

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Manzanita Community Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Manzanita Community Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: Eyana Spencer
Date of this revision: 6/5/2017

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

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

Contact: Eyana Spencer
Address: 2409 East 27th Street
Oakland, CA 94601

Position: Principal
Telephone: 510-535-2822
Email: eyana.spencer@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Manzanita Community School

Site Number: 179

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

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

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

Date(s) plan was approved: 05/08/17 & 5/18/17


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

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

Signatures:

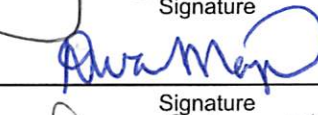
Eyana Spencer

School Principal


Signature

5/18/17
Date

Dwan Nays
Print name of SSC Chairperson


Signature

5/18/17
Date

Sara Stone

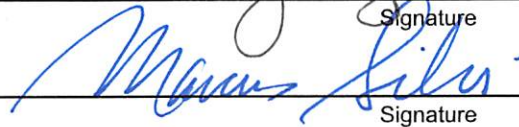
Network Superintendent


Signature

5/19/17
Date

Marcus Silvi

Coordinator, Office of Accountability Partners


Signature

5/25/17
Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Manzanita Community School

Site Number: 179

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

Date	Stakeholder Group	Engagement Description
9/26/2016	All Parents	Back to School Night Annual Title One Meeting -Reviewed SBAC and end of the year data with all families, let parents know we are a Title One school and what does that mean. Held SSC elections for open Parent spots.
2/12/2017	SSC	Safety Plan reviewed and approved the site plan with the SSC
3/20/17	SSC	Reviewed and approved the Title One expenditures from our SPSA 17-18
4/19/2017	Parent Meeting	Reviewed the results of our RBB session and our priorities from our SPSA in two parent sessions. One in English and one in Spanish.
5/8/2017	SSC	Reviewed and approved our SPSA 17-18 with our SSC members
5/18/17	SSC	Reviewed & Approved revisions to our SPSA 17-18 with SSC

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$74,313.15	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$233,461.49	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$429,403.48	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$66,300.72	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,214.67	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$68,515.39	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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

School Mission and Vision

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Reading

SCHOOL GOAL for Reading:

Increase the number of students reading on grade level as measured on the SRI and F and P

SCHOOL TARGETS for Reading:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	24.34%	29.34%	34.34%

Other Leading Indicators for Reading:

We will use the PIP (Personal Intervention Plan) which is an internal tracker to regularly update students reading progress and current interventions. We also hold Data Conferences 4 times a year with individual and teams of teachers.

NEEDS ASSESSMENT for Reading:

STRENGTHS	CHALLENGES
*BAL School year 4 *14 of the 16 new teachers attended BAL training along with other teachers * Literacy Coach led new teacher PD for 4-6 sessions at the start of the year	*16 new teachers in the past two years *Some new teachers need additional classroom books for classroom and take home leveled libraries.

ROOT CAUSE ANALYSIS

*High number of staff turnover in the past few years especially as staff had children and school demands on rigour and instruction increased
*Many students do not have deep libraries at home so more ownness on school to provide take home libraries

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Students will focus on basic facts for their grade level for the first half of the year and then for second half of the year make sense of problems and persevering in solving them.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Low-Income Students	17.00%	20.50%	24.00%

Other Leading Indicators for Mathematics:

We will track scores in end of unit math assessment data and SMI data across the school.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
-Invested in chromes and math programs to help support blended learning across the school. -Showed growth on SBAC - Teachers are using Purple Book and Expressions across the school. -Some classes are using Rocket Math as a supplemental program to help students with memorizing basic fact.	*Math has not been area of focus for a number of years *Currently very limited intervention taking in place in math *To many computer programs (ST math and Math upgrade being the two main ones) that aren't be used at high rates across the school

ROOT CAUSE ANALYSIS

-Because there is no intervention in math the students are behind stay behind. -School wide focus has been on ELA for a number of years.

CULTURE & CLIMATE PRIORITY: School Climate & Culture

SCHOOL GOAL for School Climate & Culture:

Reduce the number of suspensions for all students while also providing a campus that feels safe and engaging for parents and students. Reduce the in and out of school suspensions of AA and Latino Students

SCHOOL TARGETS for School Climate & Culture:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	African American Students	1.45%	0.00%	0.00%

Other Leading Indicators for School Climate & Culture:

We will track our URF and suspension data through the KPI reports. We will also look at CHCKS survey data from all stakeholders. As well as any other internal surveys that are given over the year.

