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

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 Community School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Manzanita Community 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 Community School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: LaTasha Ellison
Date of this revision: 4/22/25

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: LaTasha Ellison

Position: Principal

Address: 2409 East 27th Street
Oakland, CA 94601

Telephone: 510-535-2822

Email: latasha.ellison@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2025

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 Community School

Site Number: 179

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: 4/22/2025

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:

LaTasha Ellison

Principal

LaTasha Ellison

Signature

4/28/2025

Date

Patrick Tooley

SSC Chairperson

Patrick Tooley

Patrick Tooley

4/28/25

Date

SELLS Representative (optional)

Signature

Date

Sabrina Moore

Network Superintendent

Sabrina Moore

Signature

4/29/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

4/29/25

Date

2025-26 SPSA ENGAGEMENT TIMELINE

School Site: Manzanita Community School

Site Number:

179

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/17/2024	SSC	Shared rationale and overview of site plan.
1/13/2025	Faculty	Budget training and review budget priorities including planned strategies & activities for 2025-26. Documente
1/28/2025	SSC	Review SPSA Part 1 and Part 2 and budget priorities including planned strategies & activities for 2025-26.
2/11/2025	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school go
2/25/2025	SSC	Review SPSA Part 3 including planned strategies & activities for 2025-26.

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	\$121,729.99
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$766,063.22

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)	\$118,440
Title I, Part A Parent & Family Engagement (#3010)	\$3,290
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$121,730

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$766,063.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$31,200
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)	\$60,100
SUBTOTAL OF STATE & LOCAL FUNDING:	\$644,333

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Manzanita Community School		School ID: 179
CDS Code: 1612596002042	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
The mission of MCS is to create a school community based upon the core values of mutual respect, kindness, responsibility, and a commitment to being a lifelong learner. We will lead all students to reach their fullest potential in a safe, engaging, and collaborative environment.		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
Our students need academic and SEL support. The TSA is able to support teachers in lesson planning and classroom instruction. This is key to improving the level of instruction school wide. Having a social worker and an assistant principal to support teachers and students in their SEL practices, schoolwide PBIS and Restorative Practices is important in our goal of educating the whole child.		

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.9%	21.4%	57.2%	1.2%	1.5%	19.1%	98.3%	49.4%	2.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.1%	3.2%	10.1%	0.3%	0.3%	0.6%	98.0%	10.4%	83.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	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
Identified School Need:	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	14.7%	23.1%	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	46.7%	46.5%	not available until fall 2025	75.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	26.8%	54.3%	not available until fall 2025	50.0%
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	-109.6	-117.6	not available until fall 2025	-75.0
SBAC ELA Participation	All Students	88.6%	96.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	45.7%	42.4%	not available until fall 2025	75.0%
Mathematics/Science 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 Math Distance from Standard Met	All Students	-119.5	-121.4	not available until fall 2025	-75.0
SBAC Math Participation	All Students	96.1%	96.1%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.7%	7.5%	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	15.3%	3.3%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	95.2%	100.0%	not available until fall 2025	95.0%

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

School Goal:	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
Identified School Need:	- 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	-147.4	-159.7	not available until fall 2025	-75.0
SBAC ELA Distance from Standard Met	English Learners	-128.4	-145.0	not available until fall 2025	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	79.2%	83.3%	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-130.3	-144.3	not available until fall 2025	-75.0
SBAC Math Distance from Standard Met	English Learners	-123.5	-142.5	not available until fall 2025	-100.0

Reclassification Measures & Targets**Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.0%	6.5%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	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	40.0%	72.2%	not available until fall 2025	75.0%
Out-of-School Suspensions	All Students	1.5%	2.6%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	5.6%	5.7%	not available until fall 2025	2.0%
Out-of-School Suspensions	Special Education Students	2.6%	3.8%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	79.1%	39.6%	not available until fall 2025	35.0%
Chronic Absenteeism	African American Students	88.6%	46.1%	not available until fall 2025	50.0%

