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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Manzanita Community School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Manzanita Community School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: Amy Jones
Date of this revision: 4/10/20

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: 4/10/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 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:

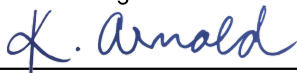

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 4/10/2023

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:

<p>Amy Jones _____ <i>Principal</i></p>	<p>Amy Jones _____ Signature</p>	<p>4/10/2023 _____ Date</p>
<p>Charlene Porter _____ <i>SSC Chairperson</i></p>	<p>Charlene Porter _____ Signature</p>	<p>4/10/2023 _____ Date</p>
<p>Kathleen Arnold _____ <i>Network Superintendent</i></p>	<p> _____ Signature</p>	<p>5/4/23 _____ Date</p>
<p>Lisa Spielman _____ <i>Director, Strategic Resource Planning</i></p>	<p> _____ Signature</p>	<p>5/4/2023 _____ Date</p>

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/15/2022	SSC	Review SPSA and reclassification data for ELLs and Newcomers
12/13/2022	SSC	Review SPSA and data for Title 1 and Title 4 expenditures (STIPS, Social Worker)
1/10/2023	SSC	Review SPSA, budget process, and possible expenditures for 2023-2024 school year
1/30/2023	ILT	Review SPSA, reflect on data, SPSA Annual Review
2/13/2023	Staff	Review SPSA and Program Impact Data
2/14/2023	SSC	Review SPSA, Evaluation of SSC and SELLS
3/14	SSC	Review SPSA
3/24/2023	ILT	Review SPSA, Evaluation of SSC and SELLS
4/11/2023	SSC	Reviewed and voted

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$131,610.00
Total Federal Funds Provided to the School from the LEA for CSI	\$122,630.17
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$838,112.50

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)	\$120,375	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,040	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,210	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$252,770	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,025	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$179,816	TBD
Comprehensive Support and Improvement (CSI #3182)	\$122,630	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$254,240	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$583,872	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$838,113
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
53.1%	46.9%	53.9%	13.3%	5.8%	0.8%	94.2%	19.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
18.6%	1.4%	60.3%	11.4%	0.8%	1.1%	0.3%	2.5%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark, at grade level on i-Ready, SIPPS, F&P. 3-5th increase on i-Ready math and i-Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	25.0%	6.4%	<i>not available until Fall 2023</i>	50.0%

i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	18.5%	16.7%	<i>not available until Fall 2023</i>	25.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	15.0%	4.6%	<i>not available until Fall 2023</i>	25.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-100.7	n/a	-107.3	<i>not available until Fall 2023</i>	-75.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	4.8%	4.6%	<i>not available until Fall 2023</i>	25.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-107.1	n/a	-118.2	<i>not available until Fall 2023</i>	-75.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	3.2%	<i>not available until Fall 2023</i>	25.0%
CAST (Science) at or above Standard	All Students	3.4%	n/a	7.5%	<i>not available until Fall 2023</i>	10.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. All English Language Learners and African-American students will demonstrate accelerated growth resulting in a decrease in distance from standard for the ELA and Math SBAC i-Ready

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-141.9	n/a	-146.0	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-131.9	n/a	Choose a group at left.	<i>not available until Fall 2023</i>	-100.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	2.0%	0.0%	<i>not available until Fall 2023</i>	5.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-160.2	n/a	-153.9	<i>not available until Fall 2023</i>	-150.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-123.7	n/a	Choose a group at left.	<i>not available until Fall 2023</i>	-100.0
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.3%	4.5%	5.3%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	14.3%	<i>not available until Fall 2023</i>	10.0%

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

School Goal for Student & Family Multi-Tiered Systems of Support for Behavior and SEL

Engagement: Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	77.5%	72.9%	66.0%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	2.0%	n/a	1.0%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	7.8%	n/a	1.0%	<i>not available until Fall 2023</i>	5.0%
Out-of-School Suspensions	Special Education Students	6.2%	n/a	1.0%	<i>not available until Fall 2023</i>	5.0%
Chronic Absenteeism	All Students	23.7%	26.3%	57.5%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	29.0%	34.0%	61.2%	<i>not available until Fall 2023</i>	25.0%

