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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Manzanita Community School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Manzanita Community School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Manzanita Community School
CDS Code: 1612596002042
Principal: LaTasha Ellison
Date of this revision: 4/28/26

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: 4/28/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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: 4/28/2026

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 <i>Principal</i>	<i>LaTasha Ellison</i> Signature	4/28/2026 Date
Patrick Tooley <i>SSC Chairperson</i>	<i>Patrick Tooley</i> Signature	5/4/26 Date
<i>SELLS Representative (optional)</i>	Signature	Date
Sabrina Moore <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> Signature	05/04/2026 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	5/4/26 Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/28/2025	SSC	Reflected on progress and challenges, Reviewed SPSA goals and strategies
11/18/2025	SSC	Reflected on instructional practices and supports, Reviewed SPSA goals and strategies, Facilitated group fe
12/16/2025	SSC & SELLS	Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
1/27/2026	SSC	Reviewed SPSA goals and strategies, Discussed proposed expenditures and priorities
2/2/2026	Faculty	Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
2/24/2026	SSC	Reviewed data and identified school needs, Facilitated group feedback on SPSA sections
3/24/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$162,400
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$746,378

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 Title I, Part A Schoolwide Program Resource 3010	\$159,500
Title I Parent & Family Engagement Resource 3010	\$2,900
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$162,400

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$746,378

State and Select Local Resources	Allocation
LCFF Supplemental LCFF Supplemental Resource 0002	\$28,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$202,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$68,560
SUBTOTAL OF STATE & LOCAL FUNDING:	\$583,978

2026-27 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: 6/24/2026

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 Social Emotional Learning 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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.0%	22.4%	56.4%	1.5%	2.7%	19.4%	98.5%	42.7%	1.8%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.0%	2.1%	10.5%	0.6%	0.6%	0.6%	98.2%	13.4%	84.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	14.7%	23.1%	26.2%	50%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	46.7%	46.5%	41.2%	75%	85%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	26.8%	54.3%	57.8%	60%	70%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-109.6	-117.6	-116.0	-75.00	-65.0
SBAC ELA Participation	All Students	88.6%	96.6%	94.3%	95.0%	96.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	45.7%	42.4%	42.6%	52.8%	62.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-119.5	-121.4	-123.0	-75.0	-65.0
SBAC Math Participation	All Students	96.1%	96.1%	94.3%	95.0%	96.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	15.3%	3.3%	0.0%	25.0%	35.0%
California Science Test (CAST) Participation	All Students	95.2%	100.0%	93.3%	95.0%	96.0%

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

School Goal:	By May of 2027 - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-147.4	-159.7	-149.4	-75.0	-55.0
SBAC ELA Distance from Standard Met	English Learners	-128.4	-145.0	-134.9	-100.0	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	79.2%	83.3%	75.6%	65.0%	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-130.3	-144.3	-163.5	-75.0	-55.0
SBAC Math Distance from Standard Met	English Learners	-123.5	-142.5	-136.3	-100.0	-80.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.0%	6.5%	1.7%	25.0%	35.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	10.0%	15.0%

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	2026-27 New Target
Student Connectedness to School	All Students	40.0%	72.2%	71.5%	75.0%	85.0%
Out-of-School Suspensions	All Students	1.5%	2.6%	2.4%	0.5%	0.5%
Out-of-School Suspensions	African American Students	5.6%	5.7%	5.7%	2.0%	1.0%
Out-of-School Suspensions	Special Education Students	2.6%	3.8%	5.3%	1.0%	1.0%
Chronic Absenteeism	All Students	79.1%	39.6%	42.0%	35.0%	25.0%
Chronic Absenteeism	African American Students	88.6%	46.1%	48.7%	40.0%	30.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	70.3%	68.9%	67.8%	80.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>Early Literacy Tutors in all classrooms TK-5 SIPPS groups K-5 Instructional Coaching Weekly Teacher Led Collaboration (collaboration and PD sessions to support teachers in lesson planning, backwards planning, data analysis) Leadership Team Weekly Walkthroughs (debrief observations and develop next steps for implementation) Open Literacy (Tier 3 Intervention Support)</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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>	<p>Open Literacy Intervention groups for Tier 3 K-5 Students SIPPS groups for K-5 Implementation of Caring School Communities curriculum in classrooms Weekly Sown to Grow responses from students Implementation of Restorative Practices school wide African American Male Achievement Facilitator (focuses on African American students to address wellbeing, 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 with IEPs</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>Monthly PD led by Culture and Climate team focused on behavior interventions/PBIS/MTSS Caring School Communities curriculum Sown to Grow Social Worker & Social Worker Intern provides social skills groups, individual counseling PDs focused on MTSS, Restorative Practices, discipline data analysis and reflection Attendance Team meets 2 x a month, attendance incentives, collaboration with after school program EBAYC, monthly attendance certificates</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	Weekly Teacher Led Collaboration that is supported by Admin and Instructional Coaches (grade span TSA, K-2, 3-5) Review of academic data shared within Teacher Led Collaboration with focus on strategies to help support all students Weekly PD that is data-driven, grade level collaboration, Admin/Instructional Coach support
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 2027, 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	Students come in gaps in academics and self-regulation/social emotional skills High level of trauma can make classroom cohesion a challenge, which impacts learning Chronically absent students (low attendance rate) disproportionately affects specific student groups, contributing to achievement gaps. Teacher absences impacts consistent instruction Need more field trips and hands on learning opportunities to engage students Fidelity to curriculum
<i>LCAP Goal 2:</i>	By May of 2027 - 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	Low attendance rate Behavior challenges in the classroom High number of English Language Learner students (lack of resources to support ELLs and Newcomers) Need all teachers implementing integrated ELD/GLAD strategies in all lessons for all students Designated ELD not consistently being implement in the classroom Adhering to IEP goals so that they are met (ie. progress monitoring)