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

Identified School Need:	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	70.3%	68.9%	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<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"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p>Early Literacy Tutors in all classrooms TK-5</p> <p>SIPPS groups K-5</p> <p>Instructional Coaching</p> <p>Weekly PLC (collaboration and PD sessions to support teachers in lesson planning, backwards planning, data analysis)</p> <p>Leadership Team Weekly Walkthroughs (debrief observations and develop next steps for implementation)</p> <p>HOOT (Tier 3 Intervention Support)</p> <p>Many classes pass more than 2 i-Ready lessons per week</p> <p>Grades 3-5 reviewed i Ready Data with students before SLC #1</p> <p>Lit4Literacy supported families to "read" iReady student report</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i> <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> <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> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i></p>	<p>HOOT Intervention groups for Tier 3 K-5 Students SIPPS groups for K-5 Implementation of Caring School Communities in classrooms Weekly Sown to Grow responses from students Implementation of Restorative Practices school wide AAMA (focuses on AA students to address well being, check in/check out, intervention) D-ELD 30 mins./4 x a week (ELLMA Support Person to facilitate trainings/PD) Small group pull out for students IEPs</p>
<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>Monthly PD led by Culture and Climate team focused on behavior interventions/PBIS/MTSS Caring School Communities Sown to Grow Social Worker-social skills groups, individual counseling, intern PDs focused on MTSS, Restorative Practices, discipline data analysis and reflection Attendance Team 2 x a month, attendance incentives, collaboration with EBAYC, monthly attendance certificates</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>Weekly PLC led by instructional coaches (grade span TSA, K-2, 3-5) Review of academic data shared within PLC with focuses on strategies to help support all students Weekly PD that is data-driven, grade level collaboration, Admin/Instructional Coach support</p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -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 	<p>Students come in very low academically and social emotionally</p> <p>High level of trauma can make classroom cohesion a challenge which impacts learning</p> <p>Chronically absent students (low attendance rate)</p> <p>Teacher absences</p> <p>Need more field trips and hands on learning opportunities to engage students</p> <p>Fidelity to curriculum</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - 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 	<p>Low attendance rate</p> <p>Behavior challenges in the classroom</p> <p>High number of ELL students (lack of resources to support ELLs and Newcomers)</p> <p>Need all teachers implementing GLAD strategies in all lessons for all students</p> <p>D-ELD not consistely being implement in the classroom</p> <p>Adhering to IEP goals so that they are met (ie. progress monitoring)</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>High levels of trauma</p> <p>Attendance challenges</p> <p>Parent communication and engagement</p> <p>Lack of trauma informed practices</p>
LCAP Goal 4:	<p>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.</p>	<p>Teachers feeling like they have preference in what is addressed during PLCS</p> <p>Teacher absences/unable to provide PLC coverage</p> <p>How to differentiate adult learning to meet the needs of all staff</p> <p>Teacher buy in</p> <p>Not enough time for a thorough all encompassing and robust Professional Development</p>

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

School: Manzanita Community 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.

Students are receiving Tier 1,2,and 3 supports in all aspects of the MTSS framework due to these expenditures and roles at our school.

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

Students are supported in academics, SEL and behavior with these roles and expenditures. We are able to teach to the whole child and meet them where they are at.

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

We will continue with our plan because we are seeing growth in all areas of the MTSS framework.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5829 - Admission	entry fees for field trips	Student Connectedness to School	Provided students with hands-on learning experiences that enhance academic engagement and real-world connections.	Students demonstrated increased engagement and retention of concepts. However there are some logistical challenges.	Change: We utilize the funds and will go on more field trips. Continue: We will continue to make field trips available to students.
5826 - Transportation	bus expense	Student Connectedness to School	Provided students with hands-on learning experiences that enhance academic engagement and real-world connections.	Students demonstrated increased engagement and retention of concepts. However there are some logistical challenges.	Change: We will utilize the best available options for transportation Continue: We will continue to cross reference transportation companies to ensure and secure transportation.

