Dr. Sabrina Moore
Signature


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

5/23/24
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature


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

5/23/24
Date

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Manzanita SEED Elementary School **Site Number:** 175

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/11/2024	SSC & SELLS combined	Shared rationale and overview of site plan.
1/22/2024	Instructional Leadership Team	ILT summit - reviewed data and discussed school needs.
1/17/2024	SSC & SELLS combined	Shared rationale and proposal for Title I/Title IV funds. Voted on Title I/Title IV funds.
2/29/2024	SSC & SELLS combined	
2/26/2024	Staff Meeting	Shared funding plan for Community Schools Grant. Conducted feedback survey for Community Schools Grant.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$128,770.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$841,265.00

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)	\$117,360	LCFF Discretionary (General Purpose Discretionary #0000)	\$20,550
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,260	LCFF Supplemental (LCFF Supplemental #0002)	\$219,375
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)	\$8,150	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$70,087
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$128,770		\$712,495

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$841,265.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Manzanita SEED Elementary School

School ID: 175

CDS Code: 1612590110247

SSC Approval Date: 5/17/2024

Board Approval Date: 8/14/2024

School Mission and Vision

Vision

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

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

Mission

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

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

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

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

Diversity, Equity, and Inclusion

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

Purpose of this Plan

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

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Multiracial Students, Students with Disabilities,

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted 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 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 have experienced teachers and access to solid curriculum through a combination of Adelante/Advance and teacher-created expedition materials. However, the diversity of the school means that there are multiple groups of very different learning levels and teachers are working hard to differentiate.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.2%	10.6%	63.3%	0.5%	11.6%	15.5%	79.7%	44.0%	1.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.3%	6.3%	3.4%	0.7%	0.0%	0.5%	76.8%	5.3%	91.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.
Identified School Need:	Refresh our strategic language allocation model and align all teachers; increase student discussion opportunities in classrooms; increase small-group ELD and SLD support; increase small-group foundational skills support in English and Spanish.

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	4.9%	not available until fall 2024	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.7%	not available until fall 2024	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	30.6%	not available until fall 2024	not available until fall 2025	70.0%

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	-44.1	not available until fall 2024	not available until fall 2025	-14.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	47.2%	not available until fall 2024	not available until fall 2025	70%

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	-53.5	not available until fall 2024	not available until fall 2025	-23.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	15.8%	not available until fall 2024	not available until fall 2025	70%
California Science Test (CAST) Standard Met or Exceeded	All Students	36.5%	not available until fall 2024	not available until fall 2025	70%

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

School Goal:	EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Black students will reduce their distance from standard met in ELA SBAC by 10%.
Identified School Need:	Refresh our strategic language allocation model and align all teachers; increase student discussion opportunities in classrooms; increase small-group ELD and SLD support; increase small-group foundational skills support in English and Spanish.

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	-138.8	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	African American Students	-53.3	not available until fall 2024	not available until fall 2025	-75
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	50.0%	not available until fall 2024	not available until fall 2025	20.0
SBAC Math Distance from Standard Met	Special Education Students	-142.7	not available until fall 2024	not available until fall 2025	-110.0
SBAC Math Distance from Standard Met	English Learners	-101.0	not available until fall 2024	not available until fall 2025	-70

