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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School

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**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Manzanita SEED Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Manzanita SEED Elementary School  
**CDS Code:** 1612590110247  
**Principal:** Rachelle McManus  
**Date of this revision:** 4/23/25

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

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

**Contact:** Rachelle McManus

**Position:** Principal

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

**Telephone:** 510-535-2832

**Email:** [rachelle.mcmanus@ousd.org](mailto:rachelle.mcmanus@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/23/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

The School Site Council intends for this school to participate in the following programs:

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 4/23/2025

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

- ☐ Flyers in students' home languages ☒ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Rachelle McManus

Principal

*Elen Hamilton-Rasheed*

SSC Chairperson

SELLS Representative (optional)

Dr. Sabrina Moore

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

*[Signature]*  
Signature

*[Signature]*  
Signature

Signature

*Dr. Sabrina Moore*

Signature

*Lisa Spielman*

Signature

*6/2/25*  
Date

Date

Date

6/4/25

Date

6/4/25

Date

**2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/29/2025	Families	Budget focused Coffee with the Principal to get feedback from families around needs.
1/28/2025	BFE	Budget focused Black Family Engagement to get feedback from families around needs.
1/28/2025	FILA	Budget focused and Spanish-forward Familias Indigenas y Latinoamericanas to get feedback from families a
1/29/2025	SSC	SSC discussion of budget and needs.
2/12/2025	SSC	SSC program evaluation of 24-25 SPSA.
3/5/2025	SELLS	SELLS program evaluation of 24-25 SPSA.
3/19/2025	SSC	SSC discussion of 24-25 SPSA proposed strategies and activities.

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,570.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$791,413.21

### Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$129,960
Title I, Part A Parent & Family Engagement (#3010)	\$3,610
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$133,570</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$791,413.21</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$36,100
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$68,710
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$657,843</b>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: Manzanita SEED Elementary School		School ID: 175
CDS Code: 1612590110247	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>Vision</p> <p>We will provide a healthy, nourishing environment for every child to develop strong roots in the major languages and cultures of our community.</p> <p>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.</p> <p>Mission</p> <p>SEED is an Project-Based Learning School with a focus on Language, Culture, Equity, and Family-School Integration. Our vision is for all students to be:</p> <ul style="list-style-type: none"> <li>• Bi-literate and Bilingual: in both English and Spanish</li> <li>• Academically proficient: at or above grade level in both English and Spanish</li> <li>• Culturally competent be able to understand other cultures and have high self-esteem</li> </ul> <p>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.</p> <p>Diversity, Equity, and Inclusion</p> <p>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.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>Our students have 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.</p>		

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.2%	10.6%	63.3%	0.5%	11.6%	15.5%	79.7%	44.0%	1.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.3%	6.3%	3.4%	0.7%	0.0%	0.5%	76.8%	5.3%	91.3%

## 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

### Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	4.9%	6.2%	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.7%	44.6%	not available until fall 2025	70.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	30.6%	46.3%	not available until fall 2025	70.0%

### English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-44.1	-65.9	not available until fall 2025	-14



SBAC ELA Participation	All Students	90.7%	96.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	47.2%	48.8%	not available until fall 2025	70.0%
<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-53.5	-60.5	not available until fall 2025	-23
SBAC Math Participation	All Students	90.1%	90.1%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	15.8%	16.8%	not available until fall 2025	70.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	36.5%	20.8%	not available until fall 2025	70.0%
California Science Test (CAST) Participation	All Students	92.9%	96.4%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-138.8	-154.1	not available until fall 2025	-14
SBAC ELA Distance from Standard Met	African American Students	-53.3	-87.7	not available until fall 2025	-75.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	50.0%	62.5%	not available until fall 2025	20.0%
SBAC Math Distance from Standard Met	Special Education Students	-142.7	-148.6	not available until fall 2025	-23
SBAC Math Distance from Standard Met	English Learners	-101.0	-112.2	not available until fall 2025	-70.0
Reclassification Measures & Targets <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.2%	10.8%	not available until fall 2025	30.0%
LTEL Reclassification	Long-Term English Learners	25.0%	0.0%	not available until fall 2025	35.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	84.4%	not available until fall 2025	100.0%

