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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 SEED Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.

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

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

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

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

**Attachment(s)**

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



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Manzanita SEED Elementary School  
**CDS Code:** 1612590110247  
**Principal:** Rachelle McManus  
**Date of this revision:**

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:

<b>Contact:</b> Rachelle McManus	<b>Position:</b> Principal
<b>Address:</b> 2409 East 27th Street Oakland, CA 94601	<b>Telephone:</b> 510-535-2832 <b>Email:</b> rachelle.mcmanus@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2023*

*The District Governing Board approved this revision of the SPSA on: 8/23/2023*

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

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Manzanita SEED Elementary

**Site Number:** 175

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

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

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

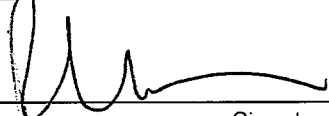
**Date(s) plan was approved:** 5/17/2023

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:**

Rachelle McManus  
Principal

  
Signature

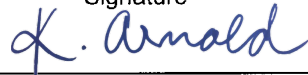
5/22/2023  
Date

Rocio Gutierrez  
SSC Chairperson

  
Signature


5/22/2023  
Date

Kathleen Arnold  
Network Superintendent

  
Signature

5/23/23  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

5/23/23  
Date

**2023-24 SPSA ENGAGEMENT TIMELINE**

**School Site:** Manzanita SEED Elementary School

**Site Number:** 175

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/11/2023	SSC & SELLS combined	Shared rationale and overview of site plan.
2/13/2023	Instructional Leadership Team	Conducted ELD protocol
2/22	SSC & SELLS combined	Shared rationale and proposal for Title I/Title IV funds. Voted on Title I/Title IV funds.

## 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	\$125,460.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$520,366.43

### 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)	\$114,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,020	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,060	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$238,640	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)	\$7,650	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$125,460</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$394,906</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$520,366</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Manzanita SEED Elementary School

**School ID:** 175

#### School Description

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

#### School Mission and Vision

##### Vision

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

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

##### Mission

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

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

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

Project-Based Learning is a comprehensive school reform model based on five core practices: Project-based learning units, Active Pedagogy, Culture and Character, Leadership and School Improvement, and School Structures. Teachers at every grade level collaborate to develop learning expeditions based on the social studies and science content standards. The expeditions incorporate fieldwork and/or service learning, and integrate reading, writing, and the arts with a social justice lens. Both the process and product of student learning in the expedition is showcased at two yearly EXPOsitions of student learning.

##### Diversity, Equity, and Inclusion

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

### School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
47.8%	51.7%	41.8%	5.0%	2.0%	0.5%	71.1%	11.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
11.0%	10.7%	63.9%	4.2%	0.8%	0.8%	0.0%	5.7%

### 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** Students in grades 1-5 will increase their i-ready English and Spanish scores by 10%.

80% of students in Kinder will master letter names and letter sounds in both languages.

#### 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	29.9%	23.4%	<i>not available until Fall 2023</i>	40.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	34.2%	20.8%	<i>not available until Fall 2023</i>	40.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	16.7%	8.3%	<i>not available until Fall 2023</i>	30.0%

#### 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	-37	n/a	-20.4	<i>not available until Fall 2023</i>	-0.3
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	21.8%	20.9%	<i>not available until Fall 2023</i>	30.0%

#### 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	-43	n/a	-22.8	<i>not available until Fall 2023</i>	-0.4
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	18.8%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	11.9%	n/a	25.4%	<i>not available until Fall 2023</i>	40.0%

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

**School Goal for Targeted Supports for Focal Student Groups:** EL students will increase their ELPAC scores by 1 proficiency level per year and the overall reclassification rate will increase by 10%. Black students will reduce their distance from standard met in ELA SBAC by 10%.

**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	-128.9	n/a	-116.6	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-124	n/a	-42.6	<i>not available until Fall 2023</i>	-30.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	7.4%	3.3%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-133.6	n/a	-113.0	<i>not available until Fall 2023</i>	-100.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	-52.4	n/a	-37.7	<i>not available until Fall 2023</i>	40.0

Reclassification Measures & Annual Targets <span style="float: right;">*Complete <a href="#">Part 1 of ELD Reflection</a></span>						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	17.0%	4.8%	13.7%	<i>not available until Fall 2023</i>	30.0%
LTEL Reclassification	Long-Term English Learners	33.3%	0.0%	11.1%	<i>not available until Fall 2023</i>	22.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Students decrease chronic absenteeism by 10%. Engagement:						
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	0.0%	0.0%	100.0%	<i>not available until Fall 2023</i>	100.0%
Out-of-School Suspensions	All Students	0.5%	n/a	0.2%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	2.0%	n/a	0.2%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	3.1%	n/a	0.2%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	14.7%	8.3%	42.9%	<i>not available until Fall 2023</i>	10.0%
Chronic Absenteeism	African American Students	21.3%	8.2%	51.1%	<i>not available until Fall 2023</i>	15.0%

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

**School Goal for High-Quality Staff:** DRAFT: We will continue to build high-quality and stable 4th and 5th grade teams.

We will add at least one Latinx teacher to our staff.

