

Board Office Use: Legislative File Info.	
File ID Number	19-1326
Introduction Date	6/26/19
Enactment Number	19-1173
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Manzanita Community School

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

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

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

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Manzanita Community School



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

Legislative File Id. No. 19-1326
Introduction Date: 6/26/19
Enactment No.: 19-1173
Enactment Date: 6/26/19
By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: Eyana Spencer
Date of this revision: 5/7/2019

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site:

Manzanita Community School

Site Number: 179

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

Date(s) plan was approved: 5/7/19

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

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

Signatures:

Eyana Spencer
Principal

Eyana Spencer
Signature

5/7/19
Date

Catalina Alejandre
SSC Chairperson

Catalina Alejandre
Signature

5/7/19
Date

Sara Stone
Network Superintendent

Sara Stone
Signature

5.16.19
Date

Mildred Otis
Officer, State and Federal Programs

Mildred Otis
Signature

5/21/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	SSC	
4/23/2019	ILT	
4/26/2019	PAT	Parent action team that meets monthly with engaged parents with a specific focus on school safety health and wellness
4/30/2019	SSC	

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$311,322.18
Total Federal Funds Provided to the School from the LEA for CSI	\$199,962.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$800,271.65

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$109,260.43	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$49,023.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,099.75	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$283,239.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$199,962.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$311,322.18	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$493,183.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$804,505.18
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Manzanita Community School

School ID: 179

School Description

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

School Mission and Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Suspension: Tier 1 and Tier 2 interventions working. Cost is better at identifying students in need of support and circling back to them for follow up.

We have students who come to us with more needs and require more support in the classroom in order to be academically ready.

Chronic Absence: Attendance team meets weekly with attendance clerk, two attendance case managers, principal and EBAYC support staff. Some students on case loads have improved and been exited.

While 50% of our students live in our neighborhood who can walk to school another 50% live outside of our attendance area.

Literacy/Reading: Strong K-2 grade team that have been together for a few years.

Large Kinder classes with many students not having previous school or social experiences are supported by aide in TK/K class and intervention STIPPS for early intervention.

Priority Challenges

Root Causes of Challenges

Suspension: We have one classroom with no teacher where a lot of the discipline is coming from.

New Teachers are often ill equipped to deal with a wide range of emotional and behavioral needs in their classroom

Chronic Absence: We have found many of our families who are chronically absent are actually homeless and the families need a high level of support including getting into shelters, food bags, clothing, and transportation support. Many of our students have moved out of Oakland but want to keep thier child at MCS.	Oakland is a very expensive city to live in and many of our families have had to move to nearby cities or stay with family in order parts of Oakland but still want thier children to stay at MCS for stabliity.
Some students not prepared for rigour of grade level work in upper grade	Due to poor attendance and multiple school transitions some students transfer into MCS several years behind or in need of Acadmic testing or other supports.
Uppergrade Students have had a lot of changes in teachers and our new yard person needs more training and support to run the program we need her too.	We have already had two of our four 4th or 5th grade teachers leave and another will leave after this year. Teachers have't built needed relationships with students or created the kind of caring respectful classrooms that hold students accountable and this shows up several ways in our URF's, suspension rates, and achivement.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: We want all students at MCS to feel connected to their teacher specifically and other staff at the school in order to engage in learning.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	74.28%	80.00%	85%
Suspensions	African-American Students	-2pp	6.54%	4.50%	4.00%
Suspensions	Students with Disabilities	-2pp	8.33%	6.33%	5.00%
Chronic Absence	African-American Students	-2pp	30.33%	6.20%	12.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: We want all students to continously grow towards meeting or exceeding standards in ELA.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-97.8	-82	-72
ELA SBAC	Students with Disabilities	+20 points DF3	-165.3	-145.3	-130

ELA SBAC	African-American Students	+20 points DF3	-123.2	-103.2	-95.0
----------	---------------------------	----------------	--------	--------	-------

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: We want all students to continuously grow towards meeting or exceeding standards in math.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-94.7	-79	-70
Math SBAC	Students with Disabilities	+20 points DF3	-169.2	-149.2	-140
Math SBAC	African-American Students	+20 points DF3	-123.6	-103.6	.90

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: Through Newcomer pull out, regular intervention for students below grade level and regular ELD lessons taught in all classrooms our goal is reclassify 75% of our student before middle school.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	5.00%	10.00%	15.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	5.00%	8.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: We want every student to grow one year if they are on grade level and one year and half growth if they are below grade level.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	29.58%	34.50%	38.50%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	58.16%	53.20%	48.00%
K at or above Benchmark	All Kindergarten Students	+5pp	45.45%	50.45%	55.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	51.43%	56.43%	60.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