Out-of-School Suspensions	All Students	0.2%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	2.2%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	1.3%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	66.1%	27.0%	not available until fall 2025	19.0%
Chronic Absenteeism	African American Students	67.4%	27.8%	not available until fall 2025	16.0%

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
<b>Identified School Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	76.8%	77.7%	not available until fall 2025	80.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	<i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<p>I-ready mid-year reading diagnostic data shows 31% of students at early or above grade level, up from 25% at the same point last year. If we continue this growth, we will hit the 10% EOY goal.</p> <p>I-ready mid-year math diagnostic data shows 21% of students at early or above grade level, up from 17% at the same point last year.</p> <p>Two-way, 50/50 dual language program with significant language supports helps our students build literacy.</p> <p>Curriculum work is increasing vertical alignment between grades in math and ELA.</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> </ul>	<p>I-ready mid-year reading diagnostic data shows 23% of Black students at early or above grade level, up from 22% at the same point last year. I-ready mid-year math diagnostic data shows 11% of Black students at early or above grade level, down from 16% at the same point last year.</p> <p>I-ready mid-year reading diagnostic data shows 5% of ELL students at early or above grade level, up from 3% at the same point last year. I-ready mid-year math diagnostic data shows 6% of ELL students at early or above grade level, up from 1% at the same point last year.</p> <p>I-ready mid-year reading diagnostic data shows 2% of students with IEPs at early or above grade level, down from 3% at the same point last year. I-ready mid-year math diagnostic data shows 2% of students with IEPs at early or above grade level, down from 3% at the same point last year.</p> <p>Two-way, 50/50 dual language program with significant language supports helps our students build literacy.</p> <p>Curriculum work is increasing vertical alignment between grades in math and ELA.</p> <p>We continue to work to differentiate Board approved curriculum for all our diverse learners.</p>
<p><i>LCAP Goal 3:</i></p>	<ul style="list-style-type: none"> <li><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></li> <li><i>2. An annual suspension rate below 2%</i></li> </ul>	<p>Percentage of students with satisfactory attendance went up from 43.6% of students in SY23-24, to 46.1% of students in SY24-25 so far.</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. Teachers lead workshops. Counseling interns have provided one on one counseling and social skills groups.</p>

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>15/18 teachers returned from SY23-24 to SY24-25 and new hires came from within school community.</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>
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Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<p>I-ready mid-year reading diagnostic data shows 31% of students at early or above grade level, up from 25% at the same point last year. If we continue this growth, we will hit the 10% EOY goal.</p> <p>I-ready mid-year math diagnostic data shows 21% of students at early or above grade level, up from 17% at the same point last year.</p> <p>One challenge is that we are continuing to improve how we implement Board approved curriculum using Expeditionary Learning values.</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></li> </ul>	<p>I-ready mid-year reading diagnostic data shows 23% of Black students at early or above grade level, up from 22% at the same point last year. I-ready mid-year math diagnostic data shows 11% of Black students at early or above grade level, down from 16% at the same point last year.</p> <p>I-ready mid-year reading diagnostic data shows 5% of ELL students at early or above grade level, up from 3% at the same point last year. I-ready mid-year math diagnostic data shows 6% of ELL students at early or above grade level, up from 1% at the same point last year.</p> <p>I-ready mid-year reading diagnostic data shows 2% of students with IEPs at early or above grade level, down from 3% at the same point last year. I-ready mid-year math diagnostic data shows 2% of students with IEPs at early or above grade level, down from 3% at the same point last year.</p> <p>Two-way, 50/50 dual language program with significant language supports helps our students build literacy.</p> <p>Curriculum work is increasing vertical alignment between grades in math and ELA.</p> <p>We continue to work to differentiate Board approved curriculum for all our diverse learners. This is a heavy lift and teachers are expressing that, especially with the complexities of a dual language program, they need additional help when students are struggling. Our struggling students have a diverse profile - we have English dominant students struggling with reading and writing but with oral language fluency, Spanish dominant students who are literate in their L1 but need English and translanguaging support, and Mam dominant students who are learning two languages and concepts of print. SEED values our diversity, and we also recognize that the differentiation needs are intense at our school.</p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i>  <i>2. An annual suspension rate below 2%</i></p>	<p>Percentage of students with satisfactory attendance went up from 43.6% of students in SY23-24, to 46.1% of students in SY24-25 so far.</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. Teachers lead workshops. Counseling interns have provided one on one counseling and social skills groups.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Principal and TSA are spending more of our days engaging in coaching, PD design, and supporting new teacher journeys.</p> <p>We continue to work to make this work more systemic and protect our time, as there are many needs on our campus that emerge and need attention over the day. Next year we are losing our STIP sub, who has been the "glue" when there are needs like a teacher leaving early, breakfasts that need to be brought from the cafeteria to the morning line, or IEP/SST coverage. These are the ongoing time demands that can erode our focus on supporting teachers.</p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Manzanita SEED Elementary School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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 TSA, our committed ILT, and the principal working in collaboration. ILT has been pushing forward visioning work around the language allocation model and expedition support. Student academic support strategies and actions have been implemented by STIP sub team, Early Literacy Tutors, and TSA.

