

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Manzanita Community Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Manzanita Community School  
**CDS Code:** 1612596002042  
**Principal:** Eyana Spencer  
**Date of this revision:** 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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  
eyana.spencer@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools. Thriving Students.

## 2016-2017 Single Plan for Student Achievement (SPSA)

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**Principal:** Eyana Spencer  
**Date of this revision:** 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

The District Governing Board approved this revision of the SPSA on: 6/29/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

### 2016-2017 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	

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/17/16

6. The public was alerted about the meeting(s) through one of the following:
- Fliers in students' home languages  Announcement at a public meeting  Other (Notices, Media Announcements, etc.)

Signatures:

Eyana Spencer  
Print name of School Principal

Eyana Spencer  
Signature

5/17/16  
Date

Dawn McMahan  
Print name of SSC Chairperson

Don Ah  
Signature

5/29/16  
Date

Sondra Aguilera  
Print name of Network Superintendent

Jndra Aguilera  
Signature

5/26/16  
Date

Ruth Alahydoian  
Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian  
Signature

5-26-16  
Date

**SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)**

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.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
2/10/16	PAC (Parents)	Budget update for 16-17, new positions added, new programs added
2/10/16	Staff	Budget update for 16-17, new positions added, new programs added.
4/18/16	ILT	renewed 3 big goals, tech purchases, draft of tech plan, feedback
4/19/16	SSC	Reviewed site plan, title one purchases
5/17/16	SSC	Reviewed & approved final draft of SPSA

**2016-2017 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 Base #0000		TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002		TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003		TBD
After School Education and Safety Program (FTE Only) ... ASES #6010		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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**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 others who were engaged in the planning process.

### EXAMPLES:

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12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/10/2016	Staff meeting	Shared with staff the three big goals for next year, additional staffing being added, and recent Title One Purchases. Got feedback on the key practices section of the SPSA.
2/10/2016	PAC meeting (Monthly Parent Meeting)	Shared with Parents three big goals for next year, the additional staffing being added next year, and the key practices section of the SPSA.
4/18/2016	ILT	Reviewed three big goals, goals for next year, and key practices sections of the SPSA. Received feedback from ILT.
4/19/2016	SSC	Shared three big goals, additional staffing being added, reviewed Title One expenditures.
5/17/2016	SSC	Reviewed the SPSA section by section for all three major improvement areas, as well as the SPF, and the ELL crosswalk

## 2016-2017 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 ... <b>General Purpose Discretionary #0000</b>	\$70,701.49	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$211,153.92	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$403,734.58</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$83,035.92	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,165.43	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$85,201.35</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

MCS is small school in the Fruitvale Neighborhood with TK-5th grade and 410 students. We are a school that focuses on balanced literacy practices through our work in readers and writers workshop. This will be our third year of full implementation. We use Expressions for our math program and FOSS for our science curriculum. To support building strong Social Emotional and life skills we use both PBIS (Positive Behavior Intervention and Supports) and Responsive Classroom routines and structures school wide. We are a very diverse school with over 50% of our students being English Language Learners. In grades K-3rd grade we have currently an early exit bilingual program which we are currently redesigning to be a K-5 bilingual program in the next few years. All of our students receive 30 minutes of designated ELD every day to ensure all students are being exposed and given time to practice their skills as well as integrated ELD. In the past four years our newcomer population is growing and for newcomers in 2nd-5th grade they will spend part of their school day in a newcomer class working on ESL, phonics, concepts, social skills, and basic reading skills for the first 2 hours of the day before going to their regular grade level classrooms where the new comer teacher will do push in support. We offer a lot of intervention/acceleration support for students with our Literacy coach and a STIPP sub providing LLI intervention to students throughout the school day. There is also a second STIPP sub supporting our TK and Kinder students who need more support in small groups to practice and review letters, sounds, sight words and basic math skills. Teachers in K-3 also provide after school intervention 2 days a week. We have an onsite school social worker and a counseling intern who provide 4 days a week of mental health services to our students who need it. Our school is growing and we have added over 100 students in the last three years. We have partnered with EBAYAC to run our After School program which serves 80 students in 2nd-5th grade five days a week from 2:50 to 6 pm every day. Our After School program is a mix of academic support and enrichment.