As a flatland school our teachers tend to be newer teachers and we have experienced a higher turn over rate then usual over the past two years. As a school with a high Title One population our students as a whole are not always given oppurtunities for field trips and travel. We have worked hard through fundraising and other means to provide more access ot the world as well as technology.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Manzanita Community School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Reading			
June 2021 Language & Literacy Goal:		By June 2019, 15% more 3-5 students will be proficient or advanced readers as measured by SRI as compared to June 2018. 15% more K-2 students will be at or above grade level as measured by their F&P level as compared to June 2018. By June 2021 40% of students will be proficient or advanced as measured by SRI.			
Theory of Change for Language & Literacy:		If we meet with parents three times a year to set reading goals, if teachers deeply know and use grade level CC state standards to plan and deliver high quality literacy instruction, and if we also provide ways to support students at school through reading intervention then we will have more students reading on grade level.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		31.0%	21.60%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We had a loss of enrollment and so we lost our new comer STIPP teacher. So instead of having three intervention teachers we only have two this year. Also our Literacy Coach was supposed to pull groups from 4th and 5th but started very late in the school year to begin pulling small groups.					
What evidence do you see that your practices are effective?					
There is a small increase from our Fall to Mid Year SRI scores this year.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
We have found funding to bring back out third STIPP teacher to ensure there is additional intervention for students who identified through our beginning of the year assessments.					
18-19 Standards-Based Instruction Priority:		Math and Science			
June 2021 Standards-Based Instruction Goal:		June 2021 goal is to increase # of students at or above proficiency as measured by SBAC (Math) and SIRA (Science) by 10% a year. By January 2019, 10% more students will be proficient as measured against June 2018 baseline.			
Theory of Change for Standards-Based Instruction:		If teachers deeply understand grade-level math standards and practices, and NGSS, and practice creating content and language objectives that map to these standards, AND we support students to increase their number sense and fluency (for students below grade level), then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:

SBAC Math	All Students	-83	I couldn't get a score from dashboard.
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
In our intervention especially in Kinder-1st grade intervention we added some time to review and accelerate math skills.			
What evidence do you see that your practices are effective?			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Determine how best to provide a focused math intervention for our students who need it. Potentially St. Mary's Interns can provide math intervention.			
18-19 Conditions for Student & Adult Learning Priority:	School Climate & Culture		
June 2021 Conditions for Student & Adult Learning Goal:	June 2021 reduce our suspensions of AA and Latino by 5%		
Theory of Change for Conditions for Student & Adult Learning:	If we ensure that we hit our participation targets for CHKS we will have accurate school data that tells us where we are doing well and what areas we need to improve on. If we respond to common parents concerns, our school will feel more supportive to families. If we hold regular PBIS meetings to review school wide URF data and best determine Tier One next steps through teacher PD and if we hold regular COST meetings, students who need more support will get it.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Suspension Rate	African American Students	3.8%	6.50%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We began to focus on RJ circles as a powerful way to help students resolve and reflect on their behavior and its impact. Our AP Amy Jones attended a series of District Lead RJ trainings and then we opened around 2 months of our PD's with an RJ circle for our teachers to model leading circles. She also led RJ circles with 6 different classrooms within the school. We had a group of students from Edna Brewer come with RJ Coordinator and trained our Jr Coaches and PE leaders in leading RJ circles in two different sessions. We will have them come back one more session.			
What evidence do you see that your practices are effective?			
There is a decline in our overall suspensions. However is there still work to be done to decrease the AA suspension rate.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			

We will continue to offer support for teachers with RJ and encourage teachers to take district offered RJ trainings as they come up. We will focus on training 4th and 5th grade students in RJ practices to not only use here at MCS but to set them up for middle school where RJ is commonly used.

18-19 Conditions for English Language Learners Priority:				Acceleration					
June 2021 Conditions for English Language Learners Goal:				By June 2021 we will increase by 10% a year ELL student proficiency (at or above) as measured by SRI, and decrease by 10% a year students who are multiple years below grade level.					
Theory of Change for Conditions for English Language Learners:				If we provide appropriate language scaffolds for students to access grade-level content across all content areas (integrated ELD), and if we provide targeted support for students based on their language level (Designated ELD), and we have a robust intervention plan for students far below grade level, ELL students will accelerate their academic language learning and increase their proficiency at measured by multiple language indicators.					
Student Performance Indicator:				Student Group:		17-18 EOY Target:		17-18 EOY Actual:	
English Learner Reclassification				All Students		14.0%		5.00%	

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our 4-5 team uses the Word Gen whole class ELD program with good implementation but this year we have turn over of all our 4-5 teachers but 1 teacher and two teachers were hired after the summer trainings in the program so their PD provided by the district hasn't been as thorough or consistent. Our K-3 team using systematic ELD kits. As a whole school we are also implementing several key GLAD strategies including GOIC, Co Op strip paragraph, and pictorial input chart across the school.

What evidence do you see that your practices are effective?

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

We need to ensure all teachers are trained in both Word Generation and Systematic ELS as well as GLAD from the start of the year.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Manzanita Community School

School ID: 179

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	School Climate & Culture		
School Theory of Change:	If we ensure that we hit our participation targets for CHKS we will have accurate school data that tells us where we are doing well and what areas we need to improve on. If we respond to common parents concerns, our school will feel more supportive to families. If we hold regular PBIS meetings to review school wide URF data and best determine Tier One next steps through teacher PD and if we hold regular COST meetings, students who need more support will get it.		
Related School Goal(s):	We want all students at MCS to feel connected to their teacher specifically and other staff at the school in order to engage in learning.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will implement Responsive Classroom elements including 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 AP will observe morning meetings at the start of the year. PD in August will include a COI focused on morning meeting and behavior. We will continue to track students being sent to out of the classroom to buddy rooms or to consultations with othe staff members.	We will see fewer URF's and suspensions. Students will spend less time out of class in Buddy Rooms or Consultations.