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.2%	not available until fall 2024	not available until fall 2025	30%
LTEL Reclassification	Long-Term English Learners	25.0%	not available until fall 2024	not available until fall 2025	35%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:		Students decrease chronic absenteeism by 10%.			
Identified School Need:		Proactive attendance messaging, both for every day attendance and on-time arrival as well as messages around planning vacations to fall within vacation time.			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	100%
Out-of-School Suspensions	All Students	0.2%	not available until fall 2024	not available until fall 2025	0%
Out-of-School Suspensions	African American Students	2.2%	not available until fall 2024	not available until fall 2025	0%
Out-of-School Suspensions	Special Education Students	1.3%	not available until fall 2024	not available until fall 2025	0%
Chronic Absenteeism	All Students	66.1%	not available until fall 2024	not available until fall 2025	19%
Chronic Absenteeism	African American Students	67.4%	not available until fall 2024	not available until fall 2025	16%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:		We will continue to build diverse grade teams of teachers who plan to commit to SEED for multiple years.			
Identified School Need:		Continued and expanded district recruiting support, particularly of bilingual teachers. Advocacy from district around making it easier for qualified Spanish-dominant teachers to work (e.g. CBEST extensions if teacher can show BA or teaching credential from home country)			
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	76.8%	not available until fall 2024	not available until fall 2025	80%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.</i>	<p>I-ready mid-year diagnostic data shows 36% of 3rd-5th grade students at early-mid grade level.</p> <p>SBAC scores rose slightly in all grades, outperforming the OUSD average.</p>
LCAP Goal 2:	<i>EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Black students will reduce their distance from standard met in ELA SBAC by 10%.</i>	<p>Two-way, 50/50 dual language program with significant language supports has helped our EL students grow their English skills by building on and translanguaging from Spanish skills. Additional targeted support from our STIP sub leading newcomer groups is also a strength.</p> <p>Targeted academic supports in English and Spanish for our Black students, through our Early Literacy Spanish tutor and our AAMA teacher, is a strength in supporting our Black students.</p>
LCAP Goal 3:	<i>Students decrease chronic absenteeism by 10%.</i>	<p>Site has supported families through: Community Schools Manager position that provides resources and communication to families as well as mental health and SEL leadership, coordination and support. PTU supports family involvement in school planning and decision making activities. Principal hosts monthly Coffee with the Principal. Teacher lead workshops. Restorative Justice teacher has worked with students and families experiencing conflict and behavioral issues at school. Counseling interns have provided one on one counseling and social skills groups.</p>
LCAP Goal 4:	<i>We will continue to build diverse grade teams of teachers who plan to commit to SEED for multiple years.</i>	<p>High teacher and staff retention year over year, positive and supportive staff climate with strong communication structures for staff. Each teacher team is offered two planning days per year to support strong instruction.</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%. 80% of students in Kinder will master letter names and letter sounds in both languages.</i>	I-ready mid-year diagnostic data shows 36% of 3rd-5th grade students at early-mid grade level. SBAC scores rose slightly in all grades, outperforming the OUSD average.
LCAP Goal 2:	<i>EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Black students will reduce their distance from standard met in ELA SBAC by 10%.</i>	Focal Subgroups: Need to continue to decrease opportunity/achievement gaps for focal subgroups at SEED: African-American, students with IEPs, ELLs. Supporting teachers to strengthen designated language development time in both English and Spanish to support our ELLs and SLLs.
LCAP Goal 3:	<i>Students decrease chronic absenteeism by 10%.</i>	Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve. We have been especially challenged to support the chronic absenteeism for the following 3 student groups: African American Students, Multiracial Students, and Special Education Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023.
LCAP Goal 4:	<i>We will continue to build diverse grade teams of teachers who plan to commit to SEED for multiple years.</i>	Staff Supports: Challenge of new principal learning the needs and strengths on the campus, challenge of new CSM learning the systems and structures, challenge of principal and CSM creating integrated support systems. Hiring challenges leaving us under-support-staffed - only one recess supervisor and no TSA.

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Multiracial Students	62.2%	not available until fall 2024	not available until fall 2025	17.1%
Chronic Absenteeism	Special Education Students	75.6%	not available until fall 2024	not available until fall 2025	32.4%

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

School: Manzanita SEED Elementary 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.

All SEL and mental health strategies and actions have been implemented fully and are having positive outcomes for the students we are able to provide services for. The academic strategies and actions have been pushed forward by our new TSA, our committed ILT, and the principal working in collaboration. ILT has been pushing forward visioning work around the language allocation model and expedition support. Student academic support strategies and actions have been implemented by STIP sub team, Early Literacy Tutors, and TSA.

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

We are refining and strengthening our community school team, with CSM and COST team hitting their stride and with RJ, counseling interns and Fred Finch supporting, we are able to provide stronger mental health services than last year. We are building and norming our academic leadership team, with a new TSA planning PD in collaboration with teachers.