### 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.

## MAJOR IMPROVEMENT PRIORITIES

- |                                       |                                                                                                                                                                             |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Major Improvement Priority #1:</b> | <b>Increase the number of students reading on grade level as measured by the SRI and F and P assessments</b>                                                                |
| <b>Major Improvement Priority #2:</b> | <b>Create a robust Multi-Tiered Student Services plan.</b>                                                                                                                  |
| <b>Major Improvement Priority #3:</b> | <b>School Climate &amp; Culture- Reduce the number of suspensions for all students while also providing a campus that feels safe and engaging for parents and students.</b> |

**MAJOR IMPROVEMENT PRIORITY #1: Increase the number of students reading on grade level as measured by the SRI and F and P assessments**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
45% of our students improved their SRI score by over 100 points from the fall to Jan. this year	Only 30.8% of our students are scoring benchmark or above on the Winter F and P
Improved our At or Above score on SRI from 7.1% to 15.3% from Fall to Winter	42.5% of our students are scoring far below on the Winter F and P assessments.
Decreased our students in Far Below by 2% on SRI from Fall to Winter	On the SBAC 14.6% of our students scored proficient or above on the ELA and 14.3% of our students scored proficient or above on Math.

ROOT CAUSE ANALYSIS for Priority #1
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
We need to ensure all teachers are doing daily read alouds with explicit modeling around reading comprehension strategies, students need to have more time on task reading independently both at school, in the after school program, and at home. Newer teachers need more time to plan and observe stronger teachers so they have the management for more small groups and differentiation.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
1)Walkthrough observation notes debriefs by the TSA and Principal identified the need for deeper questioning in read alouds. 2) Analysis of Walkthrough Observation notes from TSA and Principal found that in 5 classrooms there was a need to increase the amount of time students had to actually read 3)Analysis of Walkthrough observation notes by TSA and Principal and Data Conference notes found that newer teachers were not planning as much as they needed to. 4) Audit of classroom schedules done by ILT found that not all classrooms were able to start small group intervention right away in the fall

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Reduce the number of students not reading on grade level as measured on the SRI	SRI	All Students	21.4%	31%	41%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the number of students reading at grade level on the F and P assessments	F&P	All Students	41.9%	50%	60%	3: Students are reading at or above grade level.
Climate & Culture	Increase the number of students coming to school every day.	Chronic Absence	All Students	19%	15%	10%	5: Students are engaged in school everyday.



## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Give students more reading comprehension practice by focusing on the beyond the text part of the reading continuum*

## KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
By September teachers will meet with Parents and students (3rd-5th) to share 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.	TSA and Principal will monitor work done through PLC structure by reviewing PLC notes, goals, and data at bi weekly ILT meetings.	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
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	Library Clerk to weekly book checkout for all grades and run independent reading campaigns four times per year
Teachers will send home weekly or daily reading logs to track independent reading along with comprehension questions.	Principal will observe teachers at least twice a week and provide written feedback focusing on newer teachers and new grade level partnerships.	ILT will meet twice a month to create and lead PD agendas, review data, and plan for school wide events like rounds, extended visits, etc.
During daily read alouds teachers will ask deeper inference and comprehension questions	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	School wide Instructional Rounds (takes two days) focused on BAL and Math
Teachers will pull their 2 lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration	Ensure that all teachers are following BAL workshop for reading and writing to ensure that all students are engaged in independent reading and writing for ½ their school day	Several times a year parents hold Grade Level Parent Academic Meetings with 1st-5th grade parents to review grade level data, give parents ways to support student learning at home, and answer parent questions.
Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.	Principal will work with ELMA office and other bilingual sites to create PD, trainings, and school visits for our bilingual teachers to help build out our 50/50 program.	In the spring we hold an incoming TK and Kinder meeting to help parents better prepare their children over the summer, share about the school, and answer parent questions.
Teachers will create weekly book check out systems to ensure that all students have nightly access to high quality books at their reading level		Work with Alameda First Five to offer at least one Pre-K summer School class for incoming Kinder and TK students who haven't attended preschool before.

