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Enactment Number	22-1483
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Manzanita SEED Elementary School
CDS Code: 1612590110247
Principal: Rachelle McManus
Date of this revision: 5/25/20

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

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

Contact: Rachelle McManus

Position: Principal

Address: 2409 East 27th Street
Oakland, CA 94601

Telephone: 510-535-2832

Email: rachelle.mcmanus@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (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 | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

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

Date(s) plan was approved: 4/20/2022

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

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

Signatures:

Rachelle McManus <i>Principal</i>	Rachelle McManus Signature	5/25/2022 Date
Rocio Gutierrez <i>SSC Chairperson</i>	Rocio Gutierrez Signature	05/25/2022 Date
Kathleen Arnold <i>Network Superintendent</i>	<i>Kathleen Arnold</i> Signature	5.27.2022 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	5/27/2022 Date

2022-23 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/5/2022	SSC & SELLS combined	Data Dive, budget proposal, and vote on Title I and Title IV funds.
4/19/22	Black Family Engagement	Facilitated discussion of strategies and Conditions for Black Students priority area.
2/14/22	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/9/2022	SSC & SELLS combined	Shared rationale and overview of site plan.
3/10/2022	Coffee with the Principal	Shared rationale and overview of site plan.
2/28/2022	Staff Meeting	Facilitated discussion of needs assessment and reflective SPSA review
3/21/2022	Instructional Leadership Team	Facilitated discussion of needs assessment and reflective SPSA review
4/18/2022	Instructional Leadership Team	Facilitated discussion of strategies and Conditions for Black Students priority area.
4/14/2022	Coffee with the Principal	Facilitated discussion of strategies and Conditions for Black Students priority area.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$114,800.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$555,028.77

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)	\$105,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,800.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$236,285.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,000.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$47,000.00	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:	\$114,800.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$440,228.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$555,028.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Manzanita SEED Elementary School

School ID: 175

School Description

Manzanita SEED is a 50-50 simultaneous two-way dual language, arts enriched, Project-Based Learning TK-5th grade School, focusing on language, culture, equity, and family-school integration. SEED is an acronym for School of Expeditions, Equity and Diversity.

School Mission and Vision

Vision

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

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

Mission

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

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

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

Project-Based Learning is a comprehensive school reform model based on five core practices: Project-based learning units, Active Pedagogy, Culture and Character, Leadership and School Improvement, and School Structures. Teachers at every grade level collaborate to develop learning expeditions based on the

social studies and science content standards. The expeditions incorporate fieldwork and/or service learning, and integrate reading, writing, and the arts with a social justice lens. Both the process and product of student learning in the expedition is showcased at two yearly EXPOsitions of student learning.

Diversity, Equity, and Inclusion

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	30%	<i>not available until Fall 2022</i>	40%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	34%	<i>not available until Fall 2022</i>	40%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	17%	<i>not available until Fall 2022</i>	30%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-37	n/a	<i>not available until Fall 2022</i>	-0.30
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	22%	<i>not available until Fall 2022</i>	30%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-43	n/a	<i>not available until Fall 2022</i>	-0.35
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	30%
CAST (Science) at or above Standard	All Students	12%	n/a	<i>not available until Fall 2022</i>	20%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-128.9	n/a	<i>not available until Fall 2022</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-50.8	Choose a group at left.	<i>not available until Fall 2022</i>	-45.0

i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	7%	<i>not available until Fall 2022</i>	15%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-133.6	n/a	<i>not available until Fall 2022</i>	-100.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	52.4	Choose a group at left.	<i>not available until Fall 2022</i>	40.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	17%	5%	<i>not available until Fall 2022</i>	30%
LTEL Reclassification	Long-Term English Learners	33%	0%	<i>not available until Fall 2022</i>	22%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	0%	0%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	2%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	3%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	15%	8%	<i>not available until Fall 2022</i>	10%
Chronic Absenteeism	African American Students	21%	8%	<i>not available until Fall 2022</i>	15%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
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1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	<p>irready mid-year diagnostic data shows 46% of 3rd grade students at early-mid grade level</p>	<p>Adoption of Adelante/Advance and strategic integration of A/A with expeditions, focus over several years to create TK-5 vertical alignment @ literacy; focus on language allocation and standards-alignment within expeditions</p>
<i>LCAP Goal 2: Focal Student Supports</i>	<p>There are over X SIPP groups in K-2nd grade with 2 tutors plus newcomer teacher. Add data point @ growth and/or proficiency levels.</p> <p>Additionally, all students have received small group support in ELA/SLA and math in the 22-23 year, with classroom teachers, SIPPS tutors, newcomer teacher and after school teachers providing SIPP, small group instructions and newcomer reading support through LLI.</p> <p>Robust student support process through COST and SpEd department, led by CSM, is building structures that enable us to individually support more students academically and with mental health services. [Insert data point about how many COST referrals we had at beginning of year and how many we've gotten through]</p>	<p>Hiring of EL Tutors and partnering with newcomer teacher, hiring of CSM, establishment of SpEd department that meets monthly, counseling interns, community partnerships to fill in much needed mental health services.</p>