1-2	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 two walk throughs a year focused on PBIS implementation. PBIS team will meet once a month. We will do a TFI at least two times a year and share the results with the rest of the school staff.	When we go into classrooms we will see evidence from the environmental norms document posted in classrooms such as anchor charts, word walls, and GLAD posters, as well as student work and photographs. Each classroom will have a "Take a Break" spot for students to reset and evidence of a daily mindfulness practice with students. There should be individual behavior charts and trackers as well as classroom wide incentives for expected behaviors.
1-3	Teachers complete URF's for discipline issues with interventions listed	URF data reviewed several times a year staff meetings. COST meetings using URF data will meet three to four times a month focused on supporting students with behavioral, academic, social or other concerns. Ensure known students in Foster care, transitional students, or not living with their parents are discussed at our meetings and receive the additional support and school materials they may need	By better identifying which students need more support at which times through our COST processes we should see fewer URF's for those students after the COST meeting and the plan for the student is in place. Also, ensuring those students and families are connected with district support services when appropriate.
1-4	Teachers will initiate more parent contact both positive and following up with issues more consistently. Teachers will use Talking points to ensure they can communicate with all parents in their classroom including parents that are ELL's.	August PD will focus on the importance of regular parent contact to build relationships with families. Per contract, teachers have two hours a month for parent contact.	Parents on the CHCKS survey will rate teachers high in communication and relationships.

1-5	At the start of the year teachers will take their students on a tour of the eight common spaces around the school and hear from the staff who work there the expectations. We will tour the bathrooms, cafeteria, and yard again in January as refresher for continuing students and support any newly enrolled students.	Whole School Tours will be offered twice a year of the common spaces at the site and the expected behaviors in each area. The school will use URFs and Yard Meeting notes to determine what guided tours for January need to cover. Students that transfer in are given a tour with the parents where the shared expectations are reviewed and modeled. The principal or the office staff lead the tours. Every classroom will have a class set of picture cards reviewing all the school wide expectations to use with their students throughout the year.	Students will be follow the rules and expectations for the different common spaces across the school.
1-6	Teachers will give out MCS high five when they see students making good choices. Students trade tickets in at the end of the day for a prize. Students can also earn recess bucks for being engaged in a game at recess, green team bucks for helping with food waste, and attendance bucks for having perfect attendance each week.	School will continue monthly experiential prizes hosted by two teachers or staff 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. Examples of outstanding High Fives are shared at our bi weekly school wide assemblies.	Students will feel acknowledged and rewarded for positive behavior as measured by CHCKS, 3x a year TFI, and informal school surveys. Student council will also inventory high five tickets and share with school community results several times a year.
1-7	Teachers will teach about the Five Core Values in August and through morning meeting throughout the school year. We will have a school wide Kindness Week where each day is a different theme and teachers are teaching lessons on kindness and being a "bucket filler."	For the first 5 months of school, one new school wide agreement will be shared with students and staff at whole school assemblies. Our school's Five Core Values are visible throughout the school on posters in the main hallway, in every classroom and common space, on our school T shirts, and on our High Five tickets.	During our PBIS tiered fidelity walkthroughs 85% or more of our students and 95% staff who are asked will be able to name our five core values.

1-8	Teachers will use the MCS behavior Matrix to determine next steps for a student's behavior.	Co-constructed MCS behavior matrix updated and reviewed against the District's Behavior Matrix by teachers and staff at one Staff Meeting in the first half of the year. SST's run by School Social worker and scheduled twice a week for students who we are having concerns about either academically or emotionally or both especially for students who are foster youth or students who have experienced parental death, divorce, or jail and need more emotional support in order to focus on school.	There will be consistency across the school in regards to consequences and dealing with behavior as tracked through URF and discipline data.
1-9	Teachers will present at weekly COST meetings to request more support for a student from the COST team.	COST Team (School Social Worker, Psychologist, Resource teacher and principal) will meet weekly to ensure students in need of support are getting support. Our school social worker (.60 FTE) support transitional families by connecting them with district services as well as community resources such as local food banks, shelters, and clothing resources	Reduce the number of students being tested by trying other academic and social interventions as captured through COST and SST meetings and notes before testing students for SPED.
1-10	Teachers will assess incoming Kinder's the first week of school to identify students early in the year who may need more support.	Meet with incoming Kinder Families in the Spring to inform of Kinder expectations parents can work on in the summer in order to be better prepared for the fall.	More Kinder and TK students will begin school with basic school skills such as counting, writing their name, and knowing their letters and sounds as measured on beginning of the year assessments.
1-11	Yard staff and teachers will have a MCS Yard Rule book to ensure all staff are enforcing the same rules and giving the same consequences consistently as well as Recess bucks to be given to students who are engaged at recess.	Pay for a recess coach to ensure there is high student engagement at recess to reduce conflicts and bullying. Two noon supervisors will also be out at recess who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time.	We will have fewer recess conflicts as measured by our URF's by having a safe and engaging yard with multiple games and activities for students to do.