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	81.8%	77.5%	75.9%	<i>not available until Fall 2023</i>	95.0%

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	<p>I-ready mid-year diagnostic data shows 36% of 3rd-5th grade students at early-mid grade level.</p> <p>SBAC scores rose slightly in all grades, outperforming the OUSD average.</p>	<p>Adoption of Adelante/Advance and strategic integration of A/A with expeditions, focus over several years to create TK-5 vertical alignment @ literacy; focus on language allocation and standards-alignment within expeditions</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>There are over 12 SIPP groups in K-2nd grade with 1 tutor plus newcomer teacher. Add data point @ growth and/or proficiency levels.</p> <p>Additionally, all students have received small group support in ELA/SLA and math in the 22-23 year, with classroom teachers, SIPP tutors, newcomer teacher and after school teachers providing SIPP, small group instruction and newcomer reading support through LLI.</p> <p>Robust student support process through COST and SpEd department, led by CSM, is building structures that enable us to individually support more students academically and with mental health services. [Insert data point about how many COST referrals we had at beginning of year and how many we've gotten through]</p>	<p>Hiring of EL Tutors and partnering with newcomer teacher, hiring of CSM, establishment of SpEd department that meets monthly, counseling interns, community partnerships to fill in much needed mental health services.</p>
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<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p>Site has supported families through: Community Schools Manager position that provides resources and communication to families as well as mental health and SEL leadership, coordination and support. PTU supports family involvement in school planning and decision making activities. Principal hosts monthly Coffee with the Principal. Teacher lead workshops. Restorative Justice teacher has worked with students and families experiencing conflict and behavioral issues at school. Counseling interns have provided one on one counseling and social skills groups.</p>	<p>Hiring of EL Tutors and partnering with newcomer teacher, providing translation for parents, hiring of CSM, establishment of SpEd department that meets monthly, counseling interns, community partnerships to fill in much needed mental health services.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>High teacher and staff retention year over year, positive and supportive staff climate with strong communication structures for staff. Each teacher team is offered two planning days per year to support strong instruction.</p>	<p>Strong relationships, trust, belief in collaborative leadership. Staff is experienced and use their knowledge in support of instructional and climate needs of school.</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<p>Fall and midyear i-ready ELA scores for second grade continue to be about 50% lower in 22-23 than they were in 20-21, continuing the drop from 2019.</p>	<p>Acceleration after distance learning has been intentional but kids have a long way to catch up.  Additional absences caused by COVID and additional time and energy needed to support students' social, emotional, and mental health has slowed down ability to accelerate.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Focal Subgroups: Need to continue to decrease opportunity/achievement gaps for focal subgroups at SEED: African-American, students with IEPs, ELLs.</p> <p>Supporting teachers to strengthen designated language development time in both English and Spanish to support our ELLs and SLLs.</p>	<p>Classroom teachers struggle to find time for SIPPS in a packed instructional schedule.</p> <p>Students in 3-5 also need academic support, but we have no position budgeted for intervention at the higher levels (Early Literacy Tutors serve K-2).</p> <p>A wide range of learning loss means that the differentiation needs are diverse and hard to meet all needs within the classroom.</p>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p>Mental Health Needs: High volume of students who need counseling or other mental health services who we cannot currently serve.</p>	<p>Fred Finch cut back services drastically from years past. We have worked to create partnerships with other mental health providers but the demand exceeds the supply.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Staff Supports: Challenge of new principal learning the needs and strengths on the campus, challenge of new CSM learning the systems and structures, challenge of principal and CSM creating integrated support systems.</p> <p>Hiring challenges leaving us under-support-staffed - only one recess supervisor and no TSA.</p>	<p>New staff in leadership roles.</p> <p>Hiring challenges that mirror the nation's, as well as an under-investment in recess supervision roles.</p>

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

Our students have effective and experienced teachers and access to solid curriculum through a combination of Adelante/Advance and teacher-created expedition materials. However, the diversity of the school means that there are multiple groups of very different learning levels and teachers are working hard to differentiate. With few support staff, there are fewer people available to run small-group intervention work with struggling students. With no TSA, the principal is holding all of the instructional lift as well as managing the other aspects of school leadership.

**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 SEED Elementary 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.**

All SEL and mental health strategies and actions have been implemented fully and are having positive outcomes for the students we are able to provide services for. The academic strategies and actions have been pushed forward by our committed teachers. PD has been focused around providing peer-coaching time to teachers around developing and strengthening expeditions in grades 2, 4, and 5. ILT has been pushing forward visioning work around the language allocation model and expedition support. Student academic support strategies and actions dependent on support staff (STIP subs, EL tutors) were hindered by issues hiring EL tutors and staff absences delaying consistent intervention by STIPs.

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

Using experienced teachers to peer coach other teachers has been a powerful way for SEED educators to support each other and grow a more aligned practice across the grades. Allowing experienced teams to update and document their expeditions will strengthen and make sustainable our project-based learning practice.

**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.**

Most goals, outcomes, and strategies will remain the same and be updated based on our progress so far this year. We will adjust our budgeting to reflect the need to provide additional instructional and recess supervision support in order to create room for administrators to better push forward critical actions.



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

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b> <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Community School Manager	Student Connectedness to School	Community Schools Manager position provides resources and communication to families as well as mental health and SEL leadership, coordination and support.	This position and role is working very well in supporting our students and building systems and structures. We were able to lead three times the number of Student Support Team meetings this year than last year due to CSM's leadership in the COST process.	Continue
licensing Agreements	College/Career Readiness	Provides curricular support through Raz-Kids.	This program is beloved and works very well for independent reading - it provides a large library of texts in English and Spanish and can read aloud to students who are struggling.	Continue through Title I
Meeting Translation	Student Connectedness to School	Provides funding for paid interpretation for parent meetings.	We have not used this funding much, as teachers and staff have provided most interpretation and have not requested payment.	Continue and formalize our commitment to using district interpreters for important parent meetings.
Substitute Teacher Incentive Plan (STIP) Teacher	College/Career Readiness	Provides extra intervention for grades 4 and 5 and coverage when there are unfilled teacher absences.	This position and role is working very well in providing extra support for coverage and intervention.	Discontinue - this funding had to be paired with additional funding from Supplemental, and that funding is now being redirected towards a second recess supervisor.
Teacher Extended Contract	Student Connectedness to School	Provides teachers extra paid hours to meet with parents and conduct workshops on topics that are important to the community.	We have been able to provide teacher representation at most Black Family Engagement meetings. We have not yet provided the kind of site-driven workshops that we used to before the pandemic.	Continue, with a stronger vision next year around what workshops we would like to provide parents, and clearer communication that this extended contract money can also be used for the planning of the workshops.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Manzanita SEED Elementary School