Our Restorative Justice Facilitator resigned early in the school year, and we chose not to re-hire for that position.

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

We are refining and strengthening our community school and COST team. We continue to build and norm our academic leadership team, with teachers beginning a language allocation dive into the research, and building a peer observation culture. This is our first year with all three early literacy tutor positions filled and we have been able to build a systemic support for SIPPS tutoring in K-2.

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 to account for a deeper focus on building an academic intervention team.

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

<b>Title I Expenditure Code</b> <i>(this column will be hidden eventually)</i>	<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<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>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
5846 - Licensing Agreements	Educational Software	i-Ready Reading at or above Mid-Grade	Provides curricular support through Raz-Kids, ST Math, Zearn.	Teachers use educational technology to support teaching in a differentiated small group modality. Small groups is where teachers are able to provide targeted instruction including skills-based reading groups, targeted intervention, and designated language development.	decrease spending and move out of title I to allow for Intervention Teacher hire.

Program Mgr Community School	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.	position is being decreased to 11 month and funded out of base
2222 - Classified ET/OT	Extended Contract for Interpretation	Student Connectedness to School	Provides funding for paid interpretation for parent meetings.	An early literacy tutor who is also a parent has translated at every SSC this year.	continue
4311 - Meeting Refreshments	Family meeting refreshments	Student Connectedness to School	Provides funding for refreshments for parent meetings	Has made parent meetings and workshops more attractive	continue
1120 - Teachers Salaries Stipends	Extended Contract for Teacher presence at family meetings	Student Connectedness to School	Provides teachers extra paid hours to meet with parents and conduct workshops on topics that are important to the community.	At least one teacher has attended every Black Family Engagement meeting since January.	continue

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>		Manzanita SEED Elementary School	<b>SCHOOL ID:</b>	175
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	Curriculum Integration: Teachers will continue to collaborate to strategically integrate EL Ed with Eureka Math, Adelante for SLA, FOSS and social studies curricula under the umbrella of our project-based expeditions. A newly clarified language allocation and theory of action will provide a framework for how students learn in two languages across the grades and what language supports will be used to synthesize the learning.	All Students	Academic	Tier 1 - Universal
1-2	Foundational Skills: K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.  In Tier I English, K-2 will teach one SIPPS cycle (60 days), followed by phonics instruction based in ELA curricula. In Tier I Spanish, K-2 will teach Spanish phonics based in SLA curricula.  We will implement progress monitoring and follow up whole group SIPPS with differentiated small group reading intervention through SIPPS 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.	All Students	Academic	Tier 1 - Universal
1-3	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	Low Income Students	Academic	Tier 2 - Supplemental

1-4	Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' academic needs.	All Students	Academic	Tier 1 - Universal
1-5	Intervention: A dedicated intervention team of one teacher leading 4-6 Academic Mentors will collaborate with teachers to provide targeted small group intervention to all struggling students.	Students below grade level in one or both languages	Academic	Tier 2 - Supplemental

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Bilingual Instruction following best practices for Language Learners: Teachers will provide access to high quality instruction in both Spanish and English daily. Teachers will teach language targets in their expeditions, units and daily lessons. Teachers will include GLAD strategies in their expeditionary learning plans to support language learners. Teachers will identify opportunities for transfer between English and Spanish.	English Learner Students	Academic	Tier 1 - Universal
2-2	Black Cultural Visibility: Teachers will increasingly integrate Black culture into the curriculum to honor and represent Black and AfroLatinX cultures alongside LatinX cultures	African American Students	SEL / Mental Health	Tier 1 - Universal
2-3	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.	All Students	Academic	Tier 1 - Universal