1-12	Teachers will recommend potential active parents to join PAT	We will create a PAT (Parent Action Team) to support school wide issues like traffic safety, food banks, and school climate. PAT will meet monthly with parents to work various Parent led projects.	PAT work and focus will be shared with school community in hopes of engaging with more parents.
1-13	Teachers will meet with all parents three times a year beginning with goal setting the second week of school and then at the December and March Report Card Period.	Collect Conference Schedules and post how many parents we met with each conference time. Provide Spanish, Mam, and Arabic Translation during report card conference time for families.	Our parents will be informed about how to best support their child at home by attending their goal setting conference and will reflect this on CHCKS survey questions about the home school academic connection.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Math and Science		
School Theory of Change:	If teachers deeply understand grade-level math standards and practices, and NGSS, and practice creating content and language objectives that map to these standards, AND we support students to increase their number sense and fluency (for students below grade level), then teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students' to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas..		
Related School Goal(s):	We want all students to continuously grow towards meeting or exceeding standards in math.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	Teachers will develop their ability to write and create tasks based on Standards based objectives as well as on supporting teachers to better understand their grade level standards to fill any grade level standard gaps in our district selected curriculum.	Principal and ITL will do targeted walkthroughs with feedback at least three Tuesdays a month. ITL and Reading Intervention will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships. Restructure PD next year to include more structured planning time for teachers to plan using Common Core Standards and connecting them to the work in readers and writers workshop to ensure there is grade level rigour in daily instruction. Principal will meet weekly with the ITL and Reading Coordinator to determine which teachers to coach, upcoming PD's, create agendas for ILT, and increase use of technology across the school to prepare for Common Core and SBAC.	There will be growth interim SBAC scores as well as on teacher used assessments including SMI, Math X unit tests, district unit tests, Common Core Curriculum Guide Summative Tasks
2-2	Teachers K-2 focus on daily math calendar activities	Targeted weekly walkthroughs to ensure all teachers K-2 are using Daily Calendar Math activities with feedback. Purchase additional Calendar Math Kits as needed.	Students will have a better grasp on basic math concepts such as counting by 10's, money, place value, etc through regular daily exposure as measured by District and curriculum assessments.
2-3	K-5th grade teachers will focus on three reads, number talks, and problem solving.	Ensure that all new teachers take part in new teacher math PD. Do at least two COI's on math during the school year. Provide funding for new teacher PD at the start of the year. With at least two sessions focused on math.	Students will have better problem solving skills as measured on assessments
2-4	3 times a year teachers will complete data conference forms based on the results of recent assessments focused on identifying students who are not meeting the benchmark.	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 STIPPS to do year long after school intervention for the most at need students in the ASP program.	There will be growth interim SBAC scores as well as on teacher used assessments including SMI, Math X unit tests, district unit tests, Common Core Curriculum Guide Summative Tasks

2-5	Teachers provide students with daily blended learning time in math and ensure that students are moving through the levels of ST math during that learning time	Continue to define blended learning at MCS and increase the amount of technology students use throughout the day especially for acceleration through the purchase of additional software programs, apps, and devices. If additional funding becomes available in the fall pay for an additional Chrome Cart for upper grade to share.	Students will feel more confident using technology and there will be evidence of increased problem solving skills on math interims and EOU tests.
2-6	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.	We will be identify at the start of the year students who will need more support in math through small groups during math instruction.
2-7	Use of exit tickets to help teachers regularly assess students mastery of particular standards or concepts.	Provide teachers with PD on how to create and assess student exit tickets. Use PLC time to examine exit tickets on common lessons, with an eye to scaffolding or revision of reteaching, and to look at student understanding within the work.	Walk through notes will show evidence of the use of exit tickets as well as evidence in PLC's.
2-8	All classes will complete performance tasks from Common Core Curriculum Guide to supplement Math X curriculum. This will help teachers provide scaffolding for low-performing students and targeted support for English learners.	We will use PLC time to support differentiation planning around the CCCG and developing scaffolds to support all students.	By providing regular opportunities to practice grade level appropriate standards based problem solving skills and explaining thinking in writing we should see an increase in our math EOU scores for students.
2-9	Teachers TK-5 will have daily number sense math activities that ensure that we reach our goal of 75% of students across the school having automaticity within mathematics.	At PD we will model best practices and share successful strategies at PD and PLC time.	Students will have stronger basic math facts allowing them to easier access more challenging math work as the year goes on.
2-10	Teachers K-2 focus on building number sense, counting and cardinality and beginning computation skills through daily small group activities.	Targeted weekly walkthroughs to ensure all teachers K-2 are doing small group math activities that build number sense and provide immediate specific feedback. Plan for PLC team that will allow teachers to plan for small group lessons.	Weekly feedback to teachers on their math instruction.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Reading
School Theory of Change:	If we meet with parents three times a year to set reading goals, if teachers deeply know and use grade level CC state standards to plan and deliver high quality literacy instruction, and if we also provide ways to support students at school through reading intervention then we will have more students reading on grade level.
Related School Goal(s):	We want all students to continuously grow towards meeting or exceeding standards in ELA. We want every student to grow one year if they are on grade level and one year and half growth if they are below grade level.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will implement Balanced Literacy framework while ensuring that each component has clear content and language objectives that are Common Core State Standards-aligned.	Principal and Instructional Leadership Team will spend the first part of the year understanding the standards and why they need to be embedded in all lesson planning and implementation. Principal and ITL will as the first instructional PD cycle of the year with a dedicated to ensuring that all units and lessons planned have clear content and language objectives that are aligned to CCSS. Principal, Reading Coordinator, and ITL will lead regular walkthroughs and collect evidence on standards-based objectives and tasks that are CCSS-aligned	Classroom walkthroughs and observations will show that, by year's end, 75% of teachers have identified standards, and have named content and language objectives in their lessons and unit plans. Teachers will provide weekly lesson plans that show consistent (75% of the time) evidence of CCSS-aligned objectives and tasks for their BAL time
3-2	Teachers will meet with all parents three times a year the second week of school, the December report card, and the March report card to set goals and check on students progress and make a plan of support to get the student or keep student at grade level. During these meetings teachers will share student's current reading level and grade level goals as well as create a three-month plan for how the teacher, parent, and student will work in support of that goal.	Students who are reading below grade level will be entered in the PIP for progress monitoring over the year. Ensure there is translation support for goal setting conferences three times a year in Spanish and other languages with support from the OUSD newcomer department to ensure all families who attend conferences understand what the next steps are to support their child and what they need to do at home as well.	We will see an increase in our F and P levels as the year goes on. There will be more students scoring on grade level in trimesters 2 and 3 then at the start of the year on F and P and district assessments.