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Site has supported families through: Community Schools Manager position that provides resources and communication to families as well as mental health and SEL leadership, coordination and support. PTU supports family involvement in school planning and decision making activities. Principal hosts monthly Coffee with the Principal. Restorative Justice teacher has worked with students and families experiencing conflict and behavioral issues at school. Counseling interns have provided one on one counseling and social skills groups.</p>	<p>Designated CSM, leadership from principal, Admin Assistant who supports SELs, develops agenda. Intentional structures and staff tasked with ensuring family engagement and ownership. Teachers who take ownership to identify student/family needs, and address them.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>High teacher and staff retention year over year, positive and supportive staff climate with strong communication structures for staff. Significant support staff, at least 1 AS program person assigned to each grade level to support instruction and students</p>	<p>Strong relationships, trust, belief in collaborative leadership. Staff is experienced and use their knowledge in support of instructional and climate needs of school.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>CCR: SBAC and SRI scores plateaued overall or decreased slightly for students between Spring 2017 and Spring 2019: SBAC DFS for ELA: 16-17: -35.6, 17-18: -38.9 to 18-19: -37; DFS for Math 16-17: -39.3, 17-18: -41.8, 18-19 -43. Additionally, fall and midyear i-ready ELA scores for second grade are each about 50% lower in 21-22 than they were in 20-21. Second grade is the only grade we have full comparative data from over the last two years. This drop is assumed to be similar across multiple grades, based on anecdotal teacher reports. Adoption and implementation of i-ready across all grades was a challenge this past year.</p>	<p>Acceleration after a year of distance learning has been intentional but kids have a long way to catch up. Additional absences caused by COVID and additional time and energy needed to support students' social, emotional, and mental health has slowed down ability to accelerate.</p>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Focal Subgroups: Need to continue to decrease opportunity/achievement gaps for focal subgroups at SEED: African-American, students with IEPs, ELLs. African Americans and students with IEPs lost ground during last three years of SBAC administration for Math and ELA. Ensuring that classroom teachers are also trained and feel ready to implement SIPPs, especially with learning loss for some students and an already tight dual language instructional schedule.</p>	<p>Classroom teachers struggle to find time for SIPPS in a packed instructional schedule.</p> <p>Students in 3-5 also need academic support, but we have no position budgeted for intervention at the higher levels (Early Literacy Tutors serve K-2).</p> <p>A wide range of learning loss means that the differentiation needs are diverse and hard to meet all needs within the classroom.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.</p>	<p>Fred Finch cut back services drastically from years past. We have worked to create partnerships with other mental health providers but the demand exceeds the supply.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Staff Supports: Challenge of new principal learning the needs and strengths on the campus, challenge of new CSM learning the systems and structures, challenge of principal and CSM creating integrated support systems</p>	<p>New staff in leadership roles</p>

1D: IDENTIFIED NEED

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

Our students have effective and experienced teachers and access to solid curriculum through a combination of Adelante/Advance and teacher-created expedition materials. However, the diversity of needs is wide in SEED and so we need more ability to lead targeted intervention for small groups of students with similar needs. To mitigate this impact, we plan to add a 0.5 STIP sub position next year that will focus on intervention in grades 3-5. We will also continue building blended learning skills among teachers so as to create more opportunities for small group work while some students are working online.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Manzanita SEED Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

All SEL and mental health strategies and actions have been implemented fully and are having positive outcomes for the students we are able to provide services for. The academic strategies and actions have been pushed forward by our committed teachers. Because the principal is in her first year, we made a decision to focus site-based PD on teacher priorities that aligned with the overall SPSA vision, rather than the principal/ILT specifically directing PD focus, under the theory of action that a teacher's self-assessment of what they need will be more accurate than a first-year principal's. Under this structure, teachers worked in teams on instructional strategies of their choice, including strategies aligned to the curriculum adoption, language targets, small group instruction, academic discussion, and other high-leverage practice.

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

Providing PD time and discussion time around SEL and mental health has been key to ensuring MH supports are happening in the classroom and we credit these with our low level of disciplinary needs so far this year, including zero suspensions so far. Providing a looser approach to academic PD has supported our teachers to be able to flexibly adapt their focus during this unprecedented year, and we also credit this for our high teacher attendance rate in a year when teachers are feeling burnt out and exhausted. We believe this was not the right year to hold tight to a large set of specific goals; instead, we chose to reiterate the ultimate vision and extend grace and flexibility to teachers as they cope with a second incredibly difficult year.