NEEDS ASSESSMENT for School Climate & Culture:

STRENGTHS	CHALLENGES
*Strong PBIS Team *PBIS mid year walk through to collect data *Responsive Classroom used as foundational classroom climate curriculum elements of are presented in teacher led PD	*A jump in suspensions this past school year because of several students who had SPED placements parents didn't agree with so they remained in gen ed

ROOT CAUSE ANALYSIS
-Some students are coming without previous school experience -Both Kinder teachers were brand new

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Have a parent rep structure as well as be able to offer at least one parent workshop each month. Create a welcoming inclusive environment for all parents.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Number of parent workshops per month	All Students	n/a	n/a	100.00%

Other Leading Indicators for Family Engagement:

CHCKS parent survey, Internal parent survey, sign in sheets from family workshops and school wide events

NEEDS ASSESSMENT for Family Engagement:

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

ROOT CAUSE ANALYSIS

-Parents work schedules and child care make it challenging for some parents to attend the meetings or workshops.

ADDITIONAL PRIORITY: Acceleration

SCHOOL GOAL for Acceleration:

Create a stronger school wide acceleration program utilizing LLI, Reading Upgrade. Use a school wide data tracker for all students working below grade level. Acceleration support provided by our TSA, 2 STIPP subs, and Experience Corp Trained Volunteers in K-3rd as well as our After School Program.

SCHOOL TARGETS for Acceleration:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Development of a schoolwide tracker		n/a	n/a	In use

Other Leading Indicators for Acceleration:

We will have regular data conferences over the year to help identify which students are most in need of acceleration in reading and also math.

NEEDS ASSESSMENT for Acceleration:

STRENGTHS	CHALLENGES
*Multi tiered reading intervention system with support from 2 STIPPs, TSA, experience corps volunteers in 90% of K-3 classrooms, and K-3 teachers providing after school intervention 2 days a week. *Internal tracker PIP for teachers to regularly update student progress *Data Conferences four times a year with teams or individual teachers.	*Intervention mostly focused on reading while some teachers do math intervention as part of their after school intervention *Purchased computer programs that can be accessed from home. Log info is shared several times a year with parents and students

ROOT CAUSE ANALYSIS

Some students start school already behind where their peers are. School must have a system to catch those students up.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Reading:	If we meet with parents three times a year to set reading goals and also provide ways to support students at home then we will have more students leave their grade reading on grade level.
SCHOOL THEORY OF ACTION for Mathematics:	In the first trimester do a COI early in the year across the school based on the end of the unit math assessment. Math Learning walk across the school to identify school wide best practices.

SCHOOL THEORY OF ACTION for School Climate & Culture:	If we use past survey data to address concerns parents and staff have then our school will be more supportive of all students. By having a responsive COST team more students academic and social concerns will be identified and addressed.
SCHOOL THEORY OF ACTION for Family Engagement:	If we have a Community Asset. focused on engaging families and providing 1-1's and workshop space to do so our parent engagement will increase.
SCHOOL THEORY OF ACTION for Acceleration:	If we have a multi tiered intervention plan fewer students will leave their grade level significantly behind.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Increase the number of students reading on grade level as measured on the SRI and F and P
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	By September 2017 all Gen Ed teachers will meet with the parents and students (3rd-5th) to share student's current reading level and grade level goals as well as create a three month plan for how the teacher, parent, and student will work in support of that goal on triplicate paper.	Students who are reading below grade level will be entered in the PIP for progress monitoring over the year.	Ensure there is translation support for goal setting conferences three times a year in Spanish and other languages.
1-2	Teachers will use Readers and writers workshop as it is written as their base reading and writing curriculum	Principal and TSA will do targeted walkthroughs with feedback at least three Tuesdays a month. Principal will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships.	Restructure PD next year to include more structured planning time for teachers to plan using Common Core Standards and connecting them to the work in readers and writers workshop. Principal will meet weekly with the TSA to determine which teachers to coach, upcoming PD's, create agendas for ILT, and increase use of technology across the school to prepare for Common Core and SBAC
1-3	Teachers will send home weekly or daily reading logs to track independent reading along with comprehension questions. Teachers will also have take home books in their classroom for students to check out.	Principal and CCTL will monitor grade level reading logs.	Library Clerk to weekly book checkout for all grades to ensure students have texts to read at home and run independent reading campaigns four times per year