3-3	<p>Teachers will use Readers and Writers Workshop as it is written as their base reading and writing curriculum. They will do daily mini lessons as well as conferring with students 1-1 regularly while taking notes on students' reading progress. Teachers will assess using conference notes and workshop assessment tools to ensure individualized responses to student needs.</p>	<p>Principal and ITL will do targeted walkthroughs with feedback at least three Tuesdays a month. ITL and Reading Intervention will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships. Restructure PD next year to include more structured planning time for teachers to plan using Common Core Standards and connecting them to the work in readers and writers workshop to ensure there is grade level rigour in daily instruction. Principal will meet weekly with the Reading Coordinator to determine which teachers to coach, upcoming PD's, create agendas for ILT, and increase use of technology across the school to prepare for Common Core and SBAC</p>	<p>During walkthroughs we will see all MCS teachers teaching LC with fidelity, teachers will be able to share evidence of small group instruction and conferring notes in data conferences three times a year. The PIP will be kept updated through regular update time during PD or PLC time.</p>
3-4			
3-5	<p>Teachers will pull all reading groups at least once a week and will pull their two lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration. Long term English language learners will be considered as a group for intervention aimed at increasing their F/P levels as well as their Language skills.</p>	<p>During walkthroughs teachers will be seen pulling small groups for more intensive support. There will be evidence in their daily schedules of small group instruction time as well as evidence in the classroom of small groups.</p>	<p>There will be reading growth for the students who are receiving additional small group reading intervention. We will see fewer students 'stuck' as Long Term English Learners.</p>

3-6	Teachers will start meeting with families in second week of school to inform parents of beginning of the year data results and set goals to work on for the December report card. Teachers will then meet with parents again December and March to do the process again with goal setting. Teachers will focus on increasing attendance and partnerships with African American, Latino students to increase attendance. For students who are economically disadvantaged and experience transitional housing situations we connect them with District McKinney Vento services to provide bus passes and other support for the family.	Principal will calendar these meetings with the After School Program for parents as part of our regular once a month meetings with parents in after school program to provide additional home school connection opportunities through presentations, workshops, family nights, and student performances.	Parents will be better informed about how to support their child's learning which will be reflected in the number of parents attending meetings and goal setting/report card conferences as well as on our CHCKS survey results.
3-7	Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.	Principal and IT will develop a model blended learning schedule for grade levels to use. School will purchase software licenses to support blended learning across the school. Focusing on programs that students can also access from home.	We will see an increase in the use of technology through our weekly school wide ST math and lexia reports. Over the year students use and ease of working with technology should increase.
3-8	Teachers will meet in PLC's each week to discuss student data and instruction. Our Resource Teacher will attend PLC's and PD regularly to meet and support teachers with planning for students with disabilities who have IEP services.	TSA and Principal will monitor work done through PLC structure by reviewing PLC notes, goals, and data at check in meetings. Hold regular COST meetings at least three times a month to identify students in need of further academic, behavioral, or social interventions or testing. Teachers will present to panel made of School Psychologist, School Social worker, nurse, and Resource Teacher to determine best next steps for students.	During walkthroughs we will see evidence of common planning among grade levels as well as similar anchor charts, graphic organizers, and supporting materials. As well as evidence in regular PLC notes from grade level teams.
3-9	Teachers will take accurate attendance daily and follow up with parent phone calls to targeted students to ensure all students are coming to school as much as possible.	Have a school attendance team which meets weekly to provide targeted support to students and families with attendance issues. Fund .50 of the attendance clerk to ensure it's a full time position to help combat our 20% chronic absence rate.	There will be a reduction in attendance errors at our site. By ensuring our attendance is accurate we can better target our attendance case managers time with our most chronically absent students.

