

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	22-1714
Introduction Date	8/24/22
Enactment Number	22-1486
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) - Manzanita Community School

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

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

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

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

- Title I, Part A, 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 Community School



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

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Manzanita Community School  
**CDS Code:** 1612596002042  
**Principal:** Amy Jones  
**Date of this revision:** 4/12/20

**Board Office Use: Legislative File Info.**  
**File ID Number:** 22-1714  
**Introduction Date:** 8/24/2022  
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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:** Amy Jones

**Position:** Principal

**Address:** 2409 East 27th Street  
Oakland, CA 94601

**Telephone:** 510-535-2822

**Email:** amy.jones@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2022*

*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 Community School      **Site Number:** 179

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

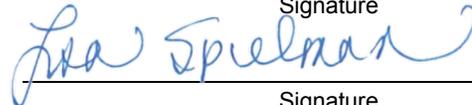
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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:** 4/12/2022

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

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

Amy Jones <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 4/12/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Tania Chi <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 4/12/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Kathleen Arnold <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 6.19.2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/20/22 <hr style="border: 0; border-top: 1px solid black;"/> Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

**School Site:** Manzanita Community School

**Site Number:** 179

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

Date	Stakeholder Group	Engagement Description
12/14/2021	SSC & SELLS combined	Discussed and voted on Title Fund spending for 2022-2023 school year
1/11/2022	SSC & SELLS combined	Shared rationale and overview of site plan. Discussed spending of funds for 2022-2023 school year and voted
1/24/2022	ILT	Review SPSA goals for 2022-2023 School Year, Conducted ILT work session to flush out teacher, leadership, and organization practices aligned to school goals.
2/28/2022	ILT	Review SPSA goals for 2022-2023 School Year, Conducted ILT work session to flush out teacher, leadership, and organization practices aligned to school goals.
3/8/2022	SSC & SELLS combined	Discussed sections of SPSA

## 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	\$136,530.00
Total Federal Funds Provided to the School from the LEA for CSI	\$18,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$797,846.35

### 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)	\$124,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,300.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,330.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$263,760.00	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)	\$8,325.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$18,000.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,112.58	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$154,530.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$643,316.35</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$797,846.35</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

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

**1A: ABOUT THE SCHOOL**

**School:** Manzanita Community School

**School ID:** 179

**School Description**

MCS is an inclusive TK-5th grade school in the Fruitvale Neighborhood with around 400 students. Manzanita Community scholars receive access to academic and social emotional learning, rigorous academics and a positive culture and climate, youth leadership opportunities, health and wellness programs, and extended learning opportunities. The Manzanita Community School community is dedicated to developing imaginative, caring, and motivated students.

**School Mission and Vision**

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

**1B: 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	25%	<i>not available until Fall 2022</i>	50%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	18%	<i>not available until Fall 2022</i>	25%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	15%	<i>not available until Fall 2022</i>	25%

**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	-100.7	n/a	<i>not available until Fall 2022</i>	-75
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	5%	<i>not available until Fall 2022</i>	25%

**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	-107.1	n/a	<i>not available until Fall 2022</i>	-75
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	25%
CAST (Science) at or above Standard	All Students	3%	n/a	<i>not available until Fall 2022</i>	10%

**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	-141.9	n/a	<i>not available until Fall 2022</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-131.9	n/a	<i>not available until Fall 2022</i>	-100.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	2.0%	<i>not available until Fall 2022</i>	5.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-160.2	n/a	<i>not available until Fall 2022</i>	-150.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-123.7	n/a	<i>not available until Fall 2022</i>	-100.0

**Reclassification Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	5%	<i>not available until Fall 2022</i>	10%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	10%

**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	78%	73%	<i>not available until Fall 2022</i>	85%
Out-of-School Suspensions	All Students	2%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	8%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	Special Education Students	6%	n/a	<i>not available until Fall 2022</i>	5%
Chronic Absenteeism	All Students	24%	26%	<i>not available until Fall 2022</i>	15%
Chronic Absenteeism	African American Students	29%	34%	<i>not available until Fall 2022</i>	25%