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.

Most goals, outcomes, and strategies will remain the same and be updated based on our progress so far this year. The budget will remain mostly the same to enable us to keep the staff we have and recruit more for vacant positions.

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?
Teacher Extended Contract	Student Connectedness to School	Provides teachers extra paid hours to meet with parents and conduct workshops on topics that are important to the community.	<ul style="list-style-type: none"> - At least one teacher has attended every Black Family Engagement meeting. - We have offered extended contract to all teachers for home visits. None have as yet taken us up. - We have conducted one Spanish lesson at BFE. 	Continue, with a stronger vision next year around what workshops we would like to provide parents, and clearer communication that this extended contract money can also be used for the planning of the workshops.

Meeting Translation	Student Connectedness to School	Provides funding for paid interpretation for parent meetings.	<ul style="list-style-type: none"> - We have offered extended contract to teachers for necessary translation at every meeting. - CSM has translated for free at 15 meetings. - OUSD funding is difficult to use for informal parent translation, which is useful for Mam translation 	Adjust this funding to support refreshments instead of translation.
12-Month Community School Manager	Student Connectedness to School	Community Schools Manager position provides resources and communication to families as well as mental health and SEL leadership, coordination and support.	This position and role is working very well in supporting our students and building systems and structures. We were able to lead three times the number of Student Support Team meetings this year than last year due to CSM's leadership in the COST process.	Continue
Edtech licensing	College/Career Readiness	Provides curricular support through Raz-Kids and ST Math.	<p>Third grade's reading data is the strongest in the school. This grade uses Raz Kids and Epic Reading more than any other.</p> <p>Teachers use educational technology to support teaching in a differentiated small group modality. Small groups is where teachers are able to provide targeted instruction including skills-based reading groups, targeted intervention, and designated language development.</p>	Continue
Field Trip Transportation	College/Career Readiness	Our project-based learning curriculum depends on fieldwork: field trips connected to the curriculum.	This works very well; we will be supplementing funding with funding from other streams. Every grade has gone on at least two field trips already this year and some have gone on 4, with more planned by the end of the year.	Continue

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

School: Manzanita SEED Elementary School

SCHOOL ID: 175

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%.
80% of students in Kinder will master letter names and letter sounds in both languages.

Identified Need:

Refresh our strategic language allocation model and align all teachers; increase student discussion opportunities in classrooms; increase small-group ELD and SLD support; increase small-group foundational skills support in English and Spanish.

#	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	Curriculum Integration: SEED will adopt EL as our ELA curriculum. All teachers will receive foundational EL training. Teachers will continue to collaborate to strategically integrate EL Ed with Eureka Math, Adelante for SLA, FOSS and social studies curricula under the umbrella of our project-based expeditions.	All Students	Academic	Tier 1 - Universal
1-2	<p>Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.</p> <p>In Tier I English, K-2 will teach one SIPPS cycle (60 days), followed by phonics instruction based in ELA curricula. In Tier I Spanish, K-2 will teach Spanish phonics based in SLA curricula.</p> <p>We will implement progress monitoring and follow up whole group SIPPS with differentiated small group reading intervention through SIPPS for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.</p>	All Students	Academic	Tier 1 - Universal

1-3	Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	Low Income Students	Academic	Tier 2 - Supplemental
1-4	Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' academic needs.	All Students	Academic	Tier 1 - Universal

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

School Goal:	EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Black and Multiracial students will reduce their distance from standard met in ELA SBAC by 10%.
Identified Need:	Refresh our strategic language allocation model and align all teachers; increase student discussion opportunities in classrooms; increase small-group ELD and SLD support; increase small-group foundational skills support in English and Spanish.

#	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	Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	English Learner Students	Academic	Tier 1 - Universal
2-2	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	African American Students	SEL / Mental Health	Tier 1 - Universal
2-3	Family Language Engagement: Teachers will work with families to communicate important information about their student's language and literacy learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' language and literacy needs.	All Students	Academic	Tier 1 - Universal
2-4	Language Allocation: Teachers will collaboratively implement Year 2 of a 2-year language allocation implementation plan to refine the breakdown of subject matter into the two languages, based on research-based best practices in dual language programs and various external pressures (i.e. standardized tests).	All Students	Academic	Tier 1 - Universal

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

School Goal: Students decrease chronic absenteeism by 10%.