**School ID:** 175

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:**

1. Continue expanding teachers' understanding and use of Benchmark Advance/Adelante as a rigorous materials resource to support thematic, interdisciplinary expeditions.
2. Continue providing training and support for teachers to build and refine thematic, interdisciplinary expeditions.
3. Continue TK-2 focus on early literacy foundational skills instruction in Spanish and English

**School Theory of Change:**

If we provide teacher professional development and collaboration time for teachers to authentically grapple with:

- how to teach and support early literacy foundational skills in Spanish and English
- how to teach to grade-level standards, using Advance/Adelante as a resource, within expeditions
- with a focus on cultural responsiveness and student academic needs, then...
  - a) teachers will feel empowered and excited about their instructional planning and decision-making
  - b) teachers will continue to use emerging early literacy/phonics assessments and programs
  - c) teachers' task, lesson and unit plans will provide more rigorous instruction, and more opportunities for students to participate in engaging and demanding tasks. This, in turn, will increase students' ability to approach or reach grade-level proficiency across all content areas.

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

1-3	<p>Collaboration towards Standards:          In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.</p>	<p>Collaboration towards Standards:          Leader will provide professional development + weekly PLC/collaboration time for grade level teachers to plan and develop CLOs for each lesson.</p>	<p>-Learning walks/observation reveal consistent use of content and language objectives          -PD/PLC calendar with learning cycles or practice of developing CLOs, access to NGSS science standards</p>		
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1-4	<p>FOSS Integration: The expeditions that teachers teach in grades K-3 are written and revised during teacher collaboration based on the science standards and include the rotation of FOSS kits to align with the curricular and thematic focus of the grade level expeditions. This will occur in the expeditionary planning for grade K-3. 4th and 5th grade team planning will include the FOSS kits as well as interdisciplinary instruction that integrates the teaching of science and math standards during social studies during Spanish and English language arts.</p>	<p>FOSS Integration: Principal, and Instructional Leadership Team provide support and monitoring to ensure teacher teams collaborate to incorporate FOSS kits within curricular and thematic adoptions of each grade level</p>	<p>PLC and planning agendas Classroom walkthroughs</p>		
1-5	<p>Math Curriculum Adoption: Teachers collaborate to discuss the new math curriculum and to decide how to fully roll out curriculum adoption of Eureka</p>	<p>Math Curriculum Adoption: Leadership will provide professional development on the new math curriculum</p>	<p>PD agenda Classroom walkthroughs</p>		
1-6	<p>Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress</p>	<p>Data Driven Small Groups: Leadership will provide weekly time in PLCs and collaboration for teachers to monitor and accelerate student progress; leader will facilitate at least two opportunities for data analysis at a classroom and grade level</p>	<p>PD and PLC agendas Progress monitoring trackers for each grade + SDC classes</p>		

1-7	Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own children's academic needs.	Family Academic Engagement: Leader will provide time for home contacts and will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' academic needs.	Home Contact Logs SST documentation		
1-8	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events		

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

<b>School Priority:</b>	All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the SEED language allocation model.
<b>School Theory of Change:</b>	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> <li>- ensuring schedules meet the ratio of Spanish:English minutes according to OUSD's 50/50 language allocation</li> <li>- clarifying the core instructional experiences of each grade level in Spanish and English</li> <li>- giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts</li> <li>- giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts</li> <li>- supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum</li> <li>- providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language</li> </ul> <p>then both English Language Learners and Spanish Language Learners will make at least a year's progress, as measured by the SBAC ELA, DRA, EDL, iready, and Avant.</p>
<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	GLAD: Teachers will include GLAD strategies in their expeditionary learning plans to support language learners.	GLAD: Leadership will work with teachers to ensure differentiated training on GLAD strategies	Teachers use GLAD strategies consistently in classroom		
2-2	Language Targets: Teachers will teach language targets in their expeditions, units and daily lessons.	Language Targets: Leadership will ensure teachers have professional development input and coaching opportunities to develop language targets.	Teachers include language learning targets in their expeditions, units and daily lessons.		
2-3	Literacy Assessments: Teachers will monitor student progress in literacy by following the assessment calendar.	Literacy Assessments: Leadership will provide teachers with release days or subs for assessments when necessary and possible.	Assessment calendar and assessment google doc is completed		
2-4	Bilingual Instruction: Teachers will provide access to high quality instruction in both Spanish and English daily.	Bilingual Instruction: Leadership will work with staff to hire and retain staff to ensure access to instruction in both languages every grade level.	All students have access to both Spanish and English instruction daily.		
2-5	Language Transfer: Teachers will identify opportunities for transfer between English and Spanish.	Language Transfer: Leadership will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	PLC/teachers note opportunities for transfer between languages.		