Attendance Specialist Bil	Attendance Specialist	Student Connectedness to School	Paid for a portion of an Attendance Specialist to improve student attendance by monitoring absences, contacting families, and coordinating interventions for at-risk students.	parent outreach efforts increased, leading to more timely interventions and improved attendance tracking.	We will continue funding a portion of this position to continue enhancing family engagement strategies and streamlining attendance data tracking for more effective interventions.
Teacher STIP	STIP	Student Connectedness to School	STIP provide targeted reading interventions using SIPPS, facilitate ELA and Math intervention groups, release teachers for professional development, and support the school-wide positive behavior plan.	Tier 2 & 3 students showed measurable growth and demonstrating improvement in literacy assessments. Teachers reported enhanced instructional strategies through peer observations and coaching.	We will discontinue this expenditure due to district policy changes
4311 - Refreshments	light snacks or refreshments	Student Connectedness to School	encourage parent participation or attendance	When refreshments are provided more parents are in attendance. It also brings parents together as a community.	We will continue to provide refreshments for events nad meeting to help boost attendance from families.
2222 - Classsuppt Salaries Extra Comp	ET/OT for Childcare and translation	Staff Satisfaction with Professional Development	Title I-Parent Education funds were used to pay classified staff for child care and translation services during parent engagement events to increase family participation and accessibility.	Parent attendance at events increased by 35%, with multilingual families reporting greater understanding and engagement in their children's education.	I will continue funding translation to better serve all families.

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

School:	Manzanita Community School	SCHOOL ID:	179
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	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
Identified Need:	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."

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

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

School Goal:		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		
Identified Need:		- 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	Establish time for designated ELD in daily schedule for all ELL students TK-5	All Students	Academic	Tier 1 - Universal
2-2	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	All Students	Academic	Tier 1 - Universal
2-3	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	All Students	Academic	Tier 1 - Universal
2-4	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	All Students	Academic	Tier 1 - Universal

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		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	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	All Students	Behavioral	Tier 1 - Universal

3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:		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.		
Identified Need:		Specifically: <ul style="list-style-type: none"> - 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	Establish a Diverse Hiring Committee to ensure inclusive recruitment and staffing that reflect and support the school's diverse student population.	All Students	Academic	Tier 1 - Universal
4-2	Weekly PLC time during the school day in order to support new and veteran teachers.	All Students	Academic	Tier 1 - Universal
4-3	Weekly PD focused on improving instruction, SEL, and our individual teaching practices for new and veteran teachers.	All Students	Academic, SEL, Behavioral	Tier 1 - Universal
4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal

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	If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement, partnership with Black families, and achievement as demonstrated by i-Ready Diagnostic and curriculum embedded assessments.	African American	Academic	Tier 1 - Universal
5-2	If our educators create learning environments that focus on social emotional learning, academic rigor, restorative practices and are based in anti racist teaching practices, our Black student and families will feel connected to the community and our Black students will show increased academic success. Teachers and staff will develop partnerships with Black students and families using strategies such as home visits, restorative circles, and community meetings. We will expand partnership with AAMA to include 2 days of ASP. Collaborate with black families and AAMA to plan Black History Open Gallery Celebration Family Night.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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	English Learner students continuously develop their language, reaching English fluency in six years or less, as measured by the ELPAC and reclassification rates.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	If ELs and all students receive 30 minutes of designated ELD each day, and GLAD strategies across all content areas, we will see improved in i Ready Reading scores and an increase in ELs that are reclassifying	English Learner Students/All Students	Academic	Tier 1 - Universal