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

School Goal for High-Quality Staff: 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 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. All staff will provide high quality, optimal service to our students, and families and will feel connected to our entire school community based on data from CHKS and Faculty Council survey.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	76.2%	72.5%	72.8%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	pd, coaching, PLC	Early Lit TSA, Instructional Coach TSA
<i>LCAP Goal 2: Focal Student Group Supports</i>	intervention groups	STIPS, Newcomer teacher
<i>LCAP Goal 3: Student & Family Engagement</i>	social skills groups, CSM	Social Worker, AP, CSM
<i>LCAP Goal 4: Staff Supports</i>	pd, coaching	Early Lit TSA, Instructional Coach TSA
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	70% of 3rd grade AA students and 30% of 4th graders and 36% of 5th grade AA students did not meet annual growth in ELA according to the i Ready Reading assessments due to low participation during distance learning and disproportionate number of Black students being sent out of class due to discipline issues, 70% of our EL students have not reached their annual growth on the i Ready Reading assessment	2 years of pandemic, attendance due to recovery from pandemic, teachers do not speak student's first language
<i>LCAP Goal 2: Focal Student Group Supports</i>	absenteeism, we have to find ways to engage or get them at school everyday, relationship building with all students, classroom monthly PD focused on anti-racism and restorat	housing, transportation, lack of SEL in classroom, relationship building and Restorative practices not implemented in all classrooms
<i>LCAP Goal 3: Student & Family Engagement</i>	We have a growing number of Spanish speaking families and translation encourages the participation of our Spanish speaking families Family workshops focused on SEL, as well as academic areas help our families learn how to support their child's learning at home	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>	OEA has a history of challenging working relationships with district. New ELA and Eureka Math curriculum we are learning. Ongoing curriculum shifts continue. Training staff to support SEL and in order to implement Restorative Practices school wide.	Continuing ongoing trauma impacts staff in various ways. SEL supports needed for staff and student supports.
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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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Manzanita Community School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

Teachers engage in weekly PLC grade level time facilitated by TSAs
 Social Worker and AP provide SEL support for students, staff and families,
 Stips, Early Lit tutors, newcomer teacher and TSAs provide intervention groups for students (ELLs,

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

TK-2 students getting daily intervention, SIPPS
 3rd-5th grade students receiving math and ELA support
 Improved i Ready math and ELA scores for all students

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 with the early lit tutors TK-3, Stips providing intervention groups, TSAs facilitating weekly PLC time if budget allows

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP	College/Career Readiness	small group interventions	On Fall i Ready assessment, 23% of students 3-5 were mutiple years below grade level. Of those students recieving intervention groups, 25% grew at least one half of a grade level by the MOY assessment	continue

Certificated Pupil Support Salary	Student Connectedness to School	Social Worker social skills groups individual counseling COST Lead Family Outreach	50 students in SEL Skills Groups Courage Club- 15 students 15 for buddy lunches. 10 individual counseling 3 regular SEL push-ins (tabar, anderson, hai) working with the students in all of those classes. Family outreach and supports	continue
ET/OT - Translation	Chronic Absenteeism	Office staff translate family meetings	20 percent increase in the number of Spanish speaking families that participation in Family Workshops	if funding allows
Extended Contract - Workshops	Student Connectedness to School	Family Workshops provide information to families	monthly workshops are still being held, can not evaluate effectiveness yet.	if funding allows
Fieldtrips	College/Career Readiness	admission costs for 1 field trip each year for each class	Each class (100%) at least one field trip paid for each year. As a result our students have had experiences outside of school and are able to apply what they have learned in the classroom.	if funding allows
Instructional Supplies	College/Career Readiness	classroom instruction	Funds have not yet been expended at the time of evaluation.	if funding allows
Light Refreshments	Chronic Absenteeism	Family Workshops provide information to families	Funds have not yet been expended at the time of evaluation.	if funding allows
Technology	i-Ready Reading at or above Mid-Grade	Each classroom has 1 projectors, chrome book for each student	Funds have not yet been expended at the time of evaluation.	if funding allows

2023-24 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](#)

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

School Priority: Implementation of rigorous, systematic, research-based, and standards-aligned instruction for all students.

School Theory of Change: If our school provides teacher professional development and collaboration time on STEM and ELA (CCSS and NGSS), and implement and analyze benchmark assessments (i Ready 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.