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

[After ILT reviews the PD focuses, insert statement here around which we will keep and which we won't.] We will add a strategy and action around building skills in blended learning models in order to create more room for targeted intervention by the classroom teacher even in the absence of external intervention staff.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Fund school supplies for focal student population, including paper, ink and other materials, so students have adequate resources to learn.	i-Ready Reading at or above Mid-Grade	Provides all students with the supplies needed to engage in class; removes the stigma of receiving supplies from school when all students receive the same supplies	This is working, but we already have adequate supplies funded through other sources.	Discontinue to fund STIP sub for academic intervention

Teacher extra hours parent workshops	Student Connectedness to School	Provides teachers extra paid hours to meet with parents and conduct workshops on topics that are important to the community.	Not being used because we have not done in person workshops.	Continue, with the hope that next year we can fund in-person workshops
Childcare Parent Workshops	Student Connectedness to School	Provides childcare during workshops on topics that are important to the community.	Not being used because we have not done in person workshops.	Discontinue
Parent Meeting Refreshments	Student Connectedness to School	Provides refreshments during workshops on topics that are important to the community.	Not being used because we have not done in person workshops.	Shift to using this funding for interpretation
CSM	Student Connectedness to School	Community Schools Manager position provides resources and communication to families as well as mental health and SEL leadership, coordination and support.	This position and role is working very well in supporting our students and building systems and structures.	Continue

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Manzanita SEED Elementary School

School ID: 175

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Focus on cultural responsiveness and inclusivity across all school settings; ensuring that ALL students feel welcome and engaged; disproportionality of African American and students with IEPs with URF's, Chronic Absenteeism and suspensions.
School Theory of Change:	If we strengthen our school-wide climate and culture, SEL and mindfulness practices with a focus on respectful relationships, team building and systems implementation to fidelity including ongoing data analysis and problem solving, then students will feel safe and welcome at school, see evidence of their culture being celebrated, and in turn attendance will increase, and URFs and suspensions will decrease for students in target focal groups.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	SEL Strategies: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school.	SEL Strategies: Leader will provide PD on culturally responsive SEL strategies, work with teachers to share emerging or existing practices, and work with all relevant teams to ensure that student and family needs are addressed and discussed within a culturally responsive and caring framework	PD, PBIS, COST agendas	Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.	

1-2	<p>Classroom SEL: Teachers will implement signature classroom practices consistently:</p> <p>some key practices might include:</p> <ul style="list-style-type: none"> -Morning meetings and Closing circles, -Caught You Being Goods, -Peace Corners, -I Statements, -SEED character traits, -Setting clear and consistent expectations - Diversity in books and materials in each classroom - Culturally responsive SEL and instructional practices 	<p>Classroom SEL: Leadership will facilitate a conversation at beginning of year with staff to surface which signature Tier 1 classroom practices should exist in every classroom space (e.g., Mindfulness space, expectations, reinforcement, etc) and to provide space for teachers to share best practices around implementation of these practices. Leader will coordinate schoolwide effort to make SEL values, including our SEED character traits, visible and reinforced in whole-school spaces including assemblies and visual markers in hallways.</p>	<p>PD agendas</p> <p>Visual schedules</p> <p>Classroom walkthrough tool</p>	<p>Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.</p>	
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<p>1-3</p>	<p>PBIS: PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team.</p> <p>PBIS team members will support implementation of our schoolwide CYBG 'caught you being good' system.</p> <p>PBIS team will conduct student and staff surveys related to culture and climate practices, 2x per year and will integrate feedback into ongoing plans.</p> <p>Schoolwide guided practice tours take place at beginning of each year to formally teach expectations across settings. "</p>	<p>PBIS: Principal will ensure that PBIS meetings are calendared and consistently built into PD cycle, and will coordinate with PBIS team to support robust implementation of key practices (including attending central PD opportunities, etc)</p>	<p>"PBIS and PD agendas</p> <p>Staff and student survey data</p> <p>Schedules for guided practice tours"</p>	<p>Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.</p>	
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1-4	<p>COST: The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.</p>	<p>COST: Principal will attend COST regularly, will ensure OUSDForce is updated consistently, and will support coordination of a technical way for teachers to check in on where their students are in the COST process.</p> <p>Principal will provide opportunities for members of COST to engage in district training and will have time on the PD and staff meeting calendars for COST to train staff on the COST process and teachers' roles within it, reinforce referral protocols, analyze SRSS data, and learn how to implement (as appropriate), monitor, and reinforce tier 2 and 3 interventions.</p>	COST meeting agenda	<p>Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.</p>	
1-5	<p>CSM: In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.</p>	<p>CSM: Principal will work with the Community School Manager to identify role's support for key school plan priorities, and will engage in regular meetings to discuss progress, troubleshoot, and support on going coordination of activities that support students and families. Principal, Community School Manager and other key stakeholders will meet weekly or bi-weekly to ensure coordination of activities and alignment to school's overall plan and priorities</p>	<p>Calendar of regular meetings between leadership and Community School Manager; google doc with evidence of regular collaboration and key priorities</p>	<p>Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.</p>	