Teachers will track all students working below grade level on the PIP (personalized intervention plan) three times a year and list what programs they are using for intervention and track the student's reading level		Once a month we will hold family reading in the library to support a culture of reading
Bilingual teachers in k-2 will provide a 50/50 program which is currently being developed with the support from district staff.		Hold reading celebrations such as Read Across America and Literacy Night
		Key School Staff including our bilingual team will continue to work with ELMA office to refine and expand our bilingual program which is currently early exit but will grow to serve K-5th grade students.
		TSA will focus on observing and coaching teachers during their literacy instruction and small group acceleration three mornings a week and two afternoons a week.
		TSA will provide focused planning and intensive coaching support for two teachers per trimester

**MAJOR IMPROVEMENT PRIORITY #2: Create a robust Multi-Tiered Student Services plan.**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #2</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
45% of our students improved their SRI score by over 100 points from the fall to Jan. this year	Some students start school unprepared for academic challenges which show on our TK and Kinder assessments
We have reclassified almost 14% of our ELL's	The bulk of our EL learners are not able to pass the SRI or higher CELDT to be reclassified
Our Chronic Absence rate has dropped by 3.5% from a high of 19.5% last year	Schoolwide chronic absenteeism for 15-16 is still at a high 16%

<b>ROOT CAUSE ANALYSIS for Priority #2</b>
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
While we have seen some growth it is not enough. We need to continue to build on our intervention systems as a site as well as continue to refine our small group instruction to ensure there is more support for students to provide them with acceleration.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>

1) Student's attendance was identified through Attendance Team meetings, ILT, and COST meetings as the main reason why some students are not accelerating even with 1-1 and small group support. 2) Extended Contract paperwork shows due to late hires that not all teachers were able to start intervention groups right away 3) ILT debrief on Intervention noted that upper grade intervention was less effective due to TSA having to stop LLI intervention for three months to help cover a 4th grade class when the teacher left in October 4) Kinder intervention was found to be uneven in the spring because the STIPP sub had to take over a class at ILT debrief on Intervention.

### STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	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.	SBAC ELA	All Students	14.6% Proficient	24 % Proficient	34% Proficient	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Increase the number of students regularly attending school	Chronic Absence	All Students	19.5%	15%	10%	5: Students are engaged in school everyday.
Academic	Increase the percentage of students scoring grade level for their reading level	F&P	All Students	41.9%	50%	60%	3: Students are reading at or above grade level.
Academic	Increase the percentage of students scoring grade level on SRI	SRI	All Students	21.4%	31%	41%	3: Students are reading at or above grade level.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:**

***All teachers will need to 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.***

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers pulling small guided reading groups with students in need of acceleration two times a week	TSA works with the 20 lowest students across the school using the LLI intervention program	Create a stronger school wide intervention program utilizing LLI, Learning upgrade, and other programs. Hire two STIPP subs to provide k-1 and 2-3 daily acceleration support for identified students.
Teachers pull small groups for math two times a week during the school day	Principal or TSA observe each teacher's intervention at least twice a trimester and give any feedback to improve	Ensure the afterschool program has more time on learning upgrade to support students acceleration especially in math (goal 30 hours of Math)
K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school.	Data Conferences 3 times a year with teachers to meet and review recent assessment data. Also to highlight students in need further acceleration.	Contract with Experience Corp to provide literacy tutors for every K-3rd class 3-5 days a week for the year to support small group and 1-1 support.
Ensure students are moving through the levels of Learning Upgrade and Math Upgrade during computer lab time	Ensure that ILT and SSC review data at meetings to ensure we are meeting our goals and that our strategies are successful	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.
Provide targeted students with more time on acceleration programs	Provide grade level teams with 3 hour blocks each trimester to plan and update the PIP or intervention document	Purchase an additional IPAD Cart and Chrome cart along with applications for students to use during class time
Use of on line exit tickets to help teachers regularly assess students mastery of particular standards or concepts.	Use 3 early release days over the school year for grade level planning at the end of each trimester	Build in more time for grade levels to review student data and update instructional plans during the trimester with subs and early release days
Teachers meet in small groups at least once a week to support GATE students with additional projects, more challenging work and materials.	Hold assessment week at the start of school for teachers to assess students 1-1 for reading and math beginning of the year assessments	Funds for a copy machine maintenance agreement to maintain our copy machine to make copies for small group and after school intervention sessions
Each Teacher will work with their grade level to provide 30 minutes of ELD instruction daily to all students using Systematic ELD as a base curriculum	Meet with all parents by the 3rd week of school to set goals based on their child's reading level for the first trimester	Funding for supplies to purchase needed school materials for students such as notebooks, folders, planners, pencils, highlighters etc.
Teachers will track all students working below grade level on the PIP (personalized intervention plan) three times a year and list what programs they are using for intervention and track the student's reading level		Create a new comer classroom for 2nd-5th grade students where the focus is on ESL, phonics, letters, basic reading skills, etc.