**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>	100.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	pd, coaching	Early Lit TSA, Instrctional Coach TSA
<i>LCAP Goal 2: Focal Student Supports</i>	intervention groups	STIPS, Newcomer teacher
<i>LCAP Goal 3: Student/Family Supports</i>	social skills groups,	Social Worker, AP, CSM
<i>LCAP Goal 4: Staff Supports</i>	pd, coaching	Early Lit TSA, Instrctional Coach TSA
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	students behind in ELA and math due to low participation during distance learningdue to wifi channleges, family work schedules	2 years of pandemic, attendance due to pandemic,technology challenges

<i>LCAP Goal 2: Focal Student Supports</i>	absenteeism, students need to be at school to get learning support that they need because families are working, we have to find ways to engage our students and get them at school everyday	housing, COVID, transportation
<i>LCAP Goal 3: Student/Family Supports</i>	involvement; Families are working so scheduling for family workshops or whole school events is challenging; difficult to have families volunteer in classrooms so connections are more difficult to establish. Challenging to try to find and create ways to get families connected with teachers and staff physically on site.	Time is difficult because families are working multiple jobs, working multiple jobs, night shifts; housing instability, transportation challenges
<i>LCAP Goal 4: Staff Supports</i>	engagement; history of challenging working relationships with district. Being back in person with shifting protocols and keeping up with health and safety of community. New ELA curriculum first year back from Pandemic. Ongoing curriculum shifts continue.	Continuing ongoing trauma impacts staff in various ways. SEL supports needed for staff and student supports.

#### **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 school had a high rate of teacher turnover last year, due to outside circumstances. We had 6 new teachers who were inexperienced. Three of the teachers did not make it through the year. Having a TSA to support teachers in lesson planning and classroom instruction is key to improving the level of instruction school wide. This coupled with the fact that we have a high number of students that have experienced trauma and have a strong need for SEL strategies in the classroom and on the playground makes academic instruction challenging at times. Having a social worker and an assistant principal to support teachers and students in their SEL practices and experiences in helping in this area.

#### **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 Community 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.**

Stip provides small group interventions for newcomers and students below grade level in ELA

**Social Worker provides SEL for students, families, and staff in order to improve student connectedness**

**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.**

We will continue to fund Social Worker, STIP will be funded through another source 2022-2023

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities (e.g., what does this person or program do?)</b>	<b>What is working? Why? What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
STIP	ELL Reclassification	intervention groups with newcomers and struggling 3rd-5th grades	consistent, ELA growth, confidence in speaking in English	continue-small groups are having a huge impact of student SEL, as well as ELA
Social Worker	Student Connectedness to School	Facilitates COST, individual therapy session, social skills groups	positive feedback from students, teachers and staff, COST is consistent and responsive to teachers' concern	continue-SEL is more important than ever during these times
Learning Licenses for online platforms: RAZ kids, SeeSaw, LexiaCore5, STMath	SBAC ELA Distance from Standard Met	differentiated instruction	individual growth, students can move at their own pace	OUSD is paying for ST MATH and we have transitioned to i Ready instead of Lexia Core 5
Parent Education Workshops	Chronic Absenteeism	monthly workshops to support families	improved attendance on zoom	continue-positive feedback from families

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

**School:** Manzanita Community School

**School ID:** 179

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** Multi-Tiered Systems of Support for Behavior and SEL

**School Theory of Change:**

If our Climate and Culture Team, led by the AP and our COST team, led by the Social Worker, determine enter & exit criteria for interventions and have a consistent plan for progress monitoring student data, our MTSS-B system will more effectively address student needs and allocate our school site resources appropriately. Attendance

If we continue to teach Social Emotional Learning via the Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches, Check-In Check-Out, and small group skill building), students in Tier 2 will have fewer behavioral challenges. If we continue to provide professional development on social emotional learning, adults will have time and space to reflect and plan for SEL-aligned instruction.