2-4	Language Allocation: Teachers will collaboratively implement a 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).	All Students	Academic	Tier 1 - Universal
2-5	Intervention: A dedicated intervention team of one teacher leading 4-6 Academic Mentors will collaborate with teachers to provide targeted small group intervention to all struggling students.	Students below grade level in one or both languages	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	SEL Schoolwide Support: 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. 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. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. 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. 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.	All Students	Behavioral	Tier 1 - Universal

3-2	<p>Classroom SEL: Teachers will implement signature classroom practices consistently, including:</p> <ul style="list-style-type: none"> <li>- Caring School Community</li> <li>- Morning meetings and regular restorative circles,</li> <li>- Yo Te Veos,</li> <li>- Peace Corners,</li> <li>- I Statements,</li> <li>- SEED character traits,</li> <li>- Setting clear and consistent expectations,</li> <li>- Restorative conflict resolution for peer and student-teacher conflicts,</li> <li>- Use of trauma-informed and de-escalating strategies for dysregulated students,</li> <li>- Diversity in books and materials in each classroom,</li> <li>- Culturally responsive SEL and instructional practices</li> </ul>	All Students	Behavioral	Tier 1 - Universal
3-3	<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>	Multiracial Students	Behavioral	Tier 2 - Supplemental
3-4	<p>Family SEL Engagement: At family conferences, 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.</p>	All Students	Behavioral	Tier 1 - Universal
3-5	<p>Targeted Home Visits for chronically absent SpEd students: Teachers and CSM will work together to implement home visits for students with IEPs who are chronically absent.</p>	Special Education Students	SEL / Mental Health	Tier 3 - Intensified

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Supports for Teachers: SEED Leadership will continue to be as collaborative, flexible, and empathetic as possible to build a stable staff who commit to community outcomes and experience a sense of autonomy and empowerment in their part in the community. Leadership will offer two covered planning days per year to all teachers and will support access to coaching and PD whenever possible.	All Students	Academic	Tier 1 - Universal
4-2	Equity and Antiracist Practices as a Support/Retention Program: Leadership will continue to prioritize access to equity and antiracism trainings and collaborative structures to ensure that our diverse teaching staff all feel supported and respected. New teachers will participate in a monthly antiracist reading group PLC focused on Ibram X. Kendi's "How to be an Antiracist."	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Intervention Supports as a Retention Strategy: Each grade will be assigned one Academic Mentor who will run small intervention groups, reducing the load on the teacher, and who will also be available to support lesson and materials preparation.	Students below grade level in one or both languages	Academic	Tier 2 - Supplemental



CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Focus on Spanish Language Development for Black Students: Leadership will create opportunities for additional Spanish Language Development support for all students who are falling behind in Spanish, focusing on Black students falling behind.	African American	Academic	Tier 2 - Supplemental
5-2	BFE Communication: Teachers will rotate to regularly visit Black Family Engagement to communicate around Spanish standards and provide support around Spanish	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#"><i>Stages and Actions for ELD Implementation</i></a>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Designated ELD and SLD: Teachers provide 30 minutes daily of Designated Language Development in each student's L2, either in a small group or whole class.	English Learner Students	Academic	Tier 1 - Universal
6-2	Core ELL practices: Teachers collaborate with each other and leadership to identify core ELL practice to focus on and refine school-wide during 24-25 academic year	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' academic needs.	175-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Family Academic Engagement: Teachers will work with families to communicate important information about their student's academic learning and will provide culturally responsive support to families needing additional help in supporting their own childrens' academic needs.	175-2
Funds increase VAPA teacher by 1 day/week, to be used for covering teachers for SSTs in order to bring critical academic services to students, and covering teachers for coaching to improve their ability to academically accerate students.	\$32,549	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10318	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			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	175-3
Funds 1 day/week strings teacher.	\$32,363	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10509	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Intervention: A dedicated intervention team of one teacher leading 4-6 Academic Mentors will collaborate with teachers to provide targeted small group intervention to all struggling students.	175-4
Materials and supplies to support VAPA program and access to arts and music for all students	\$3,798	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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	175-5
Funds increase EEIP teacher by 1 day/week, to be used for covering teachers for SSTs in order to bring critical academic services to students, and covering teachers for coaching to improve their ability to academically accerate students.	\$30,133	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	2623	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			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	175-6