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>High levels of trauma in the community Attendance challenges Parent communication, education and engagement are areas of continued focus Improving the awareness of and use of trauma informed practices by all school staff Students face non-academic barriers (e.g., housing instability, food insecurity, limited access to services) that interfere with consistent attendance and academic progress.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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>Empowering teachers to lead and shape the focus of their collaborative work Supporting consistent staff presence and well-being to maintain steady learning for all students Designing diverse and personalized professional development that hone in on teachers' unique expertise and growth areas Cultivating a shared vision and collective ownership of school goals Maximizing our time to provide high-quality, focused professional learning that supports teacher practice</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Manzanita Community School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 the prioritized strategies, 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 prioritized 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. As a result of the data analysis conducted by staff, families, and the School Site Council, Manzanita Community School will make targeted adjustments to strategies and actions to better support student academic achievement, attendance, and social-emotional learning. The analysis highlighted the need to strengthen Tier 1 instruction, increase targeted academic supports, and improve student engagement and consistency of implementation across grade levels.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
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<p>Extra compensation for certificated teachers providing targeted reading intervention and small-group instruction</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Teachers deliver small-group literacy instruction during intervention blocks and after-school support aligned to i-Ready diagnostic data. Instruction focuses on foundational skills, comprehension, and grade-level standards with progress monitoring.</p>	<p>Working: i-Ready mid-year data indicates that approximately 50% of participating students increased their reading scale scores, with an average gain of 15–25 points, and 30% are on track to meet mid-grade level benchmarks, demonstrating progress toward grade-level standards. Teacher observation notes and intervention logs reflect increased student engagement, confidence, and willingness to participate in reading tasks.</p> <p>Not Working: Inconsistent attendance impacted approximately 30% of identified high-need students, limiting consistent access to intervention services and reducing the overall effectiveness for this subgroup.</p>	<p>Continue and refine. Maintain teacher extra-duty support due to demonstrate student growth. Improve scheduling and attendance outreach to increase consistency and impact.</p>
<p>Extra compensation for classified staff supporting student engagement and supervision</p>	<p>Student Connectedness to School</p>	<p>Classified staff support morning routines, recess, lunch, after-school programs, and student supervision, building positive relationships and ensuring safe, supportive environments.</p>	<p>Working: School discipline data indicates a 25–30% decrease in behavior referrals during supported times compared to the same period prior to implementation. Informal staff check-ins and student feedback show that approximately 70% of participating students report feeling more connected and supported, indicating an improved sense of belonging during structured support periods.</p> <p>Not Working: Limited staffing coverage during peak times, reduced consistency of support, impacting service delivery for approximately 20% of scheduled support blocks and limiting the effectiveness of the intervention.</p>	<p>Continue and adjust. Continue extra compensation and explore schedule adjustments to ensure coverage during high-need periods.</p>

<p>Refreshments provided during professional development and staff meetings</p>	<p>Staff Satisfaction with Professional Development</p>	<p>Refreshments are provided during PD sessions to support staff wellness, participation, and engagement during extended learning time.</p>	<p>Working: Staff survey results indicate about 80% of respondents reported increased satisfaction with professional development sessions, and PD attendance and participation increased by 15–20% compared to prior sessions without supports, suggests that providing refreshments contributed to a more welcoming environment and improved staff engagement during PD.</p> <p>Limitations: Refreshments alone do not impact instructional outcomes without high-quality PD content.</p>	<p>Continue. Maintain as a supportive strategy to enhance staff morale and engagement during PD.</p>
<p>TSA support for instructional coaching and data analysis</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>TSA provides coaching, lesson planning support, data analysis, and modeling of standards-aligned ELA instruction focused on SBAC-aligned skills.</p>	<p>Working: Post-PD teacher survey data indicates that approximately 65% of teachers report increased clarity on priority ELA standards and aligned instructional strategies. Interim ELA assessment results show incremental gains, with an average increase of 5–8 percentage points in proficiency among participating grade levels compared to the previous assessment window.</p> <p>Not Working: Implementation fidelity varied across grade levels, with walkthrough and coaching data indicating that only 60% of classrooms consistently implemented the identified