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?
1-1	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 using the Eureka Math curriculum	PD focused on writing and unpacking content language objectives with students PLC Time to unpack Eureka Units and COI	observations, data		Tier 1

1-2	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 and weekly collaboration time for teachers to backwards plan and unpack units	observations,PD schedule,PLC		Tier 1
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Implementation of rigorous, systematic, research-based, and standards-aligned instruction and intervention groups for all students below grade level
School Theory of Change:	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.
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	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			Tier 1
2-2	Implement EL education curriculum with fidelity	PLC,PD, coaching support for our TSA in order to support teachers with the implementation of EL Ed	data, observations, PD/PLC calendar		Tier 1

2-3	SIPPS Groups in K-5	train Early Literacy Tutors and teachers on the SIPPS program, TSA to analyze data on a monthly basis to make intervention groupings	SIPPS data, Early Lit tutor schedules, observations		Tier 3
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Priority:	Multi-Tiered Systems of Support for Behavior and SEL
School Theory of Change:	<p>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.</p> <p>Attendance</p> <p>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.</p>

Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	<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 & Climate team -Social Work Interns -P.E. or Recess Coaches</p>	<p>observations, discipline data, chks survey</p>	<p>Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.</p>	<p>Tier 1</p>
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3-2	<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>	chks survey, communication through Parent Square	Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	Tier 1
3-3	<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>	data, provide time in PD to complete and analyze	Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	

3-4	Monthly book study related to Anti-Racism work	Dedicating 1 PD/month to evaluate and discuss texts, led by Climate & Culture team		Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	
3-5	School culture survey to be completed with students 3x/year	Teachers provided with time to review progress data and create action steps to support increase in scores	provide time in PD to complete	Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	Tier 3

3-6	Weekly COST meetings facilitated by the Social Worker to support students academic learning and SEL		consistant weekly meetings, followup with teachers and families	Multi-Tiered Systems of Support for Behavior and SEL Familes and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	Tier 3
3-7	Students receive weekly team building,SEL,and movement instruction from prep teacher	creating schedule to facilitate	daily classroom schedules	Multi-Tiered Systems of Support for Behavior and SEL Familes and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.	
School Priority:	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.
School Theory of Change:	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.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	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, data	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. All English Language Learners and African-American students will demonstrate excelerated growth resulting in a decrease in distance from standard for the ELA and Math SBAC i-Ready	Tier 3
4-2	Culturally responsive monthly book study at PD	select text and facilitate discussion, reflection, and how this applies to our teaching	PD schedule Observations	Multi-Tiered Systems of Support for Behavior and SEL Familes and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	Tier 1

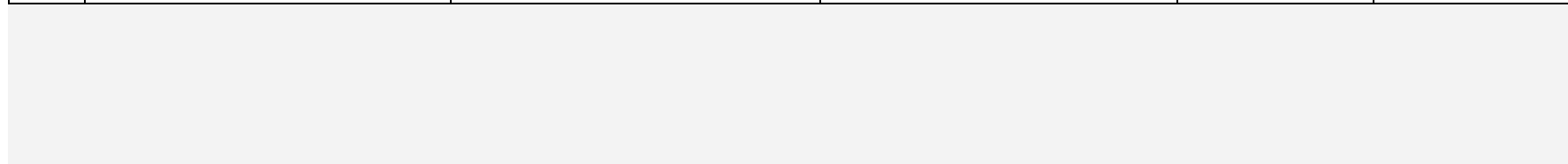
CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Create a learning environment that supports and values our Black students academically and social emotionally through self reflection, implementing restorative practices, and anti racist work.
School Theory of Change:	If our educators create learning environments that focus on social emotional learning, academic rigor, restorative practices and are based in anti racist teaching practices, our Black student and families will feel conected to the community and our Black students will show increased academic success.
Related Goals:	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: *Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	PD calendar, observations, discipline data, chks survey	Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	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		Multi-Tiered Systems of Support for Behavior and SEL Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness based on the CHKS and decreased chronic absence.	
5-3	Representation present throughout classroom instruction and classroom environment throughout the school year.	Provide reading materials, and PD to support		All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark, at grade level on i-Ready, SIPPS,F&P. 3-5th increase on i-Ready math and i Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)	
5-4	Restorative practices	provide PD			



CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	All EL students receive at least 30 minutes of designated ELD through the EL Ed Curriculum and GLAD strategies across all instruction
School Theory of Change:	If ELs receive 30 minutes of designated ELD each day, and GLAD strategies across all content areas, we will see improved in i Ready Reading scores and an increase in ELs that are reclassifying
Related Goals:	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>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	GLAD strategies integrated across all content areas and evident in all instruction	Provide PD on GLAD and get teachers GLAD trained Provide PLC time for cycles of inquiry	PD plan trainings classroom observations	All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark, at grade level on i-Ready, SIPPS,F&P. 3-5th increase on i-Ready math and i Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)	Tier 1