2-6	<p>Language Allocation: Teachers will collaboratively implement Year 1 of a 2-year language allocation implementation plan to refine the breakdown of subject matter into the two languages, based on research-based best practices in dual language programs and various external pressures (i.e. standardized tests).</p>	<p>Language Allocation: Leader will facilitate a schoolwide discussion around programmatic issues, focusing around how language development and support is serving all our students, based on longitudinal data of current and former SEED students. Leader will establish expectations that support ILT-designed language allocation plan. Leader will facilitate support and training for teachers adjusting their curriculum and instruction, and will facilitate data gathering and analysis around outcomes of language allocation adjustments.</p>	<p>Language Allocation Model  Instructional Schedules</p>		
2-7	<p>Family Language Engagement: Teachers will work with families to communicate important information about their student's language and literacy learning and will provide culturally responsive support to families needing additional help in supporting their own children's language and literacy needs.</p>	<p>Family Language Engagement: Leader will provide time for home contacts and will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' language and literacy needs.</p>	<p>Home contact logs</p>		



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

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	SEL Strategies: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school.	SEL Strategies: Leader will provide PD on culturally responsive SEL strategies, work with teachers to share emerging or existing practices, and work with all relevant teams to ensure that student and family needs are addressed and discussed within a culturally responsive and caring framework	PD, PBIS, COST agendas		

<p>3-2</p>	<p>Classroom SEL: Teachers will implement signature classroom practices consistently:</p> <p>some key practices might include:</p> <ul style="list-style-type: none"> <li>-Morning meetings and Closing circles,</li> <li>-Caught You Being Goods,</li> <li>-Peace Corners,</li> <li>-I Statements,</li> <li>-SEED character traits,</li> <li>-Setting clear and consistent expectations</li> <li>- Diversity in books and materials in each classroom</li> <li>- Culturally responsive SEL and instructional practices</li> </ul>	<p>Classroom SEL: Leadership will facilitate a conversation at beginning of year with staff to surface which signature Tier 1 classroom practices should exist in every classroom space (e.g., Mindfulness space, expectations, reinforcement, etc) and to provide space for teachers to share best practices around implementation of these practices. Leader will coordinate schoolwide effort to make SEL values, including our SEED character traits, visible and reinforced in whole-school spaces including assemblies and visual markers in hallways.</p>	<p>PD agendas</p> <p>Visual schedules</p> <p>Classroom walkthrough tool</p>		
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<p>3-3</p>	<p>PBIS: PBIS Team will meet bi-weekly alongside SEED the culture and climate team, including a broad range of stakeholders (principal, ITL, parent engagement, upper/lower grade teacher reps, sped, RSP, and enrichment teacher) in attendance 80% of the time with clear meeting roles and responsibilities taken on by all members of the team.</p> <p>PBIS team members will support implementation of our schoolwide CYBG 'caught you being good' system.</p> <p>PBIS team will conduct student and staff surveys related to culture and climate practices, 2x per year and will integrate feedback into ongoing plans.</p> <p>Schoolwide guided practice tours take place at beginning of each year to formally teach expectations across settings. "</p>	<p>PBIS: Principal will ensure that PBIS meetings are calendared and consistently built into PD cycle, and will coordinate with PBIS team to support robust implementation of key practices (including attending central PD opportunities, etc)</p>	<p>"PBIS and PD agendas</p> <p>Staff and student survey data</p> <p>Schedules for guided practice tours"</p>		
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<p>3-4</p>	<p>COST: The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.</p>	<p>COST: Principal will attend COST regularly, will ensure OUSDForce is updated consistently, and will support coordination of a technical way for teachers to check in on where their students are in the COST process.</p> <p>Principal will provide opportunities for members of COST to engage in district training and will have time on the PD and staff meeting calendars for COST to train staff on the COST process and teachers' roles within it, reinforce referral protocols, analyze SRSS data, and learn how to implement (as appropriate), monitor, and reinforce tier 2 and 3 interventions.</p>	<p>COST meeting agenda</p>		
<p>3-5</p>	<p>CSM: In coordinator with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school' vision and priorities. This will include ensuring that Tier 2 systems and structures for students are implemented, and that families are included as key stakeholders in their students' academic and SEL experience at SEED.</p>	<p>CSM: Principal will work with the Community School Manager to identify role's support for key school plan priorities, and will engage in regular meetings to discuss progress, troubleshoot, and support on going coordination of activities that support students and families. Principal, Community School Manager and other key stakeholders will meet weekly or bi-weekly to ensure coordination of activities and alignment to school's overall plan and priorities</p>	<p>Calendar of regular meetings between leadership and Community School Manager; google doc with evidence of regular collaboration and key priorities</p>		

3-6	<p>RJ: Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.</p>	<p>RJ: Leader will prioritize opportunities within school and district PD calendar for all teachers to have access to professional development focused on trauma-informed, culturally responsive practices, including Restorative Justice principles and practices. Leader will prioritize funding and professional development time in order to ensure there is on-site expertise in the form of an RJ coordinator in order to hold community and harm circles, and in order to position Restorative Justice as a whole-school priority practice at SEED for 22-23.</p>	<p>Master schedule with morning meetings and class meetings, PDs for SEL /RJcurriculum scheduled</p> <p>Information re: restorative justice and trauma-informed practices is shared with parents/families: i.e., during coffee with the principal, flyers shared on ParentSquare, sent out in family bulletin"</p>		
3-7	<p>Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data</p>	<p>Targeted SEL Supports: Leader works with Community School Manager to create master schedule which includes times for small SEL, academic and support/mentoring with focal groups based on data</p>	<p>Increase in small groups and mentoring within master schedule</p> <p>Consistent COST focus to request referrals and identify students who can benefit from focused small groups</p>		
3-8	<p>SpEd Integration: Staff will create a committee to develop a plan to allow for SPED classes to be more integrated with the SEED community</p>	<p>SpEd Integration: Leader will work with staff to form a committee to explore SpEd integration throughout the campus at SEED</p>	<p>SEED committee roster meeting agendas and notes</p>		