Identified Need: Proactive attendance messaging, both for every day attendance and on-time arrival as well as messages around planning vacations to fall within vacation time.

#	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	<p>SEL Schoolwide Support: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school. PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED. Supported by RJ teacher, teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.</p>	All Students	Behavioral	Tier 1 - Universal

3-2	Classroom SEL: Teachers will implement signature classroom practices consistently, including: - Caring School Community - Morning meetings and regular restorative circles, - Yo Te Veos, - Peace Corners, - I Statements, - SEED character traits, - Setting clear and consistent expectations, - Restorative conflict resolution for peer and student-teacher conflicts, - Use of trauma-informed and de-escalating strategies for dysregulated students, - Diversity in books and materials in each classroom, - Culturally responsive SEL and instructional practices	All Students	Behavioral	Tier 1 - Universal
3-3	Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	Multiracial Students	Behavioral	Tier 2 - Supplemental
3-4	Family SEL Engagement: At family conferences, teachers will work with families to communicate important information about their student's social emotional learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' social emotional needs.	All Students	Behavioral	Tier 1 - Universal
3-5	Targeted Home Visits for chronically absent SpEd students: Teachers and CSM will work together to implement home visits for students with IEPs who are chronically absent.	Special Education Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal:	We will continue to build diverse grade teams of teachers who plan to commit to SEED for multiple years.
Identified Need:	Continued and expanded district recruiting support, particularly of bilingual teachers. Advocacy from district around making it easier for qualified Spanish-dominant teachers to work (e.g. CBEST extensions if teacher can show BA or teaching credential from home country)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Supports for Teachers: SEED Leadership will continue to be as collaborative, flexible, and empathetic as possible to build a stable staff who commit to community outcomes and experience a sense of autonomy and empowerment in their part in the community. Leadership will offer two covered planning days per year to all teachers and will support access to coaching and PD whenever possible.	All Students	Academic	Tier 1 - Universal
4-2	Equity and Antiracist Practices as a Support/Retention Program: Leadership will continue to prioritize access to equity and antiracism trainings and collaborative structures to ensure that our diverse teaching staff all feel supported and respected. New teachers will participate in a monthly antiracist reading group PLC focused on Ibram X. Kendi's "How to be an Antiracist."	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i>				
#	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	Focus on Spanish Language Development for Black Students: Leadership will create opportunities for additional Spanish Language Development support for all students who are falling behind in Spanish, focusing on Black students falling behind.	African American	Academic	Tier 2 - Supplemental
5-2	BFE Communication: Teachers will rotate to regularly visit Black Family Engagement to communicate around Spanish standards and provide support around Spanish	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Designated ELD and SLD: Teachers provide 30 minutes daily of Designated Language Development in each student's L2, either in a small group or whole class.	English Learner Students	Academic	Tier 1 - Universal
6-2	Core ELL practices: Teachers collaborate with each other and leadership to identify core ELL practice to focus on and refine school-wide during 24-25 academic year	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Toshiba Contract	\$6,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Curriculum Integration: Teachers continue to collaborate to strategically integrate Benchmark, EL Ed, Eureka, and expeditions.	175-1
4310 - Materials and Supplies	\$14,550	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-2

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2222 - Classified ET/OT	\$3,000	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		SEL Schoolwide Support: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school. PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED. Supported by RJ teacher, teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-3

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
5826 - Professional Contracted Bus Services	\$10,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-4
5846 - Licensing Agreements	\$11,029	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-5
5825 - Consultants	\$15,209	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	175-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Clerk Bilingual	\$37,829	LCFF Supplemental	2405	Clerical Salaries	5028	Clerk, Bilingual	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		SEL Schoolwide Support: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school. PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED. Supported by RJ teacher, teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-7
4399 - Unallocated	\$61,501	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	175-8