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Facilitator Manhood Dev Program to provide targeted supports such as small group counseling, push-in services to the classroom and one-on-one check-ins to promote belonging and inclusion	\$62,545	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	8199	Facilitator, Manhood Development Program	0.5			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	175-7
Funds to pay for additional noon supervision to ensure safety of all students during lunch and recess, and lead structured recess activities for students	\$12,820	California Community Schools Partnership Program	2905	Other Classified Salaries	9971	Noon Supervisor	0.3			SEL Schoolwide Support: 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. 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. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. 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. Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-8

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds to pay for additional noon supervision to ensure safety of all students during lunch and recess, and lead structured recess activities for students	\$24,563	California Community Schools Partnership Program	2905	Other Classified Salaries	New Position 07	Noon Supervisor	0.5			SEL Schoolwide Support: 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. 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. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. 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. Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-9
Funding a portion of Attendance Specialist to provide targeted attendance support for focal students groups with chronic absences	\$32,296	California Community Schools Partnership Program	2205	Classified Support Salaries	5176	Attendance Specialist, Bilingual	0.4			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	175-10

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
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Funds a portion of Community Schools Manager, as required in the grant, who manages partnerships and other wraparound community schools services	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.25			SEL Schoolwide Support: 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. 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. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. In coordination with the principal, Community School Manager will carry out key activities that support student and family engagement in alignment with the school's 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. Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-11
Funds for an Academic Mentor to provide targeted academic support and intervention for struggling students	\$8,149	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a			Intervention: A dedicated intervention team of one teacher leading 4-6 Academic Mentors will collaborate with teachers to provide targeted small group intervention to all struggling students.	175-12

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Mental Health interns to provide therapy and additional social-emotional and behavioral support for students referred through COST	\$20,000	California Community Schools Partnership Program	5739	Mental Health Provider	n/a	n/a	n/a			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	175-13
Playworks contract to support learning and physical health by providing safe and inclusive play for all students, as well as develop student leadership for 4th & 5th graders as junior coaches	\$36,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			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	175-14

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number:** 175

**School:** Manzanita SEED Elementary School

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Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			SEL Schoolwide Support: 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. 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. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. 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. Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-15

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			SEL Schoolwide Support: 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. 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. The COST team meets weekly to triage and determine next steps to support students based on the referrals that come from teachers and staff. 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. Teachers will hold learn about and implement trauma-informed and culturally responsive practices, including Tier 1 community and Tier 2 restorative circles, in order to support positive, respectful and culturally informed classroom communities, and to repair harm and empower students within classroom, grade level and school community.	175-16



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
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**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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Extended contract funds for teachers who participate in ILT and for additional planning time outside of contracted hours for the purpose of driving strong instructional programming for all students.	\$10,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Curriculum Integration: SEED will adopt EL as our ELA curriculum. All teachers will receive foundational EL training. Teachers will continue to collaborate to strategically integrate EL Ed with Eureka Math, Adelante for SLA, FOSS and social studies curricula under the umbrella of our project-based expeditions.	175-17
Substitutes to release teachers for planning and collaboration for the purpose of driving strong instructional programming for all students.	\$5,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Curriculum Integration: SEED will adopt EL as our ELA curriculum. All teachers will receive foundational EL training. Teachers will continue to collaborate to strategically integrate EL Ed with Eureka Math, Adelante for SLA, FOSS and social studies curricula under the umbrella of our project-based expeditions.	175-18
Field trip transportation for the purpose of driving strong instructional programming for all students.	\$8,300	LCFF Supplemental	5820	Bus Passes	n/a	n/a	n/a			Curriculum Integration: SEED will adopt EL as our ELA curriculum. All teachers will receive foundational EL training. Teachers will continue to collaborate to strategically integrate EL Ed with Eureka Math, Adelante for SLA, FOSS and social studies curricula under the umbrella of our project-based expeditions.	175-19
Field trip transportation for the purpose of driving strong instructional programming for all students.	\$2,000	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a			Curriculum Integration: SEED will adopt EL as our ELA curriculum. All teachers will receive foundational EL training. Teachers will continue to collaborate to strategically integrate EL Ed with Eureka Math, Adelante for SLA, FOSS and social studies curricula under the umbrella of our project-based expeditions.	175-20
Educational technology licenses for the purpose of driving strong instructional programming for all students.	\$10,800	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Data Driven Small Groups: Across all curricula and grades, teachers will focus on progress monitoring and small group instruction in order to support students, and accelerate their instructional progress	175-21