	Family SEL Engagement: Teachers will work with families to communicate important information about their student's social emotional learning and will provide culturally responsive support to families needing additional help in supporting their own children's social emotional needs.	Family SEL Engagement: Leader will provide time for home contacts and support (in the form of CSM) for teachers who need to more deeply engage specific families around supporting their students' SEL needs.	Home contact logs		
	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events		

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

<b>School Priority:</b>	Racial justice and equity continue to be centered as school-wide practices in order to create conditions for all student subgroups to consistently access joyful and rigorous learning environments.
<b>School Theory of Change:</b>	If all staff at SEED continue to deepen their ability to access and implement practices that interrupt racism and bias, and create student experiences of connectedness to learning, then students who have been traditionally underserved and undervalued will thrive, and teachers will be better able to support their SEL and academic needs.
<b>Students to be served by these actions:</b>	<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?
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4-1	<p>Equity in Instructional Planning: Teachers prioritize equity when considering and facilitating student participation, and create systems and practices to ensure equitable student participation in class.</p>	<p>Equity in Instructional Planning: Leadership provides staff with ongoing professional development opportunities based on Zaretta Hammond's Culturally Responsive Teaching and the Brain, and time to consider how to assess and adjust classroom/schoolwide practices and interactions in order to ensure equitable participation</p>	<p>PD calendar</p>		
4-2	<p>Individual Equity Work: Teachers examine own bias and how that impacts class culture, student experience, and engagement with families</p>	<p>Individual Equity Work: Leadership provides staff with ongoing professional development opportunities based on Zaretta Hammond's Culturally Responsive Teaching and the Brain, and time to consider how this might show up in their classroom/schoolwide practices and interactions, and supports teachers in addressing their biases and impacts on students (particularly Black students).</p> <p>Leader solicits equity-focused experience data from families to provide back to teachers as they examine their own biases and how those might show up with and for diverse families.</p>	<p>"-Professional development -Classroom walkthroughs -participation data at class/scho</p>		

4-3	Equity in Curriculum: Teachers examine curriculum and texts to ensure diverse representation and experiences, teachers use and develop curricula to discuss social justice and race/racism within the classroom	Equity in Curriculum: Leadership provides staff with ongoing professional development based on Zaretta Hammond's Culturally Responsive Teaching and the Brain, and invites staff to collaborate to review existing curriculum and texts, and ensure provision of culturally responsive and representative texts across all subject areas	"-Professional development -cycle of inquiry with this topic as a focus -teacher reflection"		
4-4	Equitable Targeted Instruction: Teachers routinely provide acceleration and intervention opportunities for students to master standards and skills; provide opportunities to master content; progress monitor for student learning and adjust small groups accordingly	Equitable Targeted Interventions: Leadership emphasizes acceleration and intervention opportunities as a priority for teachers and support staff, and supports creation of daily and weekly schedules that prioritize small group instruction for focal students. PD/PLC time is spent analyzing focal student data and identify next steps	"-Professional development -cycle of inquiry with this topic as a focus -classroom library + expeditions and other units of study		
4-5	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events		
4-6	Cross-Cultural Opportunities: Teachers will support parents to participate in racially integrated school cultural events (e.g. BFE and SELLS co-meeting; more integrated cultural events)	Cross-Cultural Opportunities: Leader will facilitate creation of racially integrated school cultural events (e.g. BFE and SELLS co-meeting; more integrated cultural events)	Community Calendar of Events		



CONDITIONS FOR BLACK STUDENTS ( <a href="#">instructions &amp; resources</a> )					
<b>School Priority:</b>		Close the language development and performance gap between Black students from English speaking homes and White students from English speaking homes, in order to fully integrate and maintain Black students as full participants in the dual language experience.			
<b>School Theory of Change:</b>		If we better understand the root causes of our Black students falling behind in Spanish Language Development, and provide targeted supports to students and families that address the root causes, we will support our Black students to move towards bilingualism and biliteracy at the same rate as our White students. This will support more content proficiency, more belonging, and fewer behavior issues as more students are able to engage with Spanish language and content.			
<b>Related Goals:</b>		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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Antiracist SEL support: Teachers will infuse antiracist messages into classroom SEL instruction.	Antiracist SEL support: Leader will work with AAMA teacher and Office of Equity to provide at least one professional development opportunity around talking about race with children.	PD agendas, classroom walkthroughs		
5-2	BFE Communication: Teachers will rotate to regularly visit Black Family Engagement to communicate around Spanish standards and provide support around Spanish	BFE Communication: Leader will provide support for teachers to rotate to regularly visit Black Family Engagement to communicate around Spanish standards and provide support around Spanish	BFE Agendas		