**Related Goal:** Students and families are welcomed, safe, healthy, and engaged.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.</p>	<p>Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders</p> <p>Morning meeting added to master schedule</p> <p>Teachers encouraged to include weekly class meeting</p> <p>Hiring or utilizing staff to support disproportionality reduction:          -Assistant Principal supporting Culture &amp; Climate team          -Social Work Interns          -P.E. or Recess Coaches</p>	<p>"Increase small groups and mentoring for disproportionality students using URF/Suspension and attendance data</p> <p>Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled</p> <p>Information re: SEL curriculum is shared with parents/families: i.e., during coffee with the principal, flyers shared on Talking Points, sent out in weekly newsletters"</p>	<p>Students needing social and emotional and academic support. Need to continue focus on SEL to support student learning because of high levels of trauma and external stressors. High number of students scoring below benchmark in all academic areas because of frequent staffing changes from year to year as well as inexperienced teachers. Intervention has not been consistent or targeted and focused enough on data. Students in kindergarten and 1st grade scoring below grade level on Foundations and F&amp;P. All students needing social and emotional and academic support.</p>	Tier 1
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1-2	<p>Build strong relationships with families through ongoing 2-way communication and contact</p> <p>School-wide goals related to weekly family communication</p>	<p>Complete school culture orientation including attendance expectations and multi-tiered interventions with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc</p> <p>Support with technology assisted communication for families</p>	<p>Master schedule includes culture orientation and parent workshop dates</p> <p>Records on ParentSquare for sharing out resources with families</p> <p>Additional tracking for support for families that struggle with technology</p>	chronic absence	
1-3	<p>Teachers complete universal behavior screening (SRSS) 3x/year to identify students that may benefit from Tier 2 and 3 supports</p> <p>- Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs</p>	<p>SRSS training and follow up sessions are added to PD calendar</p> <p>COS team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively</p> <p>COS team updates data in OUSDForce to reflect student interventions</p>	<p>SRSS data tracking sheets</p> <p>COST agendas &amp; notes</p> <p>OUSDForce reports</p>	Chronic absence a	
1-4	<p>Monthly book study related to Anti-Racism work</p>	<p>Dedicating 1 PD/month to evaluate and discuss texts, led by Climate &amp; Culture team</p>	<p>PD calendar, agendas and attendance</p>	engagement	
1-5	<p>Teachers engage in peer classroom observations every other month and provide positive feedback to one another.</p> <p>Possible Look Fors:</p> <ul style="list-style-type: none"> <li>- Opportunities to Respond</li> <li>- 5 : 1 positive reinforcement</li> <li>- Engagement strategies</li> </ul>	<p>Provide time in PLCs or PD for teachers to review feedback and create action steps for supporting each other's progress</p>	<p>Classroom walkthrough data</p>	engagement	
1-6	<p>School culture survey to be completed with students 3x/year</p>	<p>Teachers provided with time to review progress data and create action steps to support increase in scores</p>	<p>Student survey data</p>	engagement	

1-7	Weekly COST meetings facilitated by the Social Worker to support students academic learning and SEL		COST agendas with attendance OUSDForce	engagement	
1-8	Students receive weekly team building,SEL,and movement instruction from prep teacher	creating schedule to facilitate		engagement	