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$80,808	LCFF Supplemental	1105	Certificated Teachers' Salaries	8720	STIP Teacher	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-9
5846 - Licensing Agreements	\$9,059	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-10

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$108,301	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	8589	12-Month Community School Manager	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	SEL Schoolwide Support: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school. PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED. Supported by RJ teacher, teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2222 - Classified ET/OT	\$500	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' academic needs.	175-12
4311 - Meeting Refreshments	\$510	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Family Language Engagement: Teachers will work with families to communicate important information about their student's language and literacy learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' language and literacy needs.	175-13
1120 - Teachers Salaries Stipends	\$2,250	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Family SEL Engagement: Teachers will work with families to communicate important information about their student's social emotional learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' social emotional needs.	175-14
5820 - BART and bus passes	\$8,150	Title IV, Part A Student Support & Academic Enrichment	5820	Bus Passes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-15

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Classroom SEL: Teachers will implement signature classroom practices consistently: some key practices might include: - Caring School Community -Morning meetings and Closing circles, - Yo Te Veos, -Peace Corners, -I Statements, -SEED character traits, -Setting clear and consistent expectations - Diversity in books and materials in each classroom - Culturally responsive SEL and instructional practices"	175-16
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Classroom SEL: Teachers will implement signature classroom practices consistently: some key practices might include: - Caring School Community -Morning meetings and Closing circles, - Yo Te Veos, -Peace Corners, -I Statements, -SEED character traits, -Setting clear and consistent expectations - Diversity in books and materials in each classroom - Culturally responsive SEL and instructional practices"	175-17
1150 - Teachers Substitutes	\$5,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Curriculum Integration: Teachers continue to collaborate to strategically integrate Benchmark, EL Ed, Eureka, and expeditions.	175-18
1120 - Teachers Salaries Stipends	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Curriculum Integration: Teachers continue to collaborate to strategically integrate Benchmark, EL Ed, Eureka, and expeditions.	175-19

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5739 - Direct Cost Mental Hlth Prvdr	\$20,000	California Community Schools Partnership Program	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-20

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	\$24,073	California Community Schools Partnership Program	2905	Other Classified Salaries	9971	Noon Supervisor	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		SEL Schoolwide Support: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school. PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED. Supported by RJ teacher, teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-21

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School	\$36,100	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8589	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		SEL Schoolwide Support: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school. PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED. Supported by RJ teacher, teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-22

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Restorative Justice Facilitator	\$74,088	California Community Schools Partnership Program	2205	Classified Support Salaries	8136	Restorative Justice Facilitator	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-23
5825 - Consultants	\$115,739	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-24
4310 - Materials and Supplies	\$8,427	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-25
Teacher Education Enhancement	\$30,021	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	2623	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-26

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$31,639	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	8314	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-27
Library Technician	\$47,645	Measure G, Library Support	2205	Classified Support Salaries	7783	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	175-28



School-Parent Compact

Manzanita SEED

2023-24

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 2023-24 school year.

School Responsibilities

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

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

Ensuring that each student has a highly qualified teacher in both English & Spanish. Setting high academic & character expectations for all students. Setting high standards for all staff to service families & students.

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

Teachers will be hosting 2 student-led conferences with families each year and presenting student learning at 1-2 expositions of student work per year.

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

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

4) Provide parents reasonable access to staff.

Teachers will support students & families by responding to their request for information within two days and welcoming families into the classroom (virtually or in-person).

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

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

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

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

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

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

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child’s extracurricular time by making sure my child reads at home at least 30 minutes daily and completes class assignments or homework.
- Making sure my child gets at least 9-10 hours of sleep a night.
- Supporting the school-wide discipline plan
- Check my child’s backpack regularly for important communication from the school
- Making sure my child wears the school uniform daily
- Sending only healthy snacks to school
- Attending 2 student-led report card conferences & 1-2 Expositions of student work.

Student Responsibilities

I will Support my learning at home by:

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

Manzanita SEED Elementary adopted this Compact on August 23, 2023 and will be in effect for the period of August 7, 2023 to May 25, 2024.