5-3	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	Black Cultural Visibility: Leader will provide committee and PLC time to support increased integration and celebration of Black culture into the curriculum and culture	Curricular Plans, Community Calendar of Events		
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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	
<i>Reference your required pre-work: <a href="#">Stages of ELD Implementation Self-Assessment</a></i>	
<b>School Priority:</b>	All ELL Students will receive quality Integrated ELD across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD
<b>School Theory of Change:</b>	<p>If teachers consistently implement quality daily designated ELD (4-5 using Benchmark Advance), and incorporate integrated ELD strategies during ELA, Math, and Science instruction, focusing on scaffolded student talk and differentiated tasks through the use of complex texts (TK-3 using Expeditionary Learning, 4-5 using from the Advance/Adelante curriculum), then a higher percentage of ELLs will reclassify. To implement this theory of change: staff will identify ONE of the following core practices for ELLs from the Annual Plan in support of SEED's theory of change for consistent implementation in the 21-22 school year:</p> <p>Teachers use Before, During, After Reading Routines for ELLs at least 3x/week.</p> <p>Teachers engage students in academic discussion via structures and equitable participation strategies. (3C.3)</p> <p>Teachers provide students with language resources and other scaffolds to support their understanding. (3B.2)</p> <p>Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced. (3C.1)</p> <p>Teachers provide opportunities for students to learn how language works to make meaning. (3C.1)</p>
<b>Related Goals:</b>	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Designated ELD and SLD: Teachers provide Designated Language Development in each student's L2	Designated ELD: Leadership sets expectation for 30 minutes of language development every day in the student's L2, works with ILT to create schedules and student groupings, provides training, support and materials for language development instruction, and provides support for schedules that allow for flexible groupings so that students are grouped depending on their ELD or SLD level	Daily schedules, school-wide ELD block, with the goal of moving up one level of implementation on Stages of ELD Implementation PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		
6-2	Newcomer Supports: Provide Designated ELD for newcomers, pull out using an approved newcomer program	Newcomer Supports: Establish time for designated ELD in daily schedule  Utilize TSA along with N2 ELLMA support provide PD on newcomer instruction and scaffolding  Utilize TSA to provide additional newcomer Designated ELD pull out  Encourage participation of newcomer teacher in district newcomer PD	"-Daily schedules include protected designated ELD -Teacher attendance in newcomer PDs -Classroom walkthroughs"		

6-3	Core ELL practices: Teachers collaborate with each other and leadership to identify core ELL practice to focus on and refine school-wide during 23-24 academic year	Core ELL practices:Leadership works with ILT to identify core practice to focus on for the year across all classrooms	-Classroom walkthroughs		
6-4	ELPAC: Teachers receive training on ELPAC in order to support students during ELPAC testing, and participate/observe ELPAC administration for at least 1 of the 4 sections for focal ELLs	ELPAC: PD includes ELPAC training for teachers. Teachers support ELPAC testing to understand test domains and questions	-ELPAC schedule for proctors and testers/daily teacher schedules during ELPAC testing -PD calendar		
6-5	Family ELL Engagement: Teachers will work with ELL families to communicate important information about their student's English language development and will provide culturally responsive support to families needing additional help in supporting their own childrens' English language development.	Family ELL Engagement: Leader will provide time for home contacts, will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' language and literacy needs needs, and will facilitate English language curricular updates for ELL parents	Home contact logs		

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Extended Contract	\$10,000	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.	College/Career Readiness	Curriculum Integration: Teachers continue to collaborate to strategically integrate Benchmark and expeditions.	175-1
Subs for Planning Days	\$5,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Curriculum Integration: Teachers continue to collaborate to strategically integrate Benchmark and expeditions.	175-2
STIP Teacher	\$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8720	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Equitable Targeted Interventions: Leadership emphasizes acceleration and intervention opportunities as a priority for teachers and support staff, and supports creation of daily and weekly schedules that prioritize small group instruction for focal students. PD/PLC time is spent analyzing focal student data and identify next steps	175-3
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	6820	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-4

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8029	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-5
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8023	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-6
Supplies	\$12,020	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	Bilingual Instruction: Teachers will provide access to high quality instruction in both Spanish and English daily.	175-7
Copier Maintenance	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Bilingual Instruction: Teachers will provide access to high quality instruction in both Spanish and English daily.	175-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
.5 Counseling Interns	\$10,000	LCFF Discretionary	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-9
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$7,150	LCFF Supplemental	1105	Certificated Teachers' Salaries	2623	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	COST: The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff.	175-10
Facilitator Manhood Development Program	\$64,786	LCFF Supplemental	1105	Certificated Teachers' Salaries	8199	Facilitator Manhood Development Program	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Antiracist SEL support: Teachers will infuse antiracist messages into classroom SEL instruction.	175-11
10-Month Classroom Teacher on Special Assignment (TSA)	\$67,311	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.	175-12

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
12-Month Community School Manager	\$36,242	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	8589	12-Month Community School Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Classroom SEL: Teachers will implement signature classroom practices consistently:  some key practices might include: -Morning meetings and Closing circles, -Caught You Being Goods, -Peace Corners, -I Statements, -SEED character traits, -Setting clear and consistent expectations - Diversity in books and materials in each classroom - Culturally responsive SEL and instructional practices	175-13
Clerk, Bilingual	\$46,904	LCFF Supplemental	2405	Clerical Salaries	5028	Clerk, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Family Academic Engagement: Leader will provide time for home contacts and will personally support SSTs for teachers who need to more deeply engage specific families around supporting their students' academic needs.	175-14
.5 Counseling Interns	\$10,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-15
Consultants	\$3,897	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Targeted SEL Supports: Teachers will provide small groups and mentoring for African Americans, newcomers and other groups using attendance, URF/suspensions and other connectedness data	175-16



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Field Trip Transportation	\$2,350	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.	175-17
Library Technician	\$50,178	Measure G, Library Support	2205	Classified Support Salaries	7783	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Bilingual Instruction: Teachers will provide access to high quality instruction in both Spanish and English daily.	175-18

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6820	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-19
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8029	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-20

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8023	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-21
Early Literacy Tutor	\$43,960	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8613	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily.	175-22
Teacher Extended Contract	\$2,474	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Family Language Engagement: Teachers will work with families to communicate important information about their student's language and literacy learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' language and literacy needs.	175-23

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Meeting Translation	\$586	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Family Language Engagement: Teachers will work with families to communicate important information about their student's language and literacy learning and will provide culturally responsive support to families needing additional help in supporting their own children's language and literacy needs.	175-24
12-Month Community School Manager	\$108,725	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	8589	12-Month Community School Manager	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	SEL Strategies: Teachers will collaborate to discuss and respond to student social emotional needs that have been shifted or intensified as a result of the pandemic, in order to ensure that all students feel cared for at school.	175-25
Edtech licensing	\$6,025	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 175