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

<b>School Priority:</b>	Implementation of rigorous, systematic, research-based, and standards-aligned math and science instruction for all students.
<b>School Theory of Change:</b>	If our school provides teacher professional development and collaboration time on STEM (CCSS and NGSS), and implement and analyze benchmark assessments (Math IABs and FOSSMap) to monitor progress and guide instruction, and we ensure that teachers collaborate regularly around math and science then students (A.A. students, English learners, and foster youth) will improve their conceptual understanding of grade-level math concepts and Science and Engineering Practices of the Next Generation Science Standards (NGSS) and be prepared for the IAB, PT, CAST and SBAC assessments.
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
<b>Students to be served by these actions:</b>	<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	Teachers will include Science in the instructional schedule at least three times a week. Lessons will have clear learning targets aligned to NGSS standards. Teachers will analyze FOSSMap Assessment data and plan next steps	Provide monthly PLC/collaboration time for science teachers	observations, pd schedule		Tier 1

2-2	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks and will engage students with grade-level examples that include multiple opportunities for student talk.	Site Instructional Leadership Team and Principal are responsible for programming and scheduling of, assessment (CEoU, IAB, i Ready Math, etc.), and professional development for math. Teachers participate in bi-monthly PLC's for math.  Teachers attend Standards & Equity Institute Teachers attend STEM Buy Back Day	observations,plc schedule		Tier 1
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District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum					
<b>School Priority:</b>	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students				
<b>School Theory of Change:</b>	If we provide all students systematic foundational skills instruction and explicitly and regularly engage students with complex texts and tasks in whole group Tier 1, Tier 2 small group instruction and Tier 3 intervention, all K-5 students will demonstrate growth toward becoming proficient readers.				
<b>Related Goal(s):</b>	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
<b>Students to be served by these actions:</b>	<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?

3-1	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.	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 found-Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment.	increased F&P, SIPPS Mastery, i ready	students behind in ELA and math	
3-2	Implement progress monitoring and differentiated small group reading intervention for TK-5th 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	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	increased F&P, SIPPS Mastery, i ready	students behind in ELA and math	Tier 2
3-3	Use tech to complement synchronous or in person instruction with adaptive literacy learning through the i-Ready MyPath adaptive learning platform	-Attend/provide professional development on adaptive literacy learning platform -Provide time for teachers and PLCs to analyze progress and choose focal students	increased F&P, SIPPS Mastery, i ready	students behind in ELA and math	Tier 2

3-4	Teachers use Before, During, and After Reading strategies with complex texts from ELA (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), writing text dependant questions, observation & feedback	observations, student talk, increased F&P, SIPPS Mastery, i ready	students behind in ELA and math	Tier 1
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**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority:</b>	All teachers will receive Weekly Professional Learning Community time for grade level teams to meet and work through cycles of inquiry that are focused on data and writing instruction across all content areas in order to support our struggling readers and writers as well as our ELL and newcomer students. Focused and intentional weekly PD and collaboration time.
<b>School Theory of Change:</b>	Our teachers are eager to learn and grow as educators if provided the time. We are stronger educators when grade level teams are collaborating, and participating in cycles of inquiry and intentional professional development.
<b>Related Goal(s):</b>	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
<b>Students to be served by these actions:</b>	<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	participate in weekly plc and coi with data and evidence of student work	-schedule PLCs and coverage	attendance, consistency across grade levels as observed in walk throughs	students behind in ELA and math	Tier 1
4-2	participate in weekly grade level collaboration	create schedule to provide coverage	attendance		Tier 1
4-3	Implement SIPPS	provide PD to ensure all teachers are trained, Early Literacy tutors to supports implementation, TSA focused on supporting teachers with SIPPS instruction	observations	students behind in ELA and math	Tier 1
4-4	Culturally responsive monthly book study at PD	select text and facilitate discussion, reflection, and how this applies to our teaching	attendance, culturally responsive teaching evident in observational walk throughs		Tier 1