Meet with All students parents in August after assessment week to do goal setting for the first report card in December	Do three strong COI rounds along with more planning time for grade levels to look at and respond to student data for our PD next year.	Principal, Academic Liaison, and ASP director meet monthly to redesign our afterschool program to include more time with blended learning, additional reading minutes, and more teacher led intervention.
		Use Title One funding to provide monthly parent workshops on literacy, reclassification, SBAC, etc.
		At least two times a year have teachers led grade level parent meetings on academic topics
		Hold Science Night connected with the Science fair and provide families with fun hands on science experiments
		Work with First 5 to provide 1-2 Pre K summer programs for students who haven't had preschool experience
		Pay for a 2 day a week for a Community Liaison to help organize and support our parents
		Increasing attendance clerk to full time next year to better track and monitor attendance, meet with parents, and do more follow up phone calls.

**MAJOR IMPROVEMENT PRIORITY #3: 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.**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #3</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
-Percentages of Suspensions is lower this year than last year at .9%	-AA and SWD were over 8% each in 2014-2015
-Other interventions (community service, buddy room, behavior contracts, parent shadow, conflict mediation) are helping to reduce suspensions	-Not enough teachers are completing URF's
Staff and parents are rating our school well on our CHCKS survey	We need to ensure we get more surveys back from parents currently only getting survey's back from 28% of our parents

**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

We have been able to lower our suspensions but it's hard to track discipline behavior at MCS as not all teachers are completing URF's when students are out of class. Having conflict managers is reducing the number of incidents between our upper grade students. Newer teachers are having more issues managing students behaviors

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

1) Review of URF data at COST meetings and Staff Meetings are finding that teachers are not completing URF's for all discipline incidents 2) Notes from Conflict Manager cases shows that more incidents are getting resolved between students using a process. 3) Review of our CHCKS survey data at Staff Meeting finds that we need to get a higher return rate for our surveys current return rate is less then 30% 4)PBIS led staff meetings exit tickets found that newer teachers needed more resources, ideas, and support on how to help manage conflicts in class.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reduce the in and out of school suspensions of AA and Latino Students	Suspensions	African- American Students	4.08%	2%	1%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce the number of URF's being given across the school	Suspensions	All Students	4.8%	2%	2%	5: Students are engaged in school everyday.
Climate & Culture	Increase the number of students reporting they feel safe at school on the student survey	Culture/ Climate: Student	All Students	N/A	N/A	Coming Fall 2016	5: Students are engaged in school everyday.
Climate & Culture	Increase the number of parents reporting they feel their child is safe at school and school staff are responsive	Culture/ Climate: Parent	All Students	60%	70%	80%	6: Parents and families are engaged in school activities.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:** *Support students to use school-wide tools to help them solve conflicts safely and appropriately .*