The school will distribute the Compact to all parents and family members of students participating in Title I, Part A program on or before (September 30th, 2023).

Signature of Principal: /s/ Rachelle McManus

Date: 08/31/2023

[Link to Parent and Family Engagement Policy](#)

Pacto entre la escuela y los padres

MANZANITA SEED

2023-24

Este Pacto entre la escuela y los padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela 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 un asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2023-24.

Responsabilidades de la escuela

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

- 1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo 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.**

Asegurando que cada estudiante tenga un maestro altamente calificado tanto en inglés como en español. Establecer altas expectativas académicas y de carácter para todos los estudiantes. Establecer altos estándares para que todo el personal sirva a las familias y los estudiantes.

- 2. Celebre conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.**

Los maestros organizarán 2 conferencias dirigidas por estudiantes con familias cada año y presentarán el aprendizaje de los estudiantes en 2 exposiciones del trabajo de los estudiantes por año.

- 3. Brindar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**

Los maestros organizarán 2 conferencias dirigidas por estudiantes con familias cada año y presentarán el aprendizaje de los estudiantes en 2 exposiciones del trabajo de los estudiantes por año.

4. Proporcionar a los padres un acceso razonable al personal.

Los maestros apoyarán a los estudiantes y las familias respondiendo a su solicitud de información dentro de dos días y dando la bienvenida a las familias al salón de clases (virtualmente o en persona)

5. Brindar 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 del salón de clases.

Se invita a las familias a apoyar las aulas, los maestros y los estudiantes aprendiendo sobre las oportunidades de voluntariado dentro de la escuela. En particular, nuestro subcomité de estudiantes del idioma inglés (SELLS) del sitio se enfoca en formas de involucrar significativamente a las familias EL, educarlos sobre el proceso de reclasificación y mantener a las familias informadas sobre oportunidades para observar y ser voluntarios en las aulas. Además, se brindan talleres para padres para brindarles a los padres las mejores prácticas relacionadas con las estrategias de instrucción.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

Las conferencias familiares incluyen el establecimiento de metas para los estudiantes, expectativas de nivel de grado para que las familias estén al tanto del progreso del estudiante para apoyar el seguimiento del progreso académico. Los datos y la información de asistencia se comparten con las familias en las reuniones de padres durante el año escolar.

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 miembros de la familia como socios iguales.

Sesiones de desarrollo profesional del personal que incluyen información sobre cómo involucrar a los padres y estrategias para construir relaciones impactantes con las familias.

8. Asegure una comunicación bidireccional regular 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.

Personal bilingüe certificado y de apoyo para apoyar las conversaciones y entre las familias en su idioma natal. Proporcionar a los maestros contactos para solicitar apoyos de traducción en el idioma según sea necesario para comunicarse con las familias en idiomas distintos del inglés y el español, como el árabe y el mam.

Responsabilidades de los padres

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

- Ofrézcase como voluntario en el salón de clases de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo asegurándose de que mi hijo lea en casa por lo menos 30 minutos al día y complete las asignaciones de clase o la tarea.
- Asegurarme de que mi hijo duerma al menos 9-10 horas por noche.
- Apoyar el plan de disciplina de toda la escuela
- Revisar la mochila de mi hijo regularmente para comunicaciones importantes de la escuela
- Asegurarme de que mi hijo use el uniforme escolar todos los días
- Enviar solo meriendas saludables a la escuela
- Asistir a 2 conferencias de boletas de calificaciones dirigidas por estudiantes y 2 exposiciones del trabajo de los estudiantes.

Responsabilidades del estudiante

- Apoyaré mi aprendizaje en casa al:
- Leer en casa durante al menos 30 minutos diarios
- Completar la tarea de alta calidad con orgullo.
- Llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días.
- Hablar con mi familia sobre lo que estoy aprendiendo en la escuela y cómo mi aprendizaje me está preparando para contribuir a una comunidad más grande.

Este Pacto fue adoptado por Manzanita SEED Elementary el 23 de agosto de 2023 y estará vigente durante el período del 8 de agosto de 2023 al 25 de mayo de 2024.