3-10	Students who are identified as GATE students or working above their peers will be supported through our BAL program. As it is leveled though students will be exposed to more rigorous reading levels. In some cases students may be sent up to the next grade level for math or reading based on assessment data, teacher's recommendation, and parent request.	In data conferences with teachers ensure that there are plans for continuing to move students who are already above grade level and keep them challenged. Provide additional leveled texts or book club books for these students. On walkthroughs monitor the book boxes of these students to ensure they are being provided higher level texts.	Notes from data conferences, small group instruction and teacher lesson planning will show that teachers are identifying and planning appropriate instructional supports for GATE students.
3-11	teachers will refine and continue to plan GLAD units connected to existing LC units on social studies or science through at least two PD cycles.	ILT and Principal through bi weekly meetings will make sure there is PD focused on GLAD throughout the year along school PD. There will be several GLAD PD's throughout the year	Increase in the number of ELL students who are reclassified through SRI and LPAC reclassification
3-12	All MCS gen ed teachers will do 30 minutes of ELD every day K-3rd grade uses Systematic ELD kits. 4th and 5th grades are SERP Word Generation this year for ELD . Students will be leveled by language ability across each grade level into High, Medlum, and Low groups in primary. The upper grade classes are self contained for ELD except for the new comer students who are pulled by the new comer STIPP.	TSA and Principal will give teachers feedback based on observations of ELD lessons There will be PD times for teachers to review student assessment data to level students for ELD, plan using the grade level kit, and prepare for initial ELD lessons in the fall	Increase in the number of ELL students who are reclassified through SRI and LPAC reclassification

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Acceleration
School Theory of Change:	If we provide appropriate language scaffolds for students to access grade-level content across all content areas (integrated ELD), and if we provide targeted support for students based on their language level (Designated ELD), and we have a robust intervention plan for students far below grade level, ELL students will accelerate their academic language learning and increase their proficiency at measured by multiple language indicators.
Related School Goal(s):	Through Newcomer pull out, regular intervention for students below grade level and regular ELD lessons taught in all classrooms our goal is reclassify 75% of our student before middle school.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
----------	--	-----------------------------	-----------------------------------

4-1	Teachers school wide will use scaffolds such as close sentences, realia, pictures, and sentence frames to support ELL and newcomer students access grade level concepts and language.	Principal, AP and ILT will provide teachers will PD and PLC time to incorporate high-leverage language scaffolds into lesson and unit plans	During walkthroughs we will see evidence of scaffolds such as close sentences, realia, pictures, and sentence frames in 85% of classrooms
4-2	Teachers will develop content language objectives and focus on the language demands of tasks in order to best support ELL understanding and mastery of content area	Principal and AP will provide teachers will PD and PLC time to incorporate content language objectives into lesson and unit plans.	During walkthroughs we will see evidence of content language objectives in 85% of classrooms
4-3	Increase the use of blended learning time during the school day through the use of ST math and Lexia Core Five in each classroom across the school. By using ST math which has no language ELL's and Newcomers can easily access it to improve their math skills. Lexia Core Five moves at the students pace and level which also allows access by newcomer and ELL students.	Work with our after school program Director to ensure there are weekly blended learning opportunities during after school time especially focused on ST math. Community Assistant will work to engage families. As well as connect them with resources through regular parent meetings and outside workshops to help increase parent engagement. Pay for licenses for ST math and Lexia Core Five.	Walkthroughs and daily/weekly lesson plans, as reviewed by principal, will show that 90% of teachers have a regularly scheduled blended learning block which provides students access to ST Math and Lexia Core Five.
4-4	One STIP (1.0) provide Kinder/1st grade intervention	Pay for STIP for kinder intervention	Through regular data conferences and walk through observations to ensure that the STIPP sub is supporting kinder and 1st grade students working below grade level. Students who receive intervention will show growth on the SRI, and F and P and other district assessments over the school year.
4-5	Teachers will visit the school library weekly with their classes to ensure students are getting new books to read at home each week.	Support our library tech in doing three reading campaigns a year to ensure students are reading over the longer breaks during the year.	
4-6			