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

<b>School Priority:</b>	All Black students and families feel connection and valued as members of our community.
<b>School Theory of Change:</b>	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then
<b>Related Goals:</b>	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.
<b>Students to be served by these actions:</b>	<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	Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments Participate in monthly anti racism book study PD		Tier 1
5-2	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time are embedded into school calendar, positive calls/messages to Black families on a weekly basis during the 3 hour a month family outreach	High level on connectiveness on the CHKS Family Survey		Tier 1
5-3	Representation present throughout classroom instruction and classroom environment throughout the school year.	Provide reading materials, and PD to support	Classroom observations and walkthroughs, student work		Tier 1
5-4	Restorative practices	provide PD	observations, evidence of school wide practices		Tier 2

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

<b>School Priority:</b>	All ELL Students will receive quality Integrated ELD through the implementation of GLAD strategies across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD and small group intervention"
<b>School Theory of Change:</b>	"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)"
<b>Related Goals:</b>	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.
<b>Students to be served by these actions:</b>	<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	Teachers use Before, During, and After Reading strategies with complex texts from ELA and/or Science (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan	evidence in observations across school, more student voice and academic language		Tier 1

6-2	Designated ELD focused on sentence unpacking (i.e. language dives), either whole class or small group, tied to complex texts in ELA or other content areas.	Establish time for designated ELD in daily schedule Provide PD (complex text analysis, sentence unpacking, ELD Standards), observation & feedback on classroom practice (sentence unpacking) Provide PLC time at least once per month to analyze student language progress and plan ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction Connect with ELLMA for PD and PLC support	Increase in engagement and increase in i Ready, SIPPS, and Dibels data, student voice and academic language		Tier 2
6-3	Additional Designated ELD for newcomers, pull out using Systematic ELD or National Geographic In the USA	Establish time for designated ELD in daily schedule Utilize ENTL or TSA to provide PD on newcomer instruction and scaffolding Utilize ENTL or assign STIP, TSA or classroom teacher to provide additional newcomer Designated ELD pull out Encourage participation of STIP or TSA in district newcomer PD (INVEST)			

6-4	<p>Provide explicit language instruction.          Include a language objective in your daily CLO (e.g. I can make inferences about the story using the language of inference - Based on __, I can infer that __.)          Be sure to explicitly plan for and teach the language needed for the content (vocabulary, sentence frames, etc.)</p>	<p>Provide PD and PLC opportunities focused on Content Language Objectives (CLO)</p>	<p>Observations and feedback, increased student verbal skills</p>		<p>Tier 1</p>
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**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 179

**School:** Manzanita Community 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.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact  School-wide goals related to weekly family communication	179-1
10-Month Teacher on Special Assignment (TSA)	\$112,014	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	8634	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	participate in weekly plc and coi with data and evidence of student work	179-2
11-Month Teacher on Special Assignment (TSA)	\$132,156	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7132	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement SIPPS	179-3
African American Achievement (AAMA/AAFE) Teacher	\$42,347	Centrally-funded	1105	Certificated Teachers' Salaries	8198	Facilitator Manhood Development Program	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Implement SIPPS	179-4
Base site discretionary	\$10,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement SIPPS	179-5
Certificated Pupil Support Salary	\$103,352	Title I: Basic	1205	Certificated Pupil Support Salaries	1866	Social Worker	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Implement SIPPS	179-6
Classified ET/OT	\$9,000	General Purpose Discretionary	2205	Classified Support Salaries		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	participate in weekly plc and coi with data and evidence of student work	179-7
Classified Instructional Aide salaries	\$15,757	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8635	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students receive weekly team building and SEL instruction during weekly prep	179-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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
Classified Instructional Aide salaries	\$17,600	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8636	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Small group intervention with focal students (3-5th graders)	179-9
Classified Instructional Aide salaries	\$13,054	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8638	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement progress monitoring and differentiated small group reading intervention for TK-5th 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	179-10
Classified Instructional Aide salaries	\$17,600	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8637	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact School-wide goals related to weekly family communication	179-11
Classified Supervisor's and Administrators' Salaries	\$140,322	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6287	Coordinator Certificated	0.87	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact School-wide goals related to weekly family communication	179-12
Classified support salaries	\$13,693	LCFF Supplemental	2205	Classified Support Salaries	8434	n/a	0.40		College/Career Readiness	Teachers will include Science in the instructional schedule at least three times a week. Lessons will have clear learning targets aligned to NGSS standards. Teachers will analyze FOSSMap Assessment data and plan next steps	179-13
Community School Manager	\$133,863	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8652	Program Mgr Community School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	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.	179-14
Contract- Playworks	\$9,675	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-15