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 179
School: Manzanita Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Subagreements For Services, provide students with enrichment opportunities, students will benefit from this	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-1
Consultants, improve student identify and self-awareness/SEL, it will benefit students	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-2
PE/Dance teacher, improve student health and wellness/nutrition, it will benefit students	\$58,051	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2835	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-3
Materials & supplies, provide resources for students, it will benefit students	\$2,049	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-4
Certificated Coordinator role, improve student behaviors/restorative justice practices, it will benefit students	\$162,841	California Community Schools Partnership Program	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6287	Coordinator, Certificated	0.82			Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	179-5

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 179
School: Manzanita Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Community School Manager, improve SEL awareness, attendance and family support, it will benefit students/families	\$41,483	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10083	11-Month Community School Manager	0.25			Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	179-6
Materials & supplies, provide resources for students, it will benefit students	\$1,745	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-7
Possible Family Resource Center, improve SEL awareness and provide help for families in need, it will benefit students/families	\$63,432	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	179-8
Assemblies/class presentation, improve SEL awareness, it will benefit students	\$500	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-9
Expanded learning, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-10

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 179
School: Manzanita Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Expanded learning, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-11
Extended contract, provide training/PD for teachers, it will benefit students	\$5,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	179-12
Materials & supplies, provide resources for students, it will benefit students	\$2,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-13
Partnership, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students	\$24,200	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-14
Instructional coach (11 month TSA), improve teacher professional practice through PLC, PD and coaching cycles, it will benefit students	\$15,553	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.1			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-15

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 179
School: Manzanita Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Instructional coach (10 month TSA), improve teacher professional practice through PLC, PD and coaching cycles, it will benefit students	\$108,026	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	10-Month Teacher on Special Assignment (TSA)	0.7			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-16
Early literacy tutor, improve students foundational skills, it will benefit students	\$9,405	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	8635	Early Literacy Tutor	0.2			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-17
Extended contract, provide training/PD for teachers, it will benefit students	\$2,799	Literacy Coaches & Reading Specialists Grant	5825	Consultants	n/a	n/a	n/a			Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	179-18
Indirect COST	\$4,866	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-19
Workshops/English classes, support families with helping thier children, it will benefit students/families	\$1,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a		Student Connectedness to School	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	179-20
Translation services, provide translation for families outside of the instructional day to help support their child, it will benefit students/families	\$600	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a		Student Connectedness to School	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	179-21

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 179
School: Manzanita Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Meeting refreshments, increase family participation, it will benefit students/families	\$1,690	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, monthly family workshops	179-22
Instructional coach (11 month TSA), improve teacher professional practice through PLC, PD and coaching cycles, it will benefit students	\$7,776	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.05		Staff Satisfaction with Professional Development	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-23
Social worker, improve SEL skills, it will benefit students	\$73,579	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	1866	Social Worker	0.6		Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-24
Early literacy tutor, improve students foundational skills, it will benefit students	\$9,405	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	8635	Early Literacy Tutor	0.2		Reading Inventory (RI) Multiple Years Below Grade Level	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, small group and 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	179-25
Attendance Specialist bilingual, improve student attendance and help support families, it will benefit the chronically absent students/families	\$24,278	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	1946	Attendance Specialist, Bilingual	0.25		Chronic Absenteeism	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	179-26
PD opportunities/trainings for teachers, improve teacher professional practice, it will benefit students	\$902	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a		Reading Inventory (RI) Growth of One Year or More	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	179-27

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 179

School: Manzanita Community School

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Title I, Part A School Parent and Family Engagement Policy

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

Manzanita Community School

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

OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

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

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

- Sending home robocalls in their home languages.
- Sending text messages to parents via Parent Square in home languages.
- Sending home monthly calendars with monthly events in home language.

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

OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program

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

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

- MCS Traffic Volunteers for arrival and dismissal times
- Classroom volunteers
- Field Trip volunteers

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

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

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

- MCS holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (CLEVER, i Ready), books, flashcards, etc. to support learning.