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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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.	COI cycle at the start of the year focused on teaching expected behaviors like how to transition safely and quickly	Have at least two staff members trained in RJ circles
Each teacher has a take a break space in the classroom and then teacher and students model how to use it with class	URF data reviewed at climate meetings	School Social Worker on Site 3 days a week
Teachers complete URF's for discipline issues with interventions listed	URF data reviewed at monthly staff meetings	Climate/COST meeting at 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.	Whole School Tours twice a year of the common spaces at the site and the expected behaviors in each area	Have additional backpacks, school shirts, and books available in the office to give to identified families from Salvation Army and foster youth when they register for school
Teachers giving out MCS high five when they see students making good choices	Whole School check ins at least three times a year about Morning Meeting and Responsive Classroom	Hold a PBIS Team meeting at least once a month
Teachers will use MCS recess rule book during yard duty to ensure all rules are being enforced consistently	For the first 5 months of school one new school wide agreement will be shared with students and staff at whole school assemblies	Continue to work with the Salvation Army to bring in additional resources for families and school materials for students especially low income and foster youth who need new backpacks and clothes during the school year
All 5th grade teachers need to give the CHCKS survey and contact parents when needed to ensure we get data that can count	Co-constructed MCS behavior matrix updated and reviewed against the District's Behavior Matrix	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.
	With PBIS team created a MCS rule book to capture all playground recess rules in one place to ensure consistent enforcement	Community Asst. and school social worker support transitional families by connecting them with district services as well as community resources such as local food banks, shelters, and clothing resources.
	PBIS team will share work and updates for feedback with staff at Staff meetings	Work with Alameda County to provide 1-2 Pre K summer classrooms for students who haven't had previous pre-school experince

	4th and 5th grade students are trained on resolving conflicts with the support of our PE teacher/Climate Coach	Pay for a Playworks Coach to ensure there is high student engagement at recess to reduce conflicts and bullying
	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	Hold a TK/Kinder parent meeting in the spring for new parents to share expectations, school schedule, calendar, meet staff, and answer parent questions.
		Have parents sign MCS 5 agreement and other school specific forms at registration
		Hold at least one meeting a year with Parents around our PBIS work
		Pay for 1/2 day week of the Psychologist's time to support Tier 3 Behavior students with observations and feedback for teachers, writing behavior contracts, providing counseling etc.
		Have Brother's On Rise work with 20 AA and L males in our after school program two days a week to support students with mentoring, field trips, manhood development
		Have two noon supervisors at recess who be trained by and receive support, from our PBIS team, and will work closely with and meet regularly with our playworks coach, 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



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$94,879.17	After School Education & Safety (ASES)	Contract for our After School program	Provide targeted students with more time on acceleration programs	A1.6: After School Programs	5825	n/a	n/a	n/a	179-1	179
\$2,000.00	After School Education & Safety (ASES)	Funding for the lead after school program person	Principal, Academic Liaison, and ASP director meet monthly to redesign our afterschool program to include more time with blended learning, additional reading minutes, and more teacher led intervention.	A1.6: After School Programs	5950	n/a	n/a	n/a	179-2	179