1-6	RJ: Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	RJ: Leader will prioritize opportunities within school and district PD calendar for all teachers to have access to professional development focused on trauma-informed, culturally responsive practices, including Restorative Justice principles and practices. Leader will prioritize funding and professional development time in order to ensure there is on-site expertise in the form of an RJ coordinator in order to hold community and harm circles, and in order to position Restorative Justice as a whole-school priority practice at SEED for 22-23.	Master schedule with morning meetings and class meetings, PDs for SEL /RJcurriculum scheduled Information re: restorative justice and trauma-informed practices is shared with parents/families: i.e., during coffee with the principal, flyers shared on ParentSquare, sent out in family bulletin"	Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.	
1-7	Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	Targeted SEL Supports: Leader works with Community School Manager to create master schedule which includes times for small SEL, academic and support/mentoring with focal groups based on data	Increase in small groups and mentoring within master schedule Consistent COST focus to request referrals and identify students who can benefit from focused small groups	Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.	
1-8	SpEd Integration: Staff will create a committee to develop a plan to allow for SPED classes to be more integrated with the SEED community	SpEd Integration: Leader will work with staff to form a committee to explore SpEd integration throughout the campus at SEED	SEED committee roster meeting agendas and notes		
1-9	Family SEL Engagement: Teachers will work with families to communicate important information about their student's social emotional learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' social emotional needs.	Family SEL Engagement: Leader will provide time for home contacts and support (in the form of CSM) for teachers who need to more deeply engage specific families around supporting their students' SEL needs.	Home contact logs	Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.	

1-10	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events	Focal Subgroups: Need to continue to decrease opportunity/achievement gaps for focal subgroups at SEED: African-American, students with IEPs, ELLs. African Americans and students with IEPs lost ground during last three years of SBAC administration for Math and ELA. Ensuring that classroom teachers are also trained and feel ready to implement SIPPs, especially with learning loss for some students and an already tight dual language instructional schedule.	
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority:	<ol style="list-style-type: none"> 1. New curriculum (EL education and Adelante/Advance) exploration in 21-22, with recommended adoption for 22-23 2. TK-2 focus on early literacy foundational skills instruction in Spanish and English 3. In 4th and 5th grade, continue implementation of Adelante/Advance in order to refine instruction and monitor progress/support students' academic needs
School Theory of Change:	<p>If we provide teacher professional development and collaboration time for teachers to authentically grapple with:</p> <ul style="list-style-type: none"> -how to teach and support early literacy foundational skills in Spanish and English -how to teach to grade-level standards within expeditions -how to implement Adelante/Advance with a focus on culturally responsiveness and student academic needs, then... -which curriculum adoption or combination makes the most sense for SEED given its position as a dual language, expedition-based school, then <ol style="list-style-type: none"> a) teachers will feel empowered and excited about their instructional planning and decision-making, both within current curriculum and in contemplation of new ELA curriculum adoption b) teachers will continue to use emerging early literacy/phonics assessments and programs c) 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 Goal(s):	<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p>
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	Curriculum Integration: Leader will work with teachers and teacher teams to create collaborative and creative processes for creating a strategic integration of A/A and expeditions. Leader will provide PD to 4th and 5th grade teachers to support visioning of upper grades vision for PBL.	Curriculum Maps PD Calendar PBL vision documentation		
2-2	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student. Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	Foundational Skills: Leader will establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment, provide professional development and learning for implementation of curriculum and strategies, support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment, and partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum. Leader will support grade level teams to coordinate Phonics Block (K-2) and All Block (3-5) throughout all classes so that Intervention and Special Ed services can be coordinated across classrooms and maximized.	-Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules.		