4-7	Teachers will refer students through data conferences who have not made baseline growth at the end of each Trimester for specific intervention with our STIPP teacher with a focus on our ELL and newcomer students. Long Term English Language Learners will be group for intervention aimed to increase both Reading level and English proficiency.	Create a stronger school wide acceleration program utilizing LLI. Use a school wide data tracker for all students working below grade level. Acceleration support will be provided by our 3 STIPP subs, and Experience Corp Trained Volunteers in K-3rd as well as through our afterschool program.	The lowest performing student group will accelerate F/P scores by 4 levels per academic year and SRI by 150 points per year. Our LTEL population will decrease because of specific intervention.
4-8	Year 3 of School Wide GLADD work to support all our students but especially our ELL students and newcomers learn and use more academic language in Science, Social Studies, and ELA units. Provide intensive training to new staff members in basic GLAD practices and principles.	Have at least two GLADD PD 4-6 week cycles next year on our PD Calendar for teachers to plan, implement, and refine their GLAD units. New staff to attend intensive sessions to bring them up to speed with GLAD	We should see increase on F/P scores, science assessments, and writing assessments
4-9	Provide translation support through Spanish speaking MCS staff, OUSD newcomer office and EBAYC staff to ensure ELL and newcomer families have translation support at report card and goal setting meetings 3 x a year. (Typically Spanish, Chinese, Mum, Karen, Arabic, Farsi)	Work with Newcomer Office, Spanish speaking staff on site, and EBAYC to create a translation document for teachers to sign up for translation at their conferences.	CHCKS survey data will show that 70% of our parents feel they know how their child is doing academically and how they can support them at home.
4-10	All teachers K-3 will provide daily ELD to students in leveled grade level groups (High, medium, and Low) for 30 minutes daily using systematic ELD kits. 4th and 5th grade teachers will provide daily ELD to their classes using SERP word generation program 30 minutes a day 4 days a week.	Regular walk throughs during ELD time to ensure all teachers are doing ELD using the curriculum with their classes and that they are providing the needed scaffolds for students are present in the room. (Sentence frames, pictorial input charts, realia, vocabulary word walls)	The percentage of students reclassifying should increase during the 19-20 school year There will be a decrease of LTEL classified students.
4-11	Bring back third STIP sub to provide academic intervention for Newcomers 2nd-5th grade students using LLI and other materials.	Ensure Newcomer STIP attends relevant trainings. Pay for a Newcomer STIP.	Through regular data conferences and walk through observations to ensure that the STIPP sub is supporting newcomer students. New Comer students will show growth on the LPAC, SRI, and F and P over the school year.

4-12	One STIP (1.0) provide 2nd and 3rd grade intervention for both bilingual (In Spanish) and Sheltered English Students (in English)	Pay for STIP for 2nd and 3rd intervention	Through regular data conferences and walk through observations to ensure that the STIPP sub is supporting 2nd and 3rd grade students working below grade level. Students who receive intervention will show growth on the SRI, and F and P and other district assessments over the school year.
------	---	---	---

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Work with our after school program Director to ensure there are weekly blended learning opportunities during after school time especially focused on ST math. Community Assistant will work to engage families. As well as connect them with resources through regular parent meetings and outside workshops to help increase parent engagement. Pay for licenses for ST math and Lexia Core Five.	179-1
\$10,570.14	General Purpose Discretionary	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	6763	Library Technician	0.15	Principal and ITL will monitor grade level reading logs. Library Clerk to weekly book checkout for all grades to ensure students have texts to read at home and run independent reading campaigns four times per year	179-2
\$5,006.96	General Purpose Discretionary	Classified extended time	Goal 2: Students are proficient in state academic standards.	2425	Clerical Salaries Overtime		n/a		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 STIPPS to do year long after school intervention for the most at need students in the ASP program.	179-3
\$20,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	179-4
\$535.00	General Purpose Discretionary	Refreshments	Goal 2: Students are proficient in state academic standards.	4311	Meeting Refreshments		n/a		Overall support for academic and social-emotional practices	179-5
\$1,700.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	179-6

\$11,211.24	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	4880	Noon Supervisor	0.40	Two noon supervisors will also be out at recess who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time.	179-7
\$4,951.20	LCFF Concentration	Extended Contract	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		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 STIPPS to do year long after school intervention for the most at need students in the ASP program.	179-8
\$48.80	LCFF Concentration	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers K-2 focus on building number sense, counting and cardinality and beginning computation skills through daily small group activities.	179-9
\$20,000.00	LCFF Concentration	Contract- EBAYC	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Work with our after school program Director to ensure there are weekly blended learning opportunities during after school time especially focused on ST math. Community Assistant will work to engage families. As well as connect them with resources through regular parent meetings and outside workshops to help increase parent engagement. Pay for licenses for ST math and Lexia Core Five.	179-10

\$42,832.76	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	Create a stronger school wide acceleration program utilizing LLI and Reading Upgrade. Use a school wide data tracker for all students working below grade level. Acceleration support will be provided by our TSA, 2 STIPP subs, and Experience Corp Trained Volunteers in K-3rd as well as through our afterschool program.	179-11
\$45,394.23	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00		179-12
\$7,246.91	LCFF Supplemental	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	6763	Library Technician	0.10	Support our library tech in doing three reading campaigns a year to ensure students are reading over the longer breaks during the year.	179-13
\$26,660.00	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	179-14
\$5,800.00	LCFF Supplemental	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Continue to define blended learning at MCS and increase the amount of technology students use throughout the day especially for acceleration through the purchase of additional software programs, apps, and devices. If additional funding becomes available in the fall pay for an additional Chrome Cart for upper grade to share.	179-15