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 2023) o antes.

Firma de la directora: Rachelle McManus

Fecha: 8/31/2023



Title I, Part A School Parent and Family Engagement Policy

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

Manzanita SEED

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Holding parent-teacher-student lead conferences to discuss student's assessments, progress, achievements, and report cards, 2 whole school data conferences per year between families and principal at coffee with the Principal with TRANSLATION for Spanish speaking families.
- Building capacity with new and existing families around parent engagement and how they can learn more about school and get involved
- Working to ensure Spanish and Mam translation is present at as many parent events as possible

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- Getting to Know your school event
- The school communicates to families about the school's Title I, Part A programs by:
- The SSC meeting dates & agenda items will be advertised on Parent Square and posted 72 hours prior to the meeting outside the school office.

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

- During Get to Know your School Event, monthly SSC meeting, & end of data cycles, SEED teaching staff will provide an explanation of the curriculum, assessments, & proficiency levels students are expected to meet.
- During the monthly SSC meetings, data, student growth in literacy, mathematics, language acquisition growth will be communicated to all stakeholders.
- Twice a year, parents are expected to participate in the Student-Led Conferences
- Up to twice a year, parents are expected to participate in the Expositions ("Expo").

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Twice a year, parents are expected to participate in the Student-Led Conferences
- Up to twice a year, parents are expected to participate in the Expositions.
- Optional membership in any of our committees.
- Optional participation as a room parent.
- Optional participation in campus beautification projects.

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Parents, volunteers, administration, and school staff participate in supporting school activities through information about volunteering in the classroom and coordinating the role of the Family Room Leader.
- Seasonal events (e.g. fall harvest and winter holiday bazaar) inform families of school goals.

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

- Parent-teacher conferences, goal-setting conferences

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

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

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

- Monthly (SELLS) Site English Language Learners subcommittee, weekly Parent Square messages to families and parent/teacher conferences several times per school year.

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

- Monthly PTU (parent teacher union meetings), Black family engagement (BFE) meetings, coffee with the principal meetings, School Site Council (SSC). Committees can also communicate with staff via email, Parent Square, in-person scheduled meetings, or phone calls.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This Policy was adopted by Manzanita SEED Elementary on 08/23/2023 and will be in effect for the period of August 8, 2023 to May 25, 2024.

The school will distribute the Policy to all parents and family members of students on or before September 30th, 2023.

Name of Principal: Rachelle McManus

Signature of Principal: *Rachelle McManus*

Date: 08/31/2023

[Attached here is the School-Parent Compact.](#)

Política de participación de padres y familias de la escuela Título I, Parte A

Todas las escuelas del Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de los padres y la familia del Título I, Parte A.

MANZANITA SEED

acuerda implementar las siguientes prácticas de participación, de acuerdo con Estándares del Distrito Escolar Unificado de Oakland para la Participación Familiar Significativa:

Estándar 1 de participación familiar de OUSD: Programa de educación para padres/cuidadores

Las familias reciben apoyo con habilidades de crianza y crianza de los niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:

- Llevar a cabo conferencias de liderazgo entre padres, maestros y estudiantes para analizar las evaluaciones, el progreso, los logros y las boletas de calificaciones de los estudiantes. 2 conferencias de datos de toda la escuela por año entre las familias y el director en un café con el director con TRADUCCIÓN para familias de habla hispana.
- La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:
- Proporcionar a los padres acceso razonable al personal y reuniones periódicas entre padres y maestros, como IEP, SST, reuniones 504, etc.

Estándar 2 de participación familiar de OUSD: comunicación con los padres y cuidadores

Las familias y el personal de la escuela se involucran en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de padres y familias de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres deben ser invitados y alentados a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- Conociendo el evento de tu escuela

La escuela se comunica con las familias sobre los programas Título I, Parte A de la escuela mediante:

- Las fechas de las reuniones del SSC y los puntos de la agenda se anunciarán en el boletín mensual para padres y se publicarán 72 horas antes de la reunión fuera de la oficina de la escuela. Se enviará regularmente una llamada general con información pertinente sobre las reuniones.