2-3	<p>Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.</p>	<p>Collaboration towards Standards: Leader will provide professional development + weekly PLC/collaboration time for grade level teachers to plan and develop CLOs for each lesson.</p>	<p>-Learning walks/observation reveal consistent use of content and language objectives -PD/PLC calendar with learning cycles or practice of developing CLOs, access to NGSS science standards</p>		
2-4	<p>FOSS Integration: The expeditions that teachers teach in grades K-3 are written and revised during teacher collaboration based on the science standards and include the rotation of FOSS kits to align with the curricular and thematic focus of the grade level expeditions. This will occur in the expeditionary planning for grade K-3. 4th and 5th grade team planning will include the FOSS kits as well as interdisciplinary instruction that integrates the teaching of science and math standards during social studies during Spanish and English language arts.</p>	<p>FOSS Integration: Principal, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to incorporate FOSS kits within curricular and thematic adoptions of each grade level</p>	<p>"PLC and planning agendas Classroom walkthroughs"</p>		

2-5	Math Curriculum Adoption: Teachers collaborate to discuss the new math curriculum and to decide how to fully roll out curriculum adoption of Eureka	Math Curriculum Adoption: Leadership will provide professional development on the new math curriculum	PD agenda Classroom walkthroughs		
2-6	Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	Data Driven Small Groups: Leadership will provide weekly time in PLCs and collaboration for teachers to monitor and accelerate student progress; leader will facilitate at least two opportunities for data analysis at a classroom and grade level	"PD and PLC agendas Progress monitoring trackers for each grade + SDC classes "	<p>CCR: SBAC and SRI scores plateaued overall or decreased slightly for students between Spring 2017 and Spring 2019: SBAC DFS for ELA: 16-17: -35.6, 17-18: -38.9 to 18-19: -37; DFS for Math 16-17: -39.3, 17-18: -41.8, 18-19 -43.</p> <p>Additionally, fall and midyear i-ready ELA scores for second grade are each about 50% lower in 21-22 than they were in 20-21. Second grade is the only grade we have full comparative data from over the last two years. This drop is assumed to be similar across multiple grades, based on anecdotal teacher reports.</p> <p>Adoption and implementation of i-ready across all grades was a challenge this past year.</p>	

2-7	<p>Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' academic needs.</p>	<p>Family Academic Engagement: Leader will provide time for home contacts and will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' academic needs.</p>	Home Contact Logs	<p>CCR: SBAC and SRI scores plateaued overall or decreased slightly for students between Spring 2017 and Spring 2019: SBAC DFS for ELA: 16-17: -35.6, 17-18: -38.9 to 18-19: -37; DFS for Math 16-17: -39.3, 17-18: -41.8, 18-19 -43.</p> <p>Additionally, fall and midyear i-ready ELA scores for second grade are each about 50% lower in 21-22 than they were in 20-21. Second grade is the only grade we have full comparative data from over the last two years. This drop is assumed to be similar across multiple grades, based on anecdotal teacher reports.</p> <p>Adoption and implementation of i-ready across all grades was a challenge this past year.</p>	
2-8	<p>Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures</p>	<p>Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture</p>	Curricular Plans, Community Calendar of Events		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority:	All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the SEED language allocation model.
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School Theory of Change:	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> - ensuring schedules meet the ratio of Spanish:English minutes according to OUSD's 50/50 language allocation - clarifying the core instructional experiences of each grade level in Spanish and English - giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum - providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language <p>then both English Language Learners and Spanish Language Learners will make at least a year's progress, as measured by the SBAC ELA, DRA, EDL, iready, and Avant.</p>				
Related Goal(s):	<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p>				
Students to be served by these actions:	<p><i>All Students</i></p>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	GLAD: Teachers will include GLAD strategies in their expeditionary learning plans to support language learners.	GLAD: Leadership will work with teachers to ensure differentiated training on GLAD strategies	Teachers use GLAD strategies consistently in classroom		
3-2	Language Targets: Teachers will teach language targets in their expeditions, units and daily lessons.	Language Targets: Leadership will ensure teachers have professional development input and coaching opportunities to develop language targets.	Teachers include language learning targets in their expeditions, units and daily lessons.		
3-3	Literacy Assessments: Teachers will monitor student progress in literacy by following the assessment calendar.	Literacy Assessments: Leadership will provide teachers with release days or subs for assessments when necessary and possible.	Assessment calendar and assessment google doc is completed		
3-4	Bilingual Instruction: Teachers will provide access to high quality instruction in both Spanish and English daily.	Bilingual Instruction: Leadership will work with staff to hire and retain staff to ensure access to instruction in both languages every grade level.	All students have access to both Spanish and English instruction daily.		
3-5	Language Transfer: Teachers will identify opportunities for transfer between English and Spanish.	Language Transfer: Leadership will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	PLC/teachers note opportunities for transfer between languages.		