1-4	Teachers will pull their 2 lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration	At Data Conferences three times a year Teachers will identify who is currently receiving after school intervention. We will also use this as a time for the principal and TSA to meet with the STIPP intervention teachers to meet about thier intervention groups.	We will hire 3 STIPP subs FTE (2.8) to support our school day intervention along with our TSA running 3 to 4 intervention groups with our 4th and 5th graders.
1-5	Several times a year Teachers hold Grade Level Parent Academic Meetings with 1st-5th grade parents to review grade level data, give parents ways to support student learning at home, and answer parent questions.		Principal will calendar the meetings with the After School Program for parents once a month to provide additional home school connection opportunities through presentations, workshops, family nights, and student performances. Teachers will present to parents in grade levels 2 to 3 times a year if additional fund become available.
1-6	Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.	Principal and ILT will develop a model blended learing schedule for grade levels to use.	School will purchase software licenses to support blended learning across the school. Focusing on programs that students can also access from home.
1-7	Teachers will meet in PLC's each week to discuss students and instruction.	TSA and Principal will monitor work done through PLC structure by reviewing PLC notes, goals, and data at check in meetings.	Hold regular COST meetings at least three times a month to identify students in need of further academic, behavioral, or social interventions or testing. Teachers will present to panel made of School Psycolgist, School Social worker, nurse, and Resource Teacher to determine best next steps for students.
1-8	Teachers will take accurate attendance daily and follow up with parent phone calls to targeted students to ensure all students are coming to school as much as possible.	Have a school attendance team which meets weekly to provide targeted support to students and families with attendance issues.	Fund .50 of the attendance clerk to ensure it's a full time postion to help combat our 20% chronic absent rate.
1-9	Students who are identified as GATE students or working above thier peers will be supported through our BAL program since it's leveled though students will be exposed to more rigourus reading levels. In some cases students may be sent up to the next grade level for math or reading based on assessment data, teacher's recommendation, and parent request.	In some cases students in Resource will continue to get reading intervention from our STIP Subs or classroom teacher as well as support from the resource teacher to provide additional needed support.	Pay for Maintence Contract on our copy machine

1-10	teachers will begin to plan GLADD units connected to existing LC units or social studies or science.	ILT and Principal through bi weekly meetings will make sure there is PD focused on GLADD throughout the year along school PD.	There will be several GLADD PD's throughout the year
1-11	All MCS gen ed teachers will do 30 minutes of ELD every day using Systematic ELD kits. Students will be leveled by language ability across each grade level into High, Medium, and Low.	TSA and Principal will give teachers feedback based on observations of ELD lessons	There will be PD time for teachers to review student assessment data to level students for ELD, plan using the grade level kit, and prepare for initial ELD lessons in the fall
1-12	MCS Gen Ed teachers will work with Resource Staff to assure students with IEP's are getting the additional support they need to meet their yearly goals.	Our three SDC teachers and Resource staff will attend both SPED PD and also MCS PD to ensure they are working and planning in sync with our gen ed teachers.	School will purchase needed supplies for classroom.
1-13	Our three Special Day Class teachers will determine which grade level makes the most sense for them to work and plan with for different COI's to ensure their students are being exposed to grade level standards and expectations.		

Improvement Strategy #2:	Have school wide focus on building student's number sense through ST Math, weekly Number Talks Small group instruction, and Rocket Math.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers k-2 focus on daily math calendar activities	Targeted weekly walkthroughs to ensure all teachers K-2 are using Daily Calendar Math activities with feedback.	Purchase additional Calendar Math Kits.
2-2	K-5th grade teachers will focus on three reads, number talks, and problem solving.	Ensure that all new teachers take part in new teacher math PD. Do at least two COI's on math during the school year.	Provide funding for new teacher PD at the start of the year. With at least two sessions focused on math.
2-3	K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school in math and ELA	Data Conferences 3 times a year with teachers to meet and review recent assessment data. Also to highlight students in need further acceleration.	Fund extended contacts for all teachers K-3rd grade to do year long after school intervention.
2-4	Teachers provide students with daily blended learning time in math and ensure that students are moving through the levels of ST math during that learning time	Continue to define blended learning at MCS and increase the amount of technology students use throughout the day especially for acceleration through the purchase of additional software programs, apps, and devices.	If additional funding becomes available in the fall pay for ST math for the Site and an additional Chrome Cart for upper grade to share.