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes al:

- Durante el evento Conozca su escuela, la reunión mensual del SSC y el final de los ciclos de datos, el personal docente de SEED brindará una explicación del plan de estudios, las evaluaciones y los niveles de competencia que se espera que alcancen los estudiantes.
- Durante las reuniones mensuales del SSC, los datos, el crecimiento de los estudiantes en lectoescritura, matemáticas y la adquisición del idioma se comunicarán a todas las partes interesadas.
- Dos veces al año, se espera que los padres participen en las conferencias dirigidas por estudiantes
- Dos veces al año, se espera que los padres participen en las Exposiciones.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entiendan por:

- Proporcionar información por mensaje de texto, correo electrónico y correo de voz en el idioma del hogar elegido por los padres.

Estándar 3 de Participación Familiar de OUSD: Programa de Padres Voluntarios

Las familias participan activamente como voluntarias y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias se ofrezcan como voluntarias en las aulas y otras actividades escolares al:

- Dos veces al año, se espera que los padres participen en las conferencias dirigidas por estudiantes
- Dos veces al año, se espera que los padres participen en las Exposiciones.

Estándar 4 de participación familiar de OUSD: aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Proporcionar suscripciones de estudiantes en línea a programas educativos en línea que brindan acceso desde el hogar a actividades individualizadas de matemáticas y lectura que están alineadas con el plan de estudios en el aula. Lectura de programas A-Z y matemáticas ST.

Estándar 5 de participación familiar de OUSD: poder compartido y toma de decisiones

Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al:

- Los padres, los voluntarios, la administración y el personal de la escuela participan en el apoyo a las actividades escolares a través de información sobre el voluntariado en el salón de clases y la coordinación del papel del "Líder Familiar de la sala".
- Los eventos de temporada (por ejemplo, la cosecha de otoño y el bazar de vacaciones de invierno) informan a las familias sobre las metas escolares.

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Conferencias de padres y maestros, conferencias para establecer metas,

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela al:

- Revisión anual del impacto de la comunicación como parte de la capacitación y auditoría del consejo escolar (SSC).

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, al:

- Subcomité de estudiantes del idioma inglés del sitio mensual (SELLS), correo electrónico semanal y mensajes de temas de conversación para las familias y conferencias de padres y maestros varias veces durante el año escolar.

La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:

- PTU (reuniones sindicales de padres y maestros) mensuales, reuniones de participación de familias afroamericanas (BFE), reuniones de café con el director, consejo del sitio escolar (SSC). Los comités también pueden comunicarse con el personal por correo electrónico, Parent Square, reuniones programadas en persona o llamadas telefónicas.

Estándar 6 de participación familiar de OUSD: colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:

- Ocurre durante la noche de regreso a la escuela, las noches de exposición, las conferencias de padres y maestros y el festival de otoño. La escuela comparte intencionalmente información relacionada durante todas las reuniones del comité de padres. (PTU, BFE, Café con la directora, SSC, SELLS)

Adopción

Esta Política fue adoptada por Manzanita SEED Elementary el 31 de agosto de 2023 y estará vigente durante el período del 8 de agosto de 2023 al 28 de mayo de 2024.

La escuela distribuirá la Política a todos los padres y familiares de los estudiantes el 30 de septiembre de 2023 o antes.

Nombre de la directora: Rachelle McManus

Firma del director: /s/ Rachelle McManus

Fecha:23/08/2023

Adjunto aquí está el Acuerdo entre la escuela y los padres.



Strategic Resource Planning (SRP)

Manzanita SEED ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Misty Waters
Vice Chairperson:	Tahnee Camacho
Secretary:	Rachelle McManus

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?)
1 Rachelle McManus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1 Olivia Udovic	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Natasha Saleski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
0 Yeny Corea Hernandez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Misty Waters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Tahnee Camacho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Akilah Vazquez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Ellen Hamilton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Bonita Herrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Danice Cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Second Wednesdays, 5-7 on Zoom
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

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