\$24,055.73	General Purpose Discretionary	Have a 11 month TSA	TSA will focus on observing and coaching teachers during their literacy instruction and small group acceleration three mornings a week and two afternoons a week.	A3.4: Teacher Professional Development focused on Literacy	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.25	179-3	179
\$4,898.08	General Purpose Discretionary	Funds for teacher intervention	K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school.	A3.2: Reading Intervention	1120	n/a	n/a	n/a	179-4	179
\$6,000.00	General Purpose Discretionary	Over time for office staff to make additional phone calls to parents, help with school wide events, and complete budget work to meet district deadlines.	Increasing attendance clerk to full time next year to better track and monitor attendance, meet with parents, and do more follow up phone calls.	A5.4: Root Causes of Chronic Absence	2425	n/a	n/a	n/a	179-5	179
\$6,135.49	General Purpose Discretionary	Provide needed classroom supplies	Teachers will pull their 2 lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration	A3.2: Reading Intervention	4310	n/a	n/a	n/a	179-6	179
\$15,000.00	General Purpose Discretionary	Purchase a new copy machine for the teachers and staff	Funds for a copy machine maintenance agreement to maintain our copy machine to make copies for small group and after school intervention sessions	A3.2: Reading Intervention	4425	n/a	n/a	n/a	179-7	179
\$612.19	General Purpose Discretionary	Postage to pay for Summer Welcome newsletter for parents letting them know registration, assessment week schedule, and parent goal setting conferences dates	Meet with all parents by the 3rd week of school to set goals based on their child's reading level for the first trimester	A6.5: Academic Parent-Teacher Communication & Workshops	5724	n/a	n/a	n/a	179-8	179
\$12,212.08	LCFF Concentration	LCFF Concentration	Create a stronger school wide intervention program utilizing LLI, Learning upgrade, and other programs. Hire two STIPP subs to provide k-1 and 2-3 daily for identified students in need of acceleration.	A3.2: Reading Intervention		n/a	TCSTIP	TEACHER STIP	179-9	179
\$14,000.00	General Purpose Discretionary	Consultant Contract for PPlayworks to provide recess support and weekly classroom game time.	Pay for a Playworks Coach to ensure there is high student engagement at recess to reduce conflicts and bullying	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	179-10	179
\$279.30	LCFF Concentration	Purchase additional Books for classroom libraries	Teachers will create weekly book check out systems to ensure that all students have nightly access to high quality books at their reading level	A3.3: Family Engagement focused on Literacy Development	4200	n/a	n/a	n/a	179-11	179
\$508.62	LCFF Concentration	Additional Classroom supplies	Funding for supplies to purchase needed school materials for students such as notebooks, folders, planners, pencils, highlighters etc.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	179-12	179
\$12,000.00	LCFF Concentration	Consultant Contract for Brother's on the Rise and Destiny Arts to provide additional enrichment for our after school program	Have Brother's On Rise work with 20 AA and L males in our after school program two days a week to support students with mentoring, field trips, manhood development	A1.6: After School Programs	5825	n/a	n/a	n/a	179-13	179
\$8,302.80	LCFF Supplemental	Hire a community asset. to help with family engagement	Pay for a 2 day a week for a Community Liaison to help organize and support our parents	A6.1: Parent / Guardian Leadership Development	n/a	COMMUNITY ASSISTANT	COMMAS9999	0.2	179-14	179
\$8,211.47	LCFF Supplemental	Hire a noon supervisor to help out at lunch time	Have two noon supervisors at recess who be trained by and receive support, from our PBIS team, and will work closely with and meet regularly with our playworks coach, 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	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV0063	0.333	179-15	179
\$45,959.79	LCFF Supplemental	Pay part of our School Social worker's Salary	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.	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	SOCIAL WORKER	SOCWKR0015	0.4	179-16	179
\$24,424.15	LCFF Supplemental	Pay for part of our STIPP subs salary	Provide targeted students with more time on acceleration programs	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.5	179-17	179