3-6	Language Allocation: Teachers will collaborate to refine the breakdown of subject matter into the two languages, based on research-based best practices in dual language programs and various external pressures (i.e. standardized tests).	Language Allocation: Leader will provide PD opportunities to look at best practices of subject matter break down in a dual immersion setting, including opportunities to interact directly with the research through engaging a consultant or postsecondary partner to help evaluate to what extent SEED's program aligns with research-based best practices in dual language programs. Leader will facilitate a schoolwide discussion around programmatic issues, focusing around how language development and support is serving all our students, based on longitudinal data of current and former SEED students.	Language Allocation Model Instructional Schedules		
3-7	Family Language Engagement: Teachers will work with families to communicate important information about their student's language and literacy learning and will provide culturally responsive support to families needing additional help in supporting their own children's language and literacy needs.	Family Language Engagement: Leader will provide time for home contacts and will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' language and literacy needs.	Home contact logs		

<i>District Strategy:</i> Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority:	Racial justice and equity continue to be centered as school-wide practices in order to create conditions for all student subgroups to consistently access joyful and rigorous learning environments.
School Theory of Change:	If all staff at SEED continue to deepen their ability to access and implement practices that interrupt racism and bias, and create student experiences of connectedness to learning, then students who have been traditionally underserved and undervalued will thrive, and teachers will be better able to support their SEL and academic needs.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Equity in Instructional Planning: Teachers prioritize equity when considering and facilitating student participation, and create systems and practices to ensure equitable student participation in class.	Equity in Instructional Planning: Leadership provides staff with ongoing professional development opportunities, and time to consider how to assess and adjust classroom/schoolwide practices and interactions in order to ensure equitable participation			
4-2	Individual Equity Work: Teachers examine own bias and how that impacts class culture, student experience, and engagement with families	Individual Equity Work: Leadership provides staff with ongoing professional development opportunities and time to consider how this might show up in their classroom/schoolwide practices and interactions, and supports teachers in addressing their biases and impacts on students (particularly Black students). Leader solicits equity-focused experience data from families to provide back to teachers as they examine their own biases and how those might show up with and for diverse families.	"-Professional development -Classroom walkthroughs -participation data at class/school level "		
4-3	Equity in Curriculum: Teachers examine curriculum and texts to ensure diverse representation and experiences, teachers use and develop curricula to discuss social justice and race/racism within the classroom	Equity in Curriculum: Leadership provides staff with ongoing professional development, and invites staff to collaborate to review existing curriculum and texts, and ensure provision of culturally responsive and representative texts across all subject areas	"-Professional development -cycle of inquiry with this topic as a focus -teacher reflection"		
4-4	Equitable Targeted Instruction: Teachers routinely provide acceleration and intervention opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust small groups accordingly	Equitable Targeted Interventions: Leadership emphasizes acceleration and intervention opportunities as a priority for teachers and support staff, and supports creation of daily and weekly schedules that prioritize small group instruction for focal students. PD/PLC time is spent analyzing focal student data and identify next steps	-Professional development -cycle of inquiry with this topic as a focus -classroom library + expeditions and other units of study		

4-5	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events		
4-6	Cross-Cultural Opportunities: Teachers will support parents to participate in racially integrated school cultural events (e.g. BFE and SELLS co-meeting; more integrated cultural events)	Cross-Cultural Opportunities: Leader will facilitate creation of racially integrated school cultural events (e.g. BFE and SELLS co-meeting; more integrated cultural events)	Community Calendar of Events		

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Close the language development and performance gap between Black students from English speaking homes and White students from English speaking homes, in order to fully integrate and maintain Black students as full participants in the dual language experience.
School Theory of Change:	If we better understand the root causes of our Black students falling behind in Spanish Language Development, and provide targeted supports to students and families that address the root causes, we will support our Black students to move towards bilingualism and biliteracy at the same rate as our White students. This will support more content proficiency, more belonging, and fewer behavior issues as more students are able to engage with Spanish language and content.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	SLD and Black Students Inquiry: Teachers will participate in root cause analysis.	SLD and Black Students Inquiry: Leader will facilitate a root cause analysis, including data gathering from families, of the reasons why Black, English HL students fall behind in Spanish more than White, English HL students.	Root Cause Analysis Documentation PD Calendar		