6-2	Designated ELD for all ELs 30 minutes everyday using the EL Ed ELD	Walk Throughs by ILT 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	daily schedules	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. All English Language Learners and African-American students will demonstrate accelerated growth resulting in a decrease in distance from standard for the ELA and Math SBAC i-Ready	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)	weekly schedule	All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark, at grade level on i-Ready, SIPPS,F&P. 3-5th increase on i-Ready math and i Ready reading (and a decrease in distance from standard for SBAC ELA and Math.)	Tier 3

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>classroom observations</p>	<p>Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students. All English Language Learners and African-American students will demonstrate accelerated growth resulting in a decrease in distance from standard for the ELA and Math SBAC i-Ready</p>	<p>Tier 1</p>
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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
Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build strong relationships with families through ongoing 2-way communication and contact School-wide goals related to weekly family communication	179-2
Social Worker	\$53,255	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	1866	Social Worker	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Students receive weekly team building, SEL, and movement instruction from prep teacher	179-3
Early Literacy Tutor	\$16,153	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8635	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will build strong relationships with families through ongoing 2-way communication and contact	179-4
Early Literacy Tutor	\$17,457	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8638	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Weekly COST meetings facilitated by the Social Worker to support students academic learning and SEL	179-5
12-Month Community School Manager	\$100,964	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8652	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	SIPPS Groups in K-5	179-6
Playworks	\$7,170	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	SIPPS Groups in K-5	179-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
East Bay Asian Youth Center Contract	\$150,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Build strong relationships with families through ongoing 2-way communication and contact School-wide goals related to weekly family communication	179-8
11-Month Classroom Teacher on Special Assignment (TSA)	\$122,630	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7132	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide monthly PLC and weekly collaboration time for teachers to backwards plan and unpack units	179-9
STIP Teacher	\$34,150	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	7596	STIP Teacher	0.45	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Representation present throughout classroom instruction and classroom environment throughout the school year.	179-10
10-Month Classroom Teacher on Special Assignment (TSA)	\$144,450	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	8634	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-11
Books	\$1,216	Early Literacy Support Block (ELSB) Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Implement EL education curriculum with fidelity	179-12
Extended Contracts / Contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Explicit teaching of SEL curriculum by classroom teachers and social worker (Caring School Community) that can be expanded upon by small group intervention leaders.	179-13
STIP Teacher	\$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	3575	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-14

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$13,718	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8653	Early Literacy Tutor	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-15
Early Literacy Tutor	\$13,846	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8636	Early Literacy Tutor	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-16
Early Literacy Tutor	\$17,486	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8434	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-17
Early Literacy Tutor	\$19,422	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8654	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-18
Classified ET/OT	\$9,000	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	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 using the Eureka Math curriculum	179-19
supplies	\$7,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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	179-20

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
copy maintenance	\$1,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	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	179-21
ILT/C and C consultant	\$2,540	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	PLC,PD	179-22
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$21,459	LCFF Supplemental	1105	Certificated Teachers' Salaries	2835	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Students receive weekly team building, SEL, and movement instruction from prep teacher	179-23
Coordinator, Certificated	\$181,444	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.	Chronic Absenteeism	Teachers will build strong relationships with families through ongoing 2-way communication and contact	179-24
Attendance Specialist, Bilingual	\$47,260	LCFF Supplemental	2205	Classified Support Salaries	1946	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Students receive weekly team building, SEL, and movement instruction from prep teacher	179-25
supplies	\$2,606	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Restorative practices	179-26
Library Technician	\$50,178	Measure G, Library Support	2205	Classified Support Salaries	6763	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Representation present throughout classroom instruction and classroom environment throughout the school year.	179-27

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8653	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-28
Early Literacy Tutor	\$4,615	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8636	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-29
Early Literacy Tutor	\$21,417	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8005	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-30
Extended Contracts	\$2,700	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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
Transalation services	\$510	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Build strong relationships with families through ongoing 2-way communication and contact School-wide goals related to weekly family communication	179-32
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$14,306	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2835	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Students receive weekly team building, SEL, and movement instruction from prep teacher	179-33

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$37,944	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7596	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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 using the Eureka Math curriculum	179-34
Social Worker	\$65,090	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	1866	Social Worker	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Students receive weekly team building, SEL, and movement instruction from prep teacher	179-35
To be allocated in Fall 2023.	\$3,031	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Additional Designated ELD for newcomers, pull out using Systematic ELD or National Geographic In the USA	179-36
Playworks	\$8,025	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Students receive weekly team building, SEL, and movement instruction from prep teacher	179-37
Early Literacy Tutor	\$21,417	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	8005	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	SIPPS Groups in K-5	179-38



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. The parents right to participate in the development of the Districts 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 (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, 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 home robocall in their home languages.
- Sending text messages to parents viaParent Square in home languages.
- Sending home monthly calendars with monthly events.
- 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 and whole school 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 Traffic Volunteers for arrival and dismissal times

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 (CLEVER, iReady), books, flashcards, etc. 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 hold trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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 is part of SSC.