School: Manzanita SEED Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Field Trip Transportation	\$7,650	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Collaboration towards Standards: In TK-3, teachers will collaborate in grade level teams in each of their two yearly grade level expeditions, ensuring that grade-level content standards are addressed, content and language objectives are routines developed and shared with students, and that students have the opportunity to engage in rigorous and authentic tasks that map onto the Literacy, Math and NGSS standards. In math and science (including all three strands in: physical, life, and earth and sciences) students will have an ongoing opportunity to engage with the Standards for Mathematical Practice and the Next Generation Science Standards. In 4th and 5th grades, teachers will collaborate in grade levels teams to create a vision for PBL at the upper grade level.	175-27



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Manzanita SEED**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

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

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

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

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

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

- Parent-teacher conferences, goal-setting conferences

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

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

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

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

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

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

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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



**Adoption**

This Policy was adopted by Manzanita SEED Elementary on August 31, 2022 and will be in effect for the period of August 8, 2022 to May 28, 2023.

The school will distribute the Policy to all parents and family members of students on or before September 30th, 2022.

**Name of Principal:** Rachelle McManus

**Signature of Principal:** *Rachelle McManus*

**Date:** 08/31/2022

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

# **Política de participación de padres y familias de la escuela**

## **Título I, Parte A**

*Todas las escuelas del Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de los padres y la familia del Título I, Parte A.*

### MANZANITA SEED

acuerda implementar las siguientes prácticas de participación, de acuerdo con Estándares del Distrito Escolar Unificado de Oakland para la Participación Familiar Significativa:

Estándar 1 de participación familiar de OUSD: Programa de educación para padres/cuidadores  
Las familias reciben apoyo con habilidades de crianza y crianza de los niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos al:

Llevar a cabo conferencias de liderazgo entre padres, maestros y estudiantes para analizar las evaluaciones, el progreso, los logros y las boletas de calificaciones de los estudiantes. 2 conferencias de datos de toda la escuela por año entre las familias y el director en un café con el director con TRADUCCIÓN para familias de habla hispana.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:

Proporcionar a los padres acceso razonable al personal y reuniones periódicas entre padres y maestros, como IEP, SST, reuniones 504, etc.

Estándar 2 de participación familiar de OUSD: comunicación con los padres y cuidadores  
Las familias y el personal de la escuela se involucran en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de padres y familias de la escuela mediante:

Convocar una reunión anual, en un momento conveniente, a la que todos los padres deben ser invitados y alentados a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

Conociendo el evento de tu escuela

La escuela se comunica con las familias sobre los programas Título I, Parte A de la escuela mediante:

Las fechas de las reuniones del SSC y los puntos de la agenda se anunciarán en el boletín mensual para padres y se publicarán 72 horas antes de la reunión fuera de la oficina de la escuela. Se enviará regularmente una llamada general con información pertinente sobre las reuniones.

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes al:

Durante el evento Conozca su escuela, la reunión mensual del SSC y el final de los ciclos de datos, el personal docente de SEED brindará una explicación del plan de estudios, las evaluaciones y los niveles de competencia que se espera que alcancen los estudiantes.

Durante las reuniones mensuales del SSC, los datos, el crecimiento de los estudiantes en lectoescritura, matemáticas y la adquisición del idioma se comunicarán a todas las partes interesadas.

Dos veces al año, se espera que los padres participen en las conferencias dirigidas por estudiantes

Dos veces al año, se espera que los padres participen en las Exposiciones.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entiendan por:

Proporcionar información por mensaje de texto, correo electrónico y correo de voz en el idioma del hogar elegido por los padres.

Estándar 3 de Participación Familiar de OUSD: Programa de Padres Voluntarios

Las familias participan activamente como voluntarias y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias se ofrezcan como voluntarias en las aulas y otras actividades escolares al:

Dos veces al año, se espera que los padres participen en las conferencias dirigidas por estudiantes

Dos veces al año, se espera que los padres participen en las Exposiciones.

Estándar 4 de participación familiar de OUSD: aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

Proporcionar suscripciones de estudiantes en línea a programas educativos en línea que brindan acceso desde el hogar a actividades individualizadas de matemáticas y lectura que están alineadas con el plan de estudios en el aula. Lectura de programas A-Z y matemáticas ST.

Estándar 5 de participación familiar de OUSD: poder compartido y toma de decisiones

Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al: Los padres, voluntarios, coordinadores de padres, la administración y el personal escolar participan en caminatas comunitarias por la paz anuales que presentan a los maestros y al personal el vecindario local y los ayudan a comprender la vida de sus estudiantes fuera de la escuela. Cosecha de otoño y bazar de vacaciones de invierno para informar a las familias sobre las metas escolares.

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

Conferencias de padres y maestros, conferencias para establecer metas,

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela al:

Revisión anual del impacto de la comunicación como parte de la capacitación y auditoría del consejo escolar (SSC).

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, al:

Subcomité de estudiantes del idioma inglés del sitio mensual (SELLS), correo electrónico semanal y mensajes de temas de conversación para las familias y conferencias de padres y maestros varias veces durante el año escolar.

La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:

PTU mensual (reuniones del sindicato de padres y maestros), reuniones de participación de la familia negra BFE, reuniones de café con el director, personal del Consejo del sitio escolar (SSC) disponible por correo electrónico, puntos de conversación, visitas sin cita previa o llamadas telefónicas para la comunicación.