5-2	BFE Communication: Teachers will rotate to regularly visit Black Family Engagement to communicate around Spanish standards and provide support around Spanish	BFE Communication: Leader will provide support for teachers to rotate to regularly visit Black Family Engagement to communicate around Spanish standards and provide support around Spanish	BFE Agendas		
5-3	SLD Intervention: Teachers will assess students to determine candidates for Small Group SLD Intervention in grades 3-5 targeting students with low Spanish proficiency, focusing on both academic and conversational Spanish	SLD Intervention: Leader will facilitate creation of small group SLD Intervention in grades 3-5 targeting students with low Spanish proficiency, focusing on both academic and conversational Spanish; Leader will provide STIP sub time to run small group SLD with targeted Black students in need of additional support	Small Group Schedules		
5-4	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	Loading...
School Theory of Change:	<p>If teachers consistently implement quality daily designated ELD (4-5 using Benchmark Advance), and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts (TK-3 using Expeditionary Learning, 4-5 using from the Advance/Adelante curriculum), then a higher percentage of ELLs will reclassify. To implement this theory of change: staff will identify ONE of the following core practices for ELLs from the Annual Plan in support of SEED's theory of change for consistent implementation in the 21-22 school year:</p> <p>Teachers use Before, During, After Reading Routines for ELLs at least 3x/week. Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3) Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2) Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1) Teachers provide opportunities for students to learn how language works to make meaning. (3C.1)</p>
Related Goals:	<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.</p>
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Designated ELD: Teachers create schedules and provide Designated ELD	Designated ELD: Leadership provides support for schedules that allow for flexible groupings so that students are grouped depending on their ELD level	Daily schedules, school-wide ELD block, with the goal of moving up one level of implementation on Stages of ELD Implementation PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		
6-2	Newcomer Supports: Provide Designated ELD for newcomers, pull out using an approved newcomer program	Newcomer Supports: Establish time for designated ELD in daily schedule Utilize newcomer teacher along with N2 ELLMA support provide PD on newcomer instruction and scaffolding Utilize newcomer teacher to provide additional newcomer Designated ELD pull out Encourage participation of newcomer teacher in district newcomer PD	"-Daily schedules include protected designated ELD -Teacher attendance in newcomer PDs -Classroom walkthroughs"		
6-3	Core ELL practices: Teachers collaborate with each other and leadership to identify core ELL practice to focus on and refine school-wide during 21-22 academic year	Core ELL practices: Leadership works with ILT to identify core practice to focus on for the year across all classrooms	-Classroom walkthroughs		

6-4	<p>ELPAC: Teachers receive training on ELPAC in order to support students during ELPAC testing, and participate/observe ELPAC administration for at least 1 of the 4 sections for focal ELLs</p>	<p>ELPAC: PD includes ELPAC training for teachers. Teachers support ELPAC testing to understand test domains and questions</p>	<p>-ELPAC schedule for proctors and testers/daily teacher schedules during ELPAC testing -PD calendar</p>		
6-5	<p>Family ELL Engagement: Teachers will work with ELL families to communicate important information about their student's English language development and will provide culturally responsive support to families needing additional help in supporting their own children's English language development.</p>	<p>Family ELL Engagement: Leader will provide time for home contacts, will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' language and literacy needs, and will facilitate English language curricular updates for ELL parents</p>	<p>Home contact logs</p>		

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Leadership emphasizes interventions as a priority for teachers and support staff, and supports creation of daily and weekly schedules that prioritize small groups and interventions for focal students. PD/PLC time is spent analyzing focal student data and identify next steps	175-1
.5 Counseling Interns	\$10,000	General Purpose Discretionary	1220	Certificated Pupil Support Salaries: Stipends		Certificated Pupil Support Salaries: Stipends		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leader will prioritize opportunities within school and district PD calendar for all teachers to have access to professional development focused on trauma-informed, culturally responsive practices, including Restorative Justice principles and practices. Leader will prioritize funding and professional development time in order to ensure there is on-site expertise in the form of an RJ coordinator in order to hold community and harm circles, and in order to position Restorative Justice as a whole-school priority practice at SEED for 22-23.	175-2
.5 Counseling Interns	\$10,000	LCFF Supplemental	1220	Certificated Pupil Support Salaries: Stipends		Certificated Pupil Support Salaries: Stipends		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leader will provide PD on culturally responsive SEL strategies, work with teachers to share emerging or existing practices, and work with all relevant teams to ensure that student and family needs are addressed and discussed within a culturally responsive and caring framework	175-3
Arts Contract	\$851	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-4
Books other than textbooks	\$6,278	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-5

Certificated Teacher's Salaries	\$44,768	LCFF Supplemental	1105	Certificated Teachers' Salaries	8199	Facilitator Manhood Development Program	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	COST: The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.	175-6
Clerical Salaries	\$39,566	LCFF Supplemental	2405	Clerical Salaries	5028	Clerk Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-7
Community School Manager	\$24,979	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	8589	Program Mgr Community School	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	SEL Strategies: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school.	175-8
Community School Manager	\$99,915	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	8589	Program Mgr Community School	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-9
Copier Maintenance	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Equitable Targeted Instruction: Teachers routinely provide acceleration and intervention opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust small groups accordingly	175-10
EdTech Licensing	\$6,149	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	CSM: In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.	175-11
Field Trip Transportation	\$3,457	LCFF Supplemental	5213	Student Public Transportation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	SEL Strategies: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school.	175-12