**School:** Manzanita SEED Elementary School

[illegible]



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

**2024-25**

***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.
- Building capacity with new and existing families around parent engagement and how they can learn more about school and get involved
- Working to ensure Spanish and Mam translation is present at as many parent events as possible

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



# OAKLAND UNIFIED SCHOOL DISTRICT

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- 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 Parent Square and posted 72 hours prior to the meeting outside the school office.

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 ("Expo").

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 ParentSquare 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.
- Optional membership in any of our committees.
- Optional participation as a room parent.
- Optional participation in campus beautification projects.

## **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, administration, and school staff participate in supporting school activities through information about volunteering in the classroom and coordinating the role of the Family Room Leader.
- Seasonal events (e.g. 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 Parent Square 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). Committees can also communicate with staff via email, Parent Square, in-person scheduled meetings, or phone calls.

### **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:



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- 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 08/28/2024 and will be in effect for the period of August 1, 2024 to May 31, 2025.

The school will distribute the Policy to all parents and family members of students on or before September 30th, 2024.

**Name of Principal:** Rachelle McManus

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

**Date:** 08/31/2024

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



## **Política de participación de padres y familias de la escuela Título I, Parte A**

### **2024-2025**

*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, los voluntarios, la administración y el personal de la escuela participan en el apoyo a las actividades escolares a través de información sobre el voluntariado en el salón de clases y la coordinación del papel del "Líder Familiar de la sala".
- Los eventos de temporada (por ejemplo, la cosecha de otoño y el bazar de vacaciones de invierno) informan 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 (reuniones sindicales de padres y maestros) mensuales, reuniones de participación de familias afroamericanas (BFE), reuniones de café con el director, consejo del sitio



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escolar (SSC). Los comités también pueden comunicarse con el personal por correo electrónico, Parent Square, reuniones programadas en persona o llamadas telefónicas.

### **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 la directora, SSC, SELLS)

### **Adopción**

Esta Política fue adoptada por Manzanita SEED Elementary el 28 de agosto de 2024 y estará vigente durante el período del 1 de agosto de 2024 al 31 de mayo de 2025.

La escuela distribuirá la Política a todos los padres y familiares de los estudiantes el 30 de septiembre de 2024 o antes.

Nombre de la directora: Rachelle McManus

Firma del director: /s/ Rachelle McManus

Fecha: 31/08/2024

[Adjunto aquí está el Acuerdo entre la escuela y los padres.](#)



## **School-Parent Compact**

### **Manzanita SEED**

### **2024-25**

*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 2024-25 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 1-2 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 reads 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.



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- 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 & 1-2 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 28, 2024 and will be in effect for the period of August 1, 2024 to May 31, 2025.

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, 2024 ).

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

**Date:** 08/28/2024

[Linked here is the Parent and Family Engagement Policy](#)



# **Pacto entre la escuela y los padres**

## **MANZANITA SEED**

**2024-25**

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 2024-25.

### **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.





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



Este Pacto fue adoptado por Manzanita SEED Elementary el 28 de agosto de 2024 y estará vigente durante el período del 1 de agosto de 2024 al 31 de mayo de 2025.

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 2024) o antes.

Firma de la directora: Rachelle McManus

Fecha: 8/31/2024

[Adjunto esta ligada la Política de Involucramiento de Padres y Familia](#)

## Strategic Resource Planning (SRP)



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

# Manzanita SEED ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Ellen Hamilton-Rasheed
Vice Chairperson:	Danice Cook
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?)
1	Rachelle McManus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1	Anne Perrone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Natasha Saleski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Adam Kupersztach	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
	Misty Waters	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1	Tahnee Camacho	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Ellen Hamilton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Danice Cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Luz Gomez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Khalilah Beal-Urbe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

Second Wednesdays, 5-7 on Zoom

### 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.