Estándar 6 de participación familiar de OUSD: colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:

Ocurre durante la noche de regreso a la escuela, las noches de exposición, las conferencias de padres y maestros y el festival de otoño. La escuela comparte intencionalmente información relacionada durante todas las reuniones del comité de padres. (PTU, BFE, Café con el Rector, SSC, VENDE)

Adopción

Esta Política fue adoptada por Manzanita SEED Elementary el 31 de agosto de 2022 y estará vigente durante el período del 8 de agosto de 2022 al 28 de mayo de 2023.

La escuela distribuirá la Política a todos los padres y familiares de los estudiantes el 30 de septiembre de 2022 o antes.

Nombre de la directora: Rachelle McManus

Firma del director: Rachelle McManus

Fecha: 31/08/2022



## School-Parent Compact

### Manzanita SEED

### 2022-23

*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 2022-23 school year.*

#### **School Responsibilities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Parent Responsibilities**

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

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

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

### **Student Responsibilities**

*I will Support my learning at home by:*

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

This Compact was adopted by Manzanita SEED Elementary on August 31, 2022 and will be in effect for the period of August 8, 2022 to May 28, 2023.

The school will distribute the Compact to all parents and family members of students participating in Title I, Part A program on or before ( September 30th, 2022 ).

**Signature of Principal:** /s/ Rachelle McManus

**Date:** 08/31/2022



# Pacto entre la escuela y los padres

## MANZANITA SEED

**2022-23**

Este Pacto entre la escuela y los padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela 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 un asociación para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

Este Pacto entre la escuela y los padres está vigente para el año escolar 2022-23.

### **Responsabilidades de la escuela**

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

- 1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo 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.**

Asegurando que cada estudiante tenga un maestro altamente calificado tanto en inglés como en español. Establecer altas expectativas académicas y de carácter para todos los estudiantes. Establecer altos estándares para que todo el personal sirva a las familias y los estudiantes.

- 2. Celebre conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual del niño.**

Los maestros organizarán 2 conferencias dirigidas por estudiantes con familias cada año y presentarán el aprendizaje de los estudiantes en 2 exposiciones del trabajo de los estudiantes por año.

- 3. Brindar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**

Los maestros organizarán 2 conferencias dirigidas por estudiantes con familias cada año y presentarán el aprendizaje de los estudiantes en 2 exposiciones del trabajo de los estudiantes por año.

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

Los maestros apoyarán a los estudiantes y las familias respondiendo a su solicitud de información dentro de dos días y dando la bienvenida a las familias al salón de clases (virtualmente o en persona)

**5. Brindar 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 del salón de clases.**

Se invita a las familias a apoyar las aulas, los maestros y los estudiantes aprendiendo sobre las oportunidades de voluntariado dentro de la escuela. En particular, nuestro subcomité de estudiantes del idioma inglés (SELLS) del sitio se enfoca en formas de involucrar significativamente a las familias EL, educarlos sobre el proceso de reclasificación y mantener a las familias informadas sobre oportunidades para observar y ser voluntarios en las aulas. Además, se brindan talleres para padres para brindarles a los padres las mejores prácticas relacionadas con las estrategias de instrucción.

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

Las conferencias familiares incluyen el establecimiento de metas para los estudiantes, expectativas de nivel de grado para que las familias estén al tanto del progreso del estudiante para apoyar el seguimiento del progreso académico. Los datos y la información de asistencia se comparten con las familias en las reuniones de padres durante el año escolar.

**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 miembros de la familia como socios iguales.**

Sesiones de desarrollo profesional del personal que incluyen información sobre cómo involucrar a los padres y estrategias para construir relaciones impactantes con las familias.

**8. Asegure una comunicación bidireccional regular 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.**

Personal bilingüe certificado y de apoyo para apoyar las conversaciones y entre las familias en su idioma natal. Proporcionar a los maestros contactos para solicitar apoyos de traducción en el idioma según sea necesario para comunicarse con las familias en idiomas distintos del inglés y el español, como el árabe y el mam.

**Responsabilidades de los padres**

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

- Ofrézcase como voluntario en el salón de clases de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo asegurándose de que mi hijo lea en casa por lo menos 30 minutos al día y complete las asignaciones de clase o la tarea.
- Asegurarme de que mi hijo duerma al menos 9-10 horas por noche.
- Apoyar el plan de disciplina de toda la escuela
- Revisar la mochila de mi hijo regularmente para comunicaciones importantes de la escuela
- Asegurarme de que mi hijo use el uniforme escolar todos los días
- Enviar solo meriendas saludables a la escuela
- Asistir a 2 conferencias de boletas de calificaciones dirigidas por estudiantes y 2 exposiciones del trabajo de los estudiantes.

**Responsabilidades del estudiante**

- Apoyaré mi aprendizaje en casa al:
- Leer en casa durante al menos 30 minutos diarios
- Completar la tarea de alta calidad con orgullo.
- Llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días.
- Hablar con mi familia sobre lo que estoy aprendiendo en la escuela y cómo mi aprendizaje me está preparando para contribuir a una comunidad más grande.

Este Pacto fue adoptado por Manzanita SEED Elementary el 31 de agosto de 2022 y estará vigente durante el período del 8 de agosto de 2022 al 28 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.

Firma de la directora: Rachelle McManus

Fecha: 8/31/2022



Strategic Resource Planning (SRP)

**Manzanita SEED ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**2022-2023**

**SSC - Officers**

Chairperson:	Rocio Gutierrez
Vice Chairperson:	Daniel Mallory
Secretary:	Rachelle McManus

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)	
Rachelle McManus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--	1
Daniel Mallory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	1
Natasha Seleski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	1
Sonia Thacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	1
Rocio Gutierrez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	1
Alexander Maciver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	1
Miguel Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	1
Deisy Romero Salic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	0
Bonita Herrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	1
Shauna Watson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	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> (Day/Month/Time)	First Wednesday of every month at 5:00 PM
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**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.