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

- MCS facilitates necessary training for parents on a needs basis.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meetings.

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

- We hold SSC at a regular time in the afternoon on the 2nd Tuesday of every month and SELLS is part of SSC.

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

- Sharing the policy at Title 1 Annual Meeting for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at our parent-leader meetings.
- Asking SSC for feedback at SSC meeting.

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

- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations and on zoom.
- We have a Spanish language interpretation available for all meetings.

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

OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

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

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

- MCS has family workshops every month on zoom

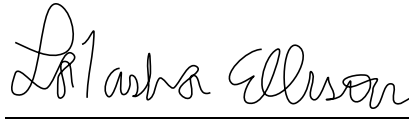
If a Title I Schoolwide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by Manzanita Community School on September 12th and will be in effect for the period August 12th, 2024 through May 29th. 2025

The school will distribute this policy to all parents on or before September 30, of the current school year.

LaTasha Ellison
Name of Principal


Signature of Principal

September 12, 2024
Date

Please link the School-Parent Compact to this document.



Manzanita Community

School-Parent Compact

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.**

24-25 Focus High Leverage Instructional Strategies

- Incorporate writing in all content areas
- Integrate GLAD strategies throughout the school day
- Provide differentiated and tiered intervention for early literacy and language skills
- Provide multiple opportunities for practicing oral presentation skills
- Incorporate hands-on science investigations for students weekly
- Implement school wide student-led conferences

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

- Regular meetings between families and teachers (at SSTs, student-led conferences, etc.) and whole school data nights with INTERPRETATION for Spanish speaking families.

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

- Manzanita Community School teachers send home a report card each trimester to share progress.
- Parents, students and families participate in student-led conferences to set goals, present their work and review elementary school report cards for understanding.

4) Provide parents reasonable access to staff.

- Regular meetings between families and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teachers, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.
- Teachers/Staff available for Parent meetings before and after school within work hours.
- MCS families are encouraged and invited into the classrooms for art projects, science activities, as well as for celebrations.
- Families are encouraged to volunteer in their child's classroom.
- Families are invited to participate in school wide events such as the Oratorical Fest, Passport Day, Family Literacy Night, and the Science Fair.

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

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

6) 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.

- Engage parents/families in the planning process for parent/family workshops.
- Ask families to share ideas/needs/requests

7) 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.

- Send Parent Square text messages in home languages to which parents can respond.

- Regular meetings between parents and teachers (at SSTs, student-led conferences, etc.) and at whole school data conferences between families and teachers and whole school data nights with translation for Spanish speaking families.
- SSC/SELLS meetings that have interpretation for Spanish speaking families.
- Monthly newsletter in home language with announcements and information

FAMILY RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- 4) Support strong attendance at school.
- 5) Provide a quiet place where my child will complete their homework. We will check to see that our child completes their homework every night.
- 6) Actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child.

TEACHER RESPONSIBILITIES

As a teacher, I will support my student's learning in the following ways:

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

This Compact was adopted by Manzanita Community on September 12, 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 the Title I, Part A program on or before **September 30th** of this current school year.

LaTasha Ellison <hr/> Name of Principal	 <hr/> Signature of Principal	September 12, 2024 <hr/> Date
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Please link the Parent and Family Engagement Policy to this document.



MANZANITA COMMUNITY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Patrick Tooley
Vice Chairperson:	Leo Faiola
Secretary:	Alicia Bibbins-Williams

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	Latasha Ellison	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1	Patrick Tooley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
1	Andrew Robbins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1	Leo Faiola	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1	Alicia Bibbins-Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
	Farmhor Saefong (Aimee)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	Charlene Porter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Lily Hernandez (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1	Erika Santiago (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Emma Lopez (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd

SSC Meeting Schedule:
 (Day/Month/Time)

Every 4th Tuesday of the month at 3:45 pm

SSC Legal Requirements (EC Sections 65000-65001):

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