Library Technician	\$40,722	Measure G: Library	2205	Classified Support Salaries	7783	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-13
Licensing Agreements	\$1,408	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-14
Meeting Translation	\$586	Title I: Parent Participation	2222	Classified Support Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.	175-15
Noon Supervisor	\$2,768	General Purpose Discretionary	2905	Other Classified Salaries	4091	Noon Supervisor	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-16

Noon Supervisor	\$8,519	LCFF Supplemental	2905	Other Classified Salaries	4091	Noon Supervisor	0.17	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.	175-17
Prep/Enrichment Teacher	\$12,507	LCFF Supplemental	1105	Certificated Teachers' Salaries	2623	Teacher Education Enhancement	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	RJ: Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-18

Restorative Justice Facilitator	\$128,857	One-Time COVID Funding	2205	Classified Support Salaries	8136	Restorative Justice Facilitator	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.	175-19
School office supplies	\$1,400	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	SEL Strategies: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school.	175-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,078	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8720	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-21
Substitute Teacher Incentive Plan (STIP) Teacher	\$29,416	LCFF Supplemental	1105	Certificated Teachers' Salaries	6268	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Curriculum Integration: Teachers continue to collaborate to discuss roll out of Adelante/Advance in 22-23 and how to strategically integrate Benchmark and expeditions.	175-22
Substitute Teacher Incentive Plan (STIP) Teacher	\$3,677	Title I: Basic	1105	Certificated Teachers' Salaries	6268	STIP Teacher	0.05	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Equitable Targeted Instruction: Teachers routinely provide acceleration and intervention opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust small groups accordingly	175-23

Supplies	\$10,032	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Equitable Targeted Instruction: Teachers routinely provide acceleration and intervention opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust small groups accordingly	175-24
Teacher	\$60,407	LCFF Supplemental	1105	Certificated Teachers' Salaries	7784	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	COST: The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.	175-25
Teacher Extended Contract	\$1,265	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	COST: The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.	175-26
Teacher Extended Contract	\$2,214	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teacher Extended Contract to support Parent Participation in student connectedness to school	175-27



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Manzanita SEED

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Holding parent-teacher-student lead conferences to discuss student's ()assessments, progress, achievements, and report cards.2 whole school data conferences per year between families and principal at coffee with the Principal with TRANSLATION for Spanish speaking families.

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Getting to Know your school event
- The school communicates to families about the school's Title I, Part A programs by:

- The SSC meeting dates & agenda items will be advertised on the monthly parent bulletin and will be posted 72 hours prior to the meeting outside the school office. An all-call with pertinent information regarding meetings will be sent out on a regular basis.

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Twice a year, parents are expected to participate in the Student-Led Conferences
- Twice a year, parents are expected to participate in the Expositions.

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Parents, volunteers, parent coordinators, administration, and school staff participate in annual Community Peace Walks that introduce teachers & staff to the local neighborhood and help them understand the lives of their students outside of school. Fall harvest and winter holiday bazaar to inform families of school goals.

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

- Parent-teacher conferences, goal-setting conferences,

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

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

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

- Monthly (SELLS) site English Language Learners subcommittee, weekly email and talking points messages to families and parent/teacher conferences several times per school year.

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

- Monthly PTU (parent teacher union meetings), BFE Black family engagement meetings, coffee with the principal meetings, School Site Council (SSC) Staff available via email, talking points, walk in or phone calls for communication.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This Policy was adopted by Manzanita SEED Elementary on September 14, 2021 and will be in effect for the period of August 8, 2021 to May 28, 2022.

The school will distribute the Policy to all parents and family members of students on or before September 30th, 2021.

Name of Principal: Rachelle McManus

Signature of Principal: *Rachelle McManus*

Date: 09/14/2021

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



School-Parent Compact

Manzanita SEED

2021-22

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2021-22 school year.

School Responsibilities

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

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

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

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

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

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

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

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

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

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

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

Parent Responsibilities

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

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

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

Student Responsibilities

I will Support my learning at home by:

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

This Compact was adopted by Manzanita SEED Elementary on September 14, 2021 and will be in effect for the period of August 8, 2021 to May 28, 2022.

The school will distribute the Compact to all parents and family members of students participating in Title I, Part A program on or before (September 30th, 2021).

Signature of Principal: Rachelle McManus

Date: 09/14/2021



Manzanita SEED ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Rocio Gutierrez
Vice Chairperson:	Miguel Rodriguez
Secretary:	Shani Watson

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Rachelle McManus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Connie Nunes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Natasha Seleski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Molly Coben	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Rocio Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Alexander Maciver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Miguel Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Deisy Romero Salic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jerome Traylor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Shauna Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	First Wednesday of every month at 5:00 PM
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