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 Title 1 Annual Meeting 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 have 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 have translation 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 family workshops every month on zoom

Adoption

This policy was adopted by Manzanita Community School on **August 25th, 2022** and will be in effect for the period of August 25th, 2022 through May 26, 2023.

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

Amy Jones
Name of Principal

Amy Jones
Signature of Principal

School-Parent Compact

Manzanita Community School

2022 - 2023

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 2022-2023 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 to meet the State of California's challenging academic standards.**

22-23 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 (at SSTs, family-teacher conferences, etc.) and whole school data nights with TRANSLATION for Spanish speaking families.
 - 3) Provide families 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 (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights.
- Parent leader meetings with 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.
- Families are encouraged to volunteer in their child's classroom.
- 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 (like RAZ kids, I Ready, ST Math), books, flashcards, etc. 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 and parent leader meeting.

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 Parent Square text messages in home languages to which parents can respond
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings, SELLS, and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

- 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.

Family 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 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.
- Send child to school everyday in a clean uniform
- 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 25, 2022**, and will be in effect for the period of August 25, 2022 to May 26, 2023.

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, 2022.

Amy Jones
Signature of Principal

8/25/2022
Date



Pacto Escuela-Padres Manzanita Community School TK-5 2022 - 23

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 2022-23.

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.**

22-23 Estrategias educativas

- Incorporación de instrucciones sólidas sobre textos complejos, incluido el acceso a textos complejos para estudiantes de idiomas
 - Integrando estrategias GLAD durante el día escolar
 - Refinación de la diferenciación y la intervención escalonada para la alfabetización temprana y las habilidades lingüísticas
 - Incorporación de investigaciones prácticas de ciencias para estudiantes semanalmente
- 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 (en 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 juntas para 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 Manzanita Community School envían boletas de calificaciones a casa para compartir el progreso de los estudiantes.

- Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de primaria para comprensión.
- 4. Proporcionar a los padres acceso razonable al personal.**
- Reuniones regulares entre padres y maestros (en 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 juntas para toda la escuela.
 - Reuniones de padres líderes con 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.**
- Las familias de Manzanita Community son animadas e invitadas a visitar las aulas para proyectos de arte, actividades de ciencias, y para celebraciones.
 - Las familias so animadas a ser voluntarios
- 6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- MCS organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.
 - Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ), libros, tarjetas, etc. 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.
 - Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión 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.**
- Enviar mensajes de texto de Parent Square en los idiomas del hogar a los que los padres pueden responder.
 - Reuniones regulares entre padres y maestros (en 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 juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
 - Reuniones de padres líderes y reuniones de SSC con liderazgo que tienen TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Reforzar las expectativas y políticas comunicadas en el Manual.
- 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:

- Voluntariado en el aula de mi hijo si es posible.
- Participando en decisiones relacionadas con la educación de mi hijo.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización de la tarea y estructurando su tiempo extracurricular.
- Leyendo el manual de Greenleaf y firmando el contrato para apoyar a los estudiantes.
- Apoyando la asistencia a la escuela.
- Enviando al niño a la escuela todos los días con un uniforme limpio.
- Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete 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

Greenleaf Tk-8 adoptó este Pacto el 25 de agosto de 2022 y tendrá vigencia durante el período del 23 de agosto de 2021 al 26 de mayo de 2023.

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 2022 o antes.

Amy Jones
Firma del Director

8/25/2022
Fecha



MANZANITA COMMUNITY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Charlene Porter
Vice Chairperson:	Leo Faiola
Secretary:	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?)
1 Amy Jones	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Natalie MacIntyre	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1 Molly Lin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1 Leo Faiola	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1 Regina Morones	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
1 Charlene Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
0 Fernanda Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
0 Liliana Hernandez Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1 Tania Chi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1 Aracely Villanueva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd

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

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