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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
Contracts - Playworks	\$8,325	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	179-16
Contracts-Playworks (supplemental) 42,000	\$33,540	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	179-17
ET/OT - Translation	\$500	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	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-18
Extended Contract - Workshops	\$2,330	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Implement SIPPS	179-19
Fieldtrips	\$10,000	Title I: Basic	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	-schedule PLCs and coverage	179-20
Instructional Supplies	\$1,523	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers engage in peer classroom observations every other month and provide positive feedback to one another.  Possible Look Fors: - Opportunities to Respond - 5 : 1 positive reinforcement - Engagement strategies	179-21
Library Technician	\$40,555	Measure G: Library	2205	Classified Support Salaries	6763	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-22
Light Refreshments	\$500	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-23

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community 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
Materials	\$2,300	General Purpose Discretionary	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Creating a culture of joyful reading opportunities	179-24
Noon Supervisor	\$20,353	LCFF Supplemental	2905	Other Classified Salaries	3131	Noon Supervisor	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-25
Prep/Enrichment Teacher	\$8,325	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	2835	Teacher Education Enhancement	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-26
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	One-Time COVID Funding	1105	Certificated Teachers' Salaries	3575	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for TK-5th 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	179-27
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,078	One-Time COVID Funding	1105	Certificated Teachers' Salaries	7596	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will include Science in the instructional schedule at least three times a week. Lessons will have clear learning targets aligned to NGSS standards. Teachers will analyze FOSSMap Assessment data and plan next steps	179-28
Substitute Teacher Incentive Plan (STIP) Teacher	\$26,431	LCFF Supplemental	1105	Certificated Teachers' Salaries	8435	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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.	179-29
Technology	\$10,000	Title I: Basic	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact  School-wide goals related to weekly family communication	179-30

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 179

**School:** Manzanita Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2022.	\$4,087	Early Literacy Support Block (ELSB) Grant	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact  School-wide goals related to weekly family communication	179-31
To be allocated in Fall 2022.	\$6,445	Measure G: Library	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact  School-wide goals related to weekly family communication	179-32
To be allocated in Fall 2022.	\$29,416	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	179-33



## **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 Community School**

**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:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops.
- We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.

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:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops.

#### **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.



MCS will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program
2. Explain the requirements of the Title I Program
3. Explain the parents' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program. (SSC)
4. Explain the parents' right to participate in the development of the district's Title I plan.

The school communicates to families about the school's Title I, Part A programs 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.

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:

- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), school wide data conferences between families and teachers, and grade level workshops.

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:

- Sending a robocall in their home languages.
- Sending text messages via Talking points in home languages.
- Sending emails/posts via ParentSquare in home languages.
- Sending a monthly Smore school newsletter link with announcements and monthly events.
- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.), school wide data conferences between families and teachers, grade level workshops, and school wide data nights with TRANSLATION for Spanish speaking families.

### **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:

- MCS has a group of parent leaders who meet every other month to discuss school improvement, increased student achievement, student safety, and volunteer opportunities.

#### **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:

- MCS holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (RAZ kids, Lexia Core5, and ST Math), books, flashcards, and more to support learning.

#### **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:

- MCS holds training for parents at a needs-basis as identified throughout the school year.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests at parent leader meetings.

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:

- We hold SSC at a regular time in the afternoon on the 2nd Tuesday of every month and SELLS meetings Wednesdays at 8:45 am 5 times during the school year.