\$10,935.77	LCFF Supplemental	EEIP (PE)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2835	Teacher Education Enhancement	0.10	Pay for a recess coach to ensure there is high student engagement at recess to reduce conflicts and bullying. Two noon supervisors will also be out at recess who will be trained by and receive support from our PBIS team, and will work closely with and meet regularly with our recess coaches, PE teacher, and Principal to create a positive safe recess environment where all students are engaged in a variety of physical activities at recess time.	179-16
\$18,138.96	LCFF Supplemental	Recess Coach	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	4965	School Enrichment Recess Coach	0.40	Pay for a recess coach to ensure there is high student engagement at recess to reduce conflicts and bullying.	179-17
\$126,301.22	LCFF Supplemental	Coordinator	Goal 3: Students are reading at or above grade level.	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6287	Coordinator Certificated	0.87	Principal, Reading Coordinator, and ITL will lead regular walkthroughs and collect evidence on standards-based objectives and tasks that are CCSS-aligned	179-18
\$23,752.43	Measure G	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries	6763	Library Technician	0.50	Support our library tech in doing three reading campaigns a year to ensure students are reading over the longer breaks during the year.	179-19
\$2,315.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teachers will visit the school library weekly with their classes to ensure students are getting new books to read at home each week.	179-20
\$45,300.63	Title I: Basic	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2286	STIP Teacher	1.00	One STIP (1.0) provide Kinder/1st grade intervention	179-21
\$7,103.00	Title I: Basic	Licenses	Goal 3: Students are reading at or above grade level.	5846	Licensing Agreements		n/a		Principal and IT will develop a model blended learning 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.	179-22

\$56,857.40	Title I: Basic	School Social Worker	Goal 5: Students are engaged in school every day.	1205	Certificated Pupil Support Salaries	1866	Social Worker	0.60	COST Team (School Social Worker, Psychologist, Resource teacher and principal) will meet weekly to ensure students in need of support are getting support. Our school social worker (.60 FTE) support transitional families by connecting them with district services as well as community resources such as local food banks, shelters, and clothing resources	179-23
\$2,100.00	Title I: Parent Participation	Contracts	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		We will create a PAT (Parent Action Team) to support school wide issues like traffic safety, food banks, and school climate. PAT will meet monthly with parents to work various Parent led projects.	179-24
\$110,000.00	Comprehensive Support & Improvement (CSI) Grant	ITL to coach teachers	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a		Principal and ITL will do targeted walkthroughs with feedback at least three Tuesdays a month. ITL and Reading Intervention will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships. Restructure PD next year to include more structured planning time for teachers to plan using Common Core Standards and connecting them to the work in readers and writers workshop to ensure there is grade level rigour in daily instruction. Principal will meet weekly with the ITL and Reading Coordinator to determine which teachers to coach, upcoming PD's, create agendas for ILT, and increase use of technology across the school to prepare for Common Core and SBAC.	179-25

\$29,962.00	Comprehensive Support & Improvement (CSI) Grant	Instructional technology	Goal 3: Students are reading at or above grade level.	4410	Equipment < \$5,000		n/a		Principal and IT will develop a model blended learning 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.	179-26
\$60,000.00	Comprehensive Support & Improvement (CSI) Grant	TK Reading tutors	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a		Teachers will pull all reading groups at least once a week and will pull their two lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration. Long term English language learners will be considered as a group for intervention aimed at increasing their F/P levels as well as their Language skills.	179-27



Title I School Parental Involvement Policy 2018-19

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 I 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 I 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.



Manzanita Community School
2409 East 27th Street
Oakland, CA 94601
Office: (510)535-2822

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

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

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

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

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

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

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

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

School-Parent Compact

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



Building Parent Capacity for Involvement

Manzanita Community School:

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

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

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

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

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



Manzanita Community School
2409 East 27th Street
Oakland, CA 94601
Office: (510)535-2822

- 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.

Manzanita Community School
 2409 East 27th Street
 Oakland, CA 94601
 Office: (510)535-2822

Accessibility

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

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

Adoption

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

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

This policy was adopted by the Manzanita Community School Site Council on October 16, 2018 and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children on 11/08/18. It will be made available to the local community on 11/08/18. The Manzanita Community School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Principal's Signature _____
 SSC Chairperson _____

Date 10/16/18 _____
 Date 10/16/18 _____



MANZANITA COMMUNITY SCHOOL COMPACT

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

Student Pledge

As a student, I will be responsible for:

Being respectful

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

Being responsible

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

Being a learner and a teacher

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

Being kind

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

Being committed

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

Student Signature



Parent/Guardian Pledge

As a parent, I will be responsible for:

Teaching respect

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

Being responsible

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

Being a learner and a teacher

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

Being kind

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

Being committed

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

Parent Signature

Teacher Pledge

As a teacher, I will be responsible for:

Teaching respect

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

Being responsible

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



Manzanita Community School
2409 East 27th Street
Oakland, CA 94601
Office: (510)535-2822

- Provide a secure, caring, and healthy learning environment

Being a learner and a teacher

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

Being kind

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

Being committed

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

Teacher Signature

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

Signed on this _____ day of _____, 20_____.



2018-2019

School Site Council Membership Roster – Elementary

School Name: Manzanita Community School

Chairperson : Catalina Alejandre
Vice Chairperson: Maia Johnson
Secretary: Regina Morones

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Eyana Spencer	X			
Briana Cappelli		X		
Katherine Blackburn		X		
Rebecca Moreno		X		
Regina Morones			X	
Catalina Alejandre				X
Maia Johnson				X
Maria Uribe				X
Tania Islas-Chi				X
Antoinette McCullough				X

Meeting Schedule (day/month/time)	Every 1st Tuesday of the Month, at 4:00 pm
-----------------------------------	--

SSC Legal Requirements: (Ed. Code 52852)

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

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