2-5	Teachers give beginning of the year assessments of all students in math to share with parents the second week of school.	Hold assessment week at the start of school for teachers to assess students 1-1 for reading and math beginning of the year assessments	Track how many parents each teacher has met with to meet our goal of 95% of parents across the school attending beginning of the year goal setting conferences.
2-6	Use of on line exit tickets to help teachers regularly assess students mastery of particular standards or concepts.	Provide teachers with PD on how to create and assess student exit tickets.	

Improvement Strategy #3:	Support students to use school-wide tools to help them solve conflicts safely and appropriately in order to reduce the number of URF's and suspensions especially of AA and Latino students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will hold Morning Meeting three times a week to help students practice social skills and conflict resolution as well to ensure all students including foster youth or students with trauma feel included and part of school.	Principal and CCTL will observe morning meetings at the start of the year.	PD in August will include a COI focused on morning meeting and behavior.
3-2	Teachers will use the environmental norms documents and do a self assessment in August to ensure their classroom meets MCS PBIS expectations.	Principal and PBIS team members will do at least one walk through a year focused on PBIS implementation.	PBIS team will meet once a month.
3-3	Teachers complete URF's for discipline issues with interventions listed	URF data reviewed at monthly staff meetings	Climate/COST meeting using URF data will meet three times a month focused on supporting students with behavioral, academic, or other concerns. Ensure known students in Foster care, transitional students, or not living with their parents are discussed at our meetings and receive the additional support and school materials they may need
	Teachers will initiate more parent contact both positive and following up with issues more consistently.	Principal will ask to see phone logs at Data Conferences three times a year.	August PD will focus on 5-1 parent contacts. There will be time in PD during the school year for teachers to make parent contacts.

3-4	Teachers will class through whole school guided tours across the school and also reinforce expectations in the class through use of photo cards and teachable moments.	Whole School Tours twice a year of the common spaces at the site and the expected behaviors in each area	Use URF's and Yard Meeting notes to determine what guided tours for January need to cover.
3-5	Teachers will give out MCS high five when they see students making good choices. Students trade tickets in at the end of the day for a prize.	School will begin to pilot experiential prizes at the end of each month that students can trade in tickets for.	Funds for prizes and experiential prizes to be purchased by the school
3-6	Teachers will teach about the Five Core Values in August and through morning meeting.	For the first 5 months of school one new school wide agreement will be shared with students and staff at whole school assemblies	Our school's Five Core Values are visible throughout the school. On posters in the main hallway. in every classroom and common space, on our school T shirts, and on our High Five tickets.
3-7	Teachers will use the MCS behavior Matrix to determine next steps for a student's behavior.	Co-constructed MCS behavior matrix updated and reviewed against the District's Behavior Matrix by teachers and staff at one Staff Meeting in the first half of the year.	SST's run by School Social worker and scheduled twice a week for students who we are having concerns about either academically or emotionally or both especially for students who are foster youth or students who have experienced parental death, divorce, or jail and need more emotional support in order to focus on school.
3-8	Teachers will present at COST to request more support for a student.	Cost Team will meet three times a month to ensure students in need of support are getting support.	Community Asst. (.50 FTE) and school social worker (.60FTE) support transitional families by connecting them with district services as well as community resources such as local food banks, shelters, and clothing resources.
3-9			Work with Alameda County to provide 1-2 Pre K summer classrooms for students who haven't had previous pre-school experience