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$94,879.17	After School Education & Safety (ASES)	Contract for our After School program	Provide targeted students with more time on acceleration programs	A1.6: After School Programs	5825	n/a	n/a	n/a	179-1	179
\$36,636.23	LCFF Supplemental	Pay for part of our STIPP subs Salary	Provide targeted students with more time on acceleration programs	A3.2: Reading Intervention	n/a	TEACHER STIP	TCSTIP9999	0.75	179-18	179
\$4,000.00	LCFF Supplemental	Stipends to pay for teachers to do intervention after school	K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school.	A3.2: Reading Intervention	1120	n/a	n/a	n/a	179-19	179
\$2,640.06	LCFF Supplemental	Subs for release time for grade levels to meet and plan together	Build in more time for grade levels to review student data and update instructional plans during the trimester with subs and early release days	A3.4: Teacher Professional Development focused on Literacy	1154	n/a	n/a	n/a	179-20	179
\$7,034.75	LCFF Supplemental	Additional books for classrooms	Teachers will create weekly book check out systems to ensure that all students have nightly access to high quality books at their reading level	A3.2: Reading Intervention	4200	n/a	n/a	n/a	179-21	179
\$10,848.82	LCFF Supplemental	Supplies for acceleration support	Teachers will pull their 2 lowest groups 2-3 times a week for guided reading, pre-teaching, and acceleration	A3.2: Reading Intervention	4310	n/a	n/a	n/a	179-22	179
\$25,000.00	LCFF Supplemental	Additional technology and licenses	Teachers will increase the use of technology in their classrooms for students to do research, prepare presentations, and practice keyboarding.	A3.1: Blended Learning	4420	n/a	n/a	n/a	179-23	179
\$10,000.00	LCFF Supplemental	Purchase a new copy machine for the teachers and staff	Funds for a copy machine maintenance agreement to maintain our copy machine to make copies for small group and after school intervention sessions	A5.3: School Facilities	5610	n/a	n/a	n/a	179-24	179
\$2,208.82	LCFF Supplemental	Pay for 1/2 day week of the Psychologist's time to support Tier 3 Behavior students	Pay for 1/2 day week of the Psychologist's time to support Tier 3 Behavior students with observations and feedback for teachers, writing behavior contracts, providing counseling etc.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	179-25	179
\$25,887.03	LCFF Supplemental	Consultant contract for PLAYworks and Prescott circus	Pay for a Playworks Coach to ensure there is high student engagement at recess to reduce conflicts and bullying	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	179-26	179
\$14,113.14	Measure G (School Libraries)	Pay for our Library Clerk	Library Clerk to weekly book checkout for all grades and run independent reading campaigns four times per year	A3.2: Reading Intervention	n/a	LIBRARY CLERK SR	LBCLKS0014	0.5	179-27	179
\$2,000.00	Measure G (School Libraries)	Over time for our library clerk	Library Clerk to weekly book checkout for all grades and run independent reading campaigns four times per year	A3.2: Reading Intervention	2220	n/a	n/a	n/a	179-28	179
\$4,533.86	Measure G (School Libraries)	Computers	Purchase an additional IPAD Cart and Chrome cart along with applications for students to use during class time	A3.1: Blended Learning	4200	n/a	n/a	n/a	179-29	179
\$24,424.15	Measure G (TGDS)	Pay for STIPP sub to support teacher evaluation meetings	Stipp sub for evaluation meetings	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.5	179-30	179
\$2,167.61	Measure G (TGDS)	Teacher subs for learning walks	School wide Instructional Rounds (takes two days) focused on BAL and Math	A3.4: Teacher Professional Development focused on Literacy	1150	n/a	n/a	n/a	179-31	179
\$0.66	Measure G (TGDS)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	179-32	179
\$38,489.16	Program Investment	Pay for part of our TSA's salary	Provide targeted students with more time on acceleration programs	A3.2: Reading Intervention	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.4	179-33	179
\$935.84	Program Investment	Classroom Supplies	Funding for supplies to purchase needed school materials for students such as notebooks, folders, planners, pencils, highlighters etc.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	179-34	179
\$33,678.02	Title I Basic	Pay for part of TSA's Salary	TSA works with the 20 lowest students across the school using the LLI intervention program	A3.2: Reading Intervention	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.35	179-35	179
\$8,302.80	Title I Basic	Hire a community asset. to help with family engagement	Pay for a 2 day a week for a Community Liaison to help organize and support our parents	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMMUNITY ASSISTANT	COMMAS9999	0.2	179-36	179
\$22,979.90	Title I Basic	Pay the balance of our school social worker's salary	School Social Worker on Site 3 days a week	A5.2: Health and Wellness (Mental & Physical Health)	n/a	SOCIAL WORKER	SOCWKR0015	0.2	179-37	179
\$8,154.03	Title I Basic	Pay for teachers in K-3 to do intervention after school	K-3rd grade Teachers hold after school intervention for students in need of acceleration two days a week after school.	A3.2: Reading Intervention	1120	n/a	n/a	n/a	179-38	179