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:

- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our parent-leader meetings.
- Asking SSC for feedback at SSC meeting.



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:

- We make sure all students receive flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations.
- We provide an interpreter for meetings.

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

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and hold monthly parent-leader meetings.

**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:

- MCS has leadership meetings for parents to meet at a regular time in the mornings every other month at 8:45 am to give parents an opportunity to discuss volunteer opportunities.

**Adoption**

This policy was adopted by Manzanita Community School on **August 23, 2021** and will be in effect for the period of August 9, 2021 through May 25, 2022.

**The school will distribute this policy to all parents on or before September 30, 2021.**

Amy Jones  
\_\_\_\_\_  
Name of Principal

Amy Jones  
\_\_\_\_\_  
Signature of Principal



## **School-Parent Compact**

### **Manzanita Community School**

### **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 2020-21 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.**

#### **20-21 Focus High Leverage Instructional Strategies:**

- Incorporating writing in all content areas
  - Integrating GLAD strategies throughout the school day
  - Providing differentiated and tiered intervention for early literacy and language skills
  - Incorporating hands-on science investigations for students weekly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
    - Regular meetings between families and teachers (SSTs, family-teacher conferences,, etc.) and school wide data nights with TRANSLATION for Spanish speaking families.
  - 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.**
    - Manzanita Community School teachers send home marking period report cards to share progress.
    - Parents and Families participate in conferences to review elementary school report cards for understanding.

**4) Provide parents reasonable access to staff.**

- Regular meetings between families and teachers (SSTs, parent-teacher conferences, etc.) and at school wide data conferences between families and teachers, grade level workshops, and school wide data nights.
- Parent leader meetings with school leadership.

**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.**

- Manzanita Community families are encouraged and invited into the classrooms for art projects, science activities, as well as for celebrations as soon as COVID protocols are lifted.
- Families are encouraged to volunteer in their child's classroom when COVID protocols allow.
- Families are invited to participate in school wide events such as the Oratorical Fest, Passport Day, Family Literacy Night, and the Science Fair.

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

- Manzanita Community holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (RAZ kids, Lexia Core 5, ST Math), books, flashcards, and more to support learning.
- Family-teacher conferences to outline goals and action plans.

**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.**

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests at parent leader meetings.

**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.**

- Sending Talking Points text messages and emails via ParentSquare in home languages to which parents can respond
- Regular meetings between parents and teachers (SSTs, parent-teacher conferences, etc.) during school wide data conferences between families and teachers, grade level workshops, and school wide data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings, SELLS, and SSC meetings with leadership that has TRANSLATION for Spanish

speaking families.

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student, Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

### **Parent Responsibilities**

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

- Volunteer in my child's classroom if possible (currently not allowed due to COVID Protocols).
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- Read the Manzanita Community School handbook and sign the contract for supporting students.
- Support strong attendance at school.
- I will send my child to school everyday in clean clothes and appropriate closed-toed shoes.
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child.

This Compact was adopted by Manzanita Community School's TK - 5 on August 23, 2021, and will be in effect for the period of August 9, 2021 to May 25, 2022.

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

Amy Jones  
**Signature of Principal**

Amy Jones  
**Date**



## **Pacto Escuela-Padres Manzanita Community School**

**2020-21**

*Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.*

*Este Pacto Escuela-Padres está vigente para el año escolar 2020-21.*

### **Responsabilidades de la escuela**

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

- 1) Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

#### **20-21 Estrategias educativas de enfoque de alto apalancamiento:**

- Incorporar la escritura en todas las áreas de contenido
  - Integrar estrategias GLAD durante el día escolar
  - Proporcionar una intervención diferenciada y escalonada para la alfabetización temprana y las habilidades lingüísticas
  - Incorporación semanal de investigaciones científicas prácticas para estudiantes
- 2) Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
    - Reuniones regulares entre padres y maestros (SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela con TRADUCCIÓN para familias que hablan español
  - 3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**

- Los maestros de la Manzanita Community School envían a casa informes de progreso así como tarjetas de calificaciones del período para compartir el progreso cada estudiante
- Los padres y las familias participan en conferencias para revisar las boletas de calificaciones para comprensión

**4) Proporcionar a los padres acceso razonable al personal.**

- Reuniones regulares entre padres y maestros (SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y reuniones para toda la escuela.
- Reuniones de padres líderes con la administración.