3-10	Yard staff and teachers will have a MCS Yard Rule book to ensure all staff are enforcing the same rules and giving the same consequences consistently	4th and 5th grade students are trained on resolving conflicts with the support of our PE teacher/Climate Coach	Pay for 2 recess coaches (1.8 FTE) to ensure there is high student engagement at recess to reduce conflicts and bullying. One noon supervisor at recess (.40 FTE) who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time
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Improvement Strategy #4:	Build up our family engagement through the hiring of a Community asst to organize weekly meetings and workshops for families to help them better connect to and support the work of the school. The Community Asst will also connect parents with outside resources and support such as legal aid, social services, and food banks to support families in need.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Meet with all parents three times a year beginning with goal setting the second week of school	Collect Conference Schedules and post how many parents we met with each conference time.	Provide Spanish Translation during report card conference time
4-2	Have a parent board in your classroom with flyers, and notices for parents.	bi-weekly newsletter for families and monthly calendar for parents of upcoming events translated in Spanish	Ensure that parent meetings and workshops are also on Staff Calendar and WAG
4-3	Create Parent volunteer opportunities when possible		Hold a volunteer luncheon at the end of the year for parents.
4-4	Send home and collect CHCKS surveys. Fifth grade teachers get parent permission for student surveys	Ensure we hit our goals for CHCKS surveys so that we have relevant data to review	Review CHCKS survey data at least twice a year.
4-5	Practice 5-1 positive parent contacts	Give time at Staff meetings for staff to make positive parent contacts	Review teacher phone logs at least 3x a year.
4-6	Let office staff know when they need translation support for a student or family	Use Talking Points text program to send out reminders in student's home languages	Arrange for translation support from other staff members and district staff at SST's, IEP's, and 504 meetings.
4-7	Three times a year teachers present at grade level parent meetings	Identify three After School Parent meetings that will be grade level parent meetings	Three times a year pay teachers to present at grade level parent meetings

4-8	Connect Parents in need with Community Asst. and also parents who want to support the school or volunteer.	Fund a .5 bilingual community asst. position	Have ET/OT funds for Community Asst. so that she can attend night events and meetings. (\$300)
4-9	K-3 Teachers present and run a station at Literacy Night for Parents and students	Work with local library and the OLC to apply for literacy grants to help pay and bring additional resources for literacy night	Host at least one family event a year - Literacy Night
4-10			Use Title One Parent funds to pay for parent workshops (\$1,000)
4-11			Use Title One funds to purchase materials and books for parents at meetings.
4-12	Kinder/TK team meet with new incoming TK/K families in the spring to answer questions and share about expectations for the fall.	Have attendance clerk reach out to incoming families to invite them to TK/K meeting.	

Improvement Strategy #5:	All teachers will regularly update school wide data tracker with SRI and F and P levels to better monitor and ensure students most in need of acceleration are getting it through Resource, LLI, strategic small groups during the day, and intensive acceleration during after school program.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	Teachers use data to determine which students to recommend for different intervention programs.	Ensure there is time at PD for the PIP 10 to make sure that teachers are regularly updated.	Meet with STIPP subs each trimester to make needed changes to intervention groups
5-2	K-3 Teachers provide intervention in their classrooms 2 days a week after school	Observe intervention at least 2 x a trimester	Pay K-3 Teachers to provide intervention
5-3	Have one STIP sub (1.0) take over New Comer Program	Ensure New Comer STIP attends relevant trainings	Pay for a New Comer STIPP
5-4	One STIPP (1.0) provide 2nd and 3rd grade intervention		Pay for STIPP for 2nd and 3rd intervention
5-5	One STIPP Sub (.8) provide Kinder/1st grade intervention		Pay for .5 of a STIPP for kinder intervention
5-6	CCTL provide intervention (3 LLI groups =12-14 students) to 4th and 5th grade students		Pay for \$25,000 of the CCTL's salary
5-7			Contract with Experince Corp to provide trained literacy volunteers in all K-3rd grade classrooms.

5-8	Increase the use of blended learning time during the school day.	Work with our after school program Director to ensure there are weekly blended learning opportunities during after school time especially focused on ST math.	Community Assistant will work to engage families. As well as connect them with resources through regular parent meetings and outside workshops to help increase parent engagement.
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

179

School:

Manzanita Community School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Work with our after school program Director to ensure there are weekly blended learning opportunities during after school time.	A1.6: After School Programs	5825				179-1
\$5,000.00	General Purpose Discretionary	Extended Contract for professional development.	ILT and Principal through bi weekly meetings will make sure there is PD focused on GLADD throughout the year along school PD.	A2.5: Teacher Professional Development for CCSS & NGSS	1122				179-2
\$13,894.15	General Purpose Discretionary	Supplies to support academic acceleration	School will purchase needed supplies for classroom.	A2.3: Standards-Aligned Learning Materials	4310				179-3
\$15,000.00	General Purpose Discretionary	Consultants for Reading Acceleration	Contract with Experience Corp to provide trained literacy volunteers in all K-3rd grade classrooms.	A3.2: Reading Intervention	5825				179-4
\$3,000.00	General Purpose Discretionary	Maintenance Agreement	Pay for Maintenance Contract on our copy machine	A2.1: Implementation of CCSS & NGSS	5826				179-5
\$6,262.93	General Purpose Discretionary	Licenses for math software to support acceleration	Teachers provide students with daily blended learning time in math and ensure that students are moving through the levels of ST math during that learning time	A2.3: Standards-Aligned Learning Materials	5846				179-6
\$31,156.07	General Purpose Discretionary	Attendance Clerk	Fund .50 of the attendance clerk to ensure it's a full time position to help combat our 20% chronic absent rate.	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE BILINGUAL	SPATBL0011	0.50	179-7
\$14,732.13	LCFF Concentration	Consultants to provide trained literacy volunteers to K-3 classes	Contract with Experience Corp to provide trained literacy volunteers in all K-3rd grade classrooms.	A3.2: Reading Intervention	5825				179-8
\$1,041.36	LCFF Concentration	STIP sub to support TGDS, Reading Acceleration, and English Learners	One STIPP Sub (.8) provide Kinder/1st grade intervention	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0645	0.02	179-9
\$9,226.51	LCFF Concentration	STIP sub to support Reading Acceleration and English Learners	Teachers will pull their 2 lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0644	0.25	179-10
\$62,328.11	LCFF Supplemental	Recess Coach	Pay for 2 recess coaches (1.8 FTE) to ensure there is high student engagement at recess to reduce conflicts and bullying. One noon supervisor at recess (.40 FTE) who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time	A2.2: Social Emotional Learning	2400	SATELLITE LEAD	SCENRC9999	1.00	179-11

\$2,083.09	LCFF Supplemental	High-interest/culturally-relevant books or e-books for Leveled Classroom libraries	Teachers will use Readers and writers workshop as it is written as their base reading and writing curriculum	A2.3: Standards-Aligned Learning Materials	4310				179-12
\$4,096.44	LCFF Supplemental	PE Elementary Educational Enhancement /Intervention Program Teacher	4th and 5th grade students are trained on resolving conflicts with the support of our PE teacher/Climate Coach	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0092	0.05	179-13
\$4,703.11	LCFF Supplemental	ELL parent education and engagement: Community Assistant for English Learners	Three times a year pay teachers to present at grade level parent meetings	A3.3: Family Engagement focused on Literacy Development		COMMUNITY ASSISTANT	COMMAS0018	0.20	179-14
\$16,783.98	LCFF Supplemental	STIP sub to support Reading Acceleration and English Learners	One STIPP (1.0) provide 2nd and 3rd grade intervention	A3.2: Reading Intervention		TEACHER STIP	TCSTIP9999	0.30	179-15
\$18,223.81	LCFF Supplemental	STIP sub to support TGDS, Reading Acceleration, and English Learners	One STIPP Sub (.8) provide Kinder/1st grade intervention	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0645	0.35	179-16
\$27,679.54	LCFF Supplemental	STIP sub to support Reading Acceleration and English Learners	Have one STIP sub (1.0) take over New Comer Program	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0644	0.75	179-17
\$47,700.92	LCFF Supplemental	School Social Worker	SST's run by School Social worker and scheduled twice a week for students who we are having concerns about either academically or emotionally or both especially for students who are foster youth or students who have experienced parental death, divorce, or jail and need more emotional support in order to focus on school.	A1.3: A-G Completion		SOCIAL WORKER	SOCWKR0015	0.40	179-18
\$49,862.50	LCFF Supplemental	Recess Coach	Pay for 2 recess coaches (1.8 FTE) to ensure there is high student engagement at recess to reduce conflicts and bullying. One noon supervisor at recess (.40 FTE) who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time	A2.2: Social Emotional Learning		SATELLITE LEAD	SCENRC9999	0.80	179-19
\$418.95	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				179-20
\$27,596.05	Measure G: TGDS	STIP sub to support TGDS, Reading Acceleration, and English Learners	One STIPP Sub (.8) provide Kinder/1st grade intervention	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0645	0.53	179-21
\$7,764.90	Supplemental Program Investment	Licenses	Increase the use of blended learning time during the school day.	A3.1: Blended Learning	5846				179-22
\$5,206.80	Supplemental Program Investment	STIP sub to support TGDS, Reading Acceleration, and English Learners	One STIPP Sub (.8) provide Kinder/1st grade intervention	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0645	0.10	179-23
\$27,973.30	Supplemental Program Investment	STIP sub to support Reading Acceleration and English Learners	One STIPP (1.0) provide 2nd and 3rd grade intervention	A3.2: Reading Intervention		TEACHER STIP	TCSTIP9999	0.50	179-24
\$8,200.00	Title I Basic	Extended Contract	K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school in math and ELA	A3.2: Reading Intervention	1122				179-25