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$94,879.17	After School Education & Safety (ASES)	Contract for our After School program	Provide targeted students with more time on acceleration programs	A1.6: After School Programs	5825	n/a	n/a	n/a	179-1	179
\$9,921.18	Title I Basic	Pay for 1/2 day week of the Psychologist's time to support Tier 3 Behavior students	Pay for 1/2 day week of the Psychologist's time to support Tier 3 Behavior students with observations and feedback for teachers, writing behavior contracts, providing counseling etc.	A5.2: Health and Wellness (Mental & Physical Health)	5734	n/a	n/a	n/a	179-39	179
\$2,165.43	Title I Parent Participation	Hold monthly parent workshops	Use Title One funding to provide monthly parent workshops on literacy, reclassification, SBAC, etc.	A6.5: Academic Parent-Teacher Communication & Workshops	4399	n/a	n/a	n/a	179-40	179

## Manzanita Community School Elementary School Compact 2015-2016

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.

### Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.

- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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Student

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Teacher

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Parent/Guardian



**Title I School Parental Involvement Policy 2015-16**

(Blue fonts indicate an area that needs to be completed)

**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 School agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 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.  
(In the box below, briefly describe or bullet how this happens at your school.)

At Manzanita Community, we inform parents about Title I program during our annual Back to School Night. We let them know what it means to be a Title I school, the benefits, requirements and the important need for parent involvement.

- Offer a flexible number of meetings for parents.  
(In the box below, briefly describe or bullet how this happens at your school.)

We contact every member of our SSC seven days before the tentative date for the upcoming meeting and ask for feedback if changes to the schedule need to be made.

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

N/A. We are an Elementary School.



- Provides parents of Title I students with timely information about Title I programs.  
(In the box below, briefly describe or bullet how this happens at your school.)

We post flyer regarding the upcoming Title I meeting all over the school, plus we mention the upcoming meeting on the school newsletter. After the meeting takes place, we send out the meeting minutes within the next 24 hours. Plus add to our website.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.  
(In the box below, briefly describe or bullet how this happens at your school.)

N/A

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.  
(In the box below, briefly describe or bullet how this happens at your school.)

All parents receive invitations to participate in all meetings in which we discuss the academic elements of the school.

### School-Parent Compact

(Name of school) 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

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

We discuss Academic Content Standards, Academic Achievements, State and OUSD academic assesment scores, academic levels students are expected to achive, and how parents can monitor student's progress.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.  
(In the box below, briefly describe or bullet how this happens at your school.)

Our school hold parents and family workshops throughtout the year to help out with academic assistance that they might need or techniques on how they can better help their children.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.  
(In the box below, briefly describe or bullet how this happens at your school.)

Our staff receives weekly PDs which include way on how they can work with parents as equal patners.





- 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.

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

Our school holds workshops.

- 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.

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

All meeting get publicies in our school newsletter and website. Plus minutes of SSC meetings are available upon request.

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

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

Everything is explain to every member and we constantly as if they need help.

### 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.)

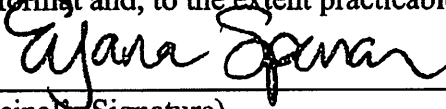
For our school we have a Spanish translater present during every meeting.



## 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 (Name of School) Manzanita Community School Site Council on (Date) 10/23/2015 and will be in effect for the 2015-16 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 (Name of school) Manzanita Community'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)

10/24/15

(Date)

## School Site Council Membership Roster – Elementary

School Name: Manzanita Comm.

School Year: 2015 - 2016

Chairperson: <u>Dawn McMahan</u>	Vice Chairperson: <u>Dr. Gilyard - shyne</u>
Secretary: <u>Julio Arevalo</u>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

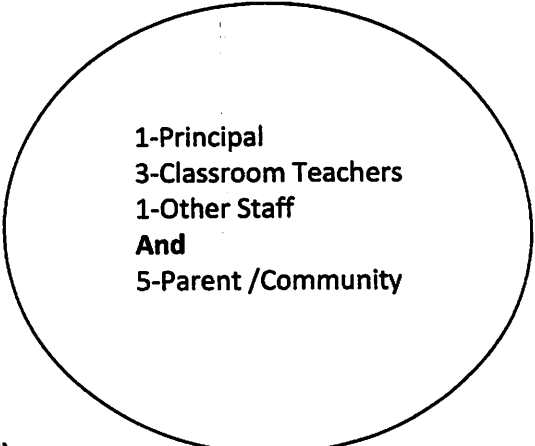
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
<u>Maria Uribe</u>				✓
<u>Teresa Ramirez</u>				✓
<u>Catalina Alejandre</u>				✓
<u>Dawn McMahan</u>				✓
<u>Antoniette McCulloogh</u>				✓
<u>Angelina Gilyard - shyne</u>		✓		
<u>Natalie MacIntyre</u>		✓		
<u>Melissa Kindschi</u>		✓		
<u>Eyana Spencer</u>	✓			
<u>Julio Arevalo</u>			✓	

Meeting Schedule (day/month/time)	<u>Every 1st Tuesday of the month at 4 pm.</u>
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**SSC Legal Requirements: (Ed. Code 52852)**

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



(Once filled, this document can be placed on your school site's letterhead)

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.