**5) Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**

- Animamos e invitamos a las familias de Manzanita Community School que visiten el aula para proyectos de arte, actividades científicas y celebraciones tan pronto que se eliminen los protocolos de covid.
- Animamos que nuestras familias sean voluntarios en el aula de su niño/a cuando los protocolos de COVID los permitan.
- Nuestras familias son invitadas a participar en eventos escolares como el Festival de Oradores, Día de Pasaporte, Noche Familiar de Lectura y la Feria de Ciencias.

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

- Manzanita Community organiza talleres para padres por lo menos 2-3 veces al año, y talleres mensuales de nivel de grado para ayudar a nuestros padres aprender estrategias y materiales en el hogar para apoyar el aprendizaje.
- Los maestros envían materiales a los hogares para que los padres tal como acceso al portal en línea (RAZ, Lexia Core5, ST Math), libros, tarjetas didácticas y más para apoyar el aprendizaje.
- Conferencias de padres y maestros para delinear metas y planes de acción.

- 7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
- Involucrar a los padres/familias en el proceso de planificación de talleres para padres/familias.
  - Pidiéndole a los padres y padres líderes que compartan necesidades/solicitudes durante reuniones de padres líderes.
- 8) Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
- Envío de mensajes de texto en el idioma del hogar a través de la aplicación Talking Points y por correo electrónico por medio de ParentSquare donde los padres pueden responder.
  - Reuniones regulares entre padres y maestros (SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y reuniones para toda la escuela con TRADUCCIÓN para familias que hablan español.
  - Reuniones de padres líderes de SELLS y SSC con liderazgo que puede proveer TRADUCCIÓN para familias que hablan español.

### **Responsabilidades del maestro**

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante, proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

### **Responsabilidades de los padres**

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

- Ser voluntario en el aula de mi hijo cuando sea posible
- Participar en decisiones relacionadas con la educación de mi hijo.

- Promoviendo el uso positivo del tiempo extracurricular de mi hijo, apoyando la finalización de tarea y estructurando su tiempo después de escuela.
- Leer el manual de Manzanita Community School y firmar el contrato para apoyar a los estudiantes.
- Apoyando la asistencia a la escuela.
- Enviaré mi niño a la escuela todos los días con ropa limpia y zapatos apropiados.
- Proporcionaré un lugar tranquilo donde mi hijo pueda completar su tarea. Aseguraré que nuestro hijo completa su tarea todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo.

Manzanita Community School de TK al 5to grado adoptó este Pacto el 23 de agosto de 2021 y tendrá vigencia durante el período del 9 de agosto de 2020 al 25 de mayo de 2022.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A el 30 de septiembre de 2021 o antes.

Amy Jones  
\_\_\_\_\_  
**Firma del director**

Amy Jones  
\_\_\_\_\_  
**Fecha**



## MANZANITA COMMUNITY SCHOOL

### School Site Council Membership Roster

**2021-2022**

### SSC - Officers

<b>Chairperson:</b>	Tania Islas-Chi
<b>Vice Chairperson:</b>	Charlene Porter
<b>Secretary:</b>	Regina Morones

### 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?)
Amy Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Carrie Anderson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Erika Guerrero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Natalie MacIntyre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Regina Morones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Tania Islas Chi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Charlene Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Erika Santiago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Aracely Villanueva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Lateefa Ali	<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"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Every 2nd Tuesday of the month at 4 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.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members