\$25,000.00	Title I Basic	Surplus to be allocated to ITL to support reading intervention	Pay for \$25,000 of the CCTL's salary	A3.2: Reading Intervention	4399				179-26
\$4,547.15	Title I Basic	Licenses (Learning Upgrade)	Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.	A3.1: Blended Learning	5846				179-27
\$4,703.11	Title I Basic	Community Assistant for English Learners	Fund a .5 bilingual community asst. position	A3.3: Family Engagement focused on Literacy Development		COMMUNITY ASSISTANT	COMMAS0018	0.20	179-28
\$23,850.46	Title I Basic	School Social Worker	Community Asst. (.50 FTE) and school social worker (.60FTE) support transitional families by connecting them with district services as well as community resources such as local food banks, shelters, and clothing resources.	A5.1: School Culture & Climate (Safe & Supportive Schools)		SOCIAL WORKER	SOCWKR0015	0.20	179-29
\$300.00	Title I Parent Participation	Overtime	Have ET/OT funds for Community Asst. so that she can attend night events and meetings. (\$300)	A6.5: Academic Parent-Teacher Communication & Workshops	2225				179-30
\$300.00	Title I Parent Participation	Supplies	Several times a year Teachers hold Grade Level Parent Academic Meetings with 1st-5th grade parents to review grade level data, give parents ways to support student learning at home, and answer parent questions.	A6.5: Academic Parent-Teacher Communication & Workshops	4310				179-31
\$1,614.67	Title I Parent Participation	Consultants	Use Title One Parent funds to pay for parent workshops (\$1,000)	A6.1: Parent / Guardian Leadership Development	5825				179-32



MANZANITA COMMUNITY SCHOOL COMPACT

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

Student Pledge

As a student, I will be responsible for:

Being respectful

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

Being responsible

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

Being a learner and a teacher

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

Being kind

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

Being committed

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

Student Signature



Parent/Guardian Pledge

As a parent, I will be responsible for:

Teaching respect

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

Being responsible

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

Being a learner and a teacher

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

Being kind

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

Being committed

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

Parent Signature

Teacher Pledge

As a teacher, I will be responsible for:

Teaching respect

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

Being responsible

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



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- Provide a secure, caring, and healthy learning environment

Being a learner and a teacher

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

Being kind

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

Being committed

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

Teacher Signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – Elementary

School Name: MANZANITA COMMUNITY

School Year: 2016-2017

Chairperson : D’WAN MAYS	Vice Chairperson: ANGELINA GILYARD-SHYNE
Secretary: REGINA MORONES	*LCAP Parent Advisory Nominee: CATALINA DEL RIO
*LCAP EL Parent Advisory Nominee: IRIS IRAHETA	*LCAP Student Nominee: JOHNNY HOPKINS

Place “X” in Appropriate Members Column

Member’s Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
EYANA SPENCER	X			
BRIANA CAPPELLI		X		
CHARLIE MINTZ		X		
ANGELINA GILYARD-SHYNE		X		
REGINA MORENES			X	
D’WAN MAYS				X
CATALINA DEL RIO				X
IRIS IRAHETA				X
JOHNNY HOPKINS				X
LAKRYSTA SIONA				X

Meeting Schedule (day/month/time)	28TH / NOVEMBER / 4 PM
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SSC Legal Requirements: (Ed. Code 52852)

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

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



Title I School Parental Involvement Policy 2016-17

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

Involvement of Parents in the Title I Program

Manzanita Community agrees to implement the following statutory requirements:

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

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

- Offer a flexible number of meetings for parents.

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



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

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

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

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

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

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

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

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

School-Parent Compact

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



Building Parent Capacity for Involvement

Manzanita Community School:

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

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

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

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

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



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

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

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

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

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

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

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

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



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Accessibility

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

(In the box below, briefly describe or bullet how this happens at your school.)

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

Adoption

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

This policy was adopted by the Manzanita Community School Site Council on May 17, 2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The Manzanita Community School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



 (Principal's Signature)

9/29/16

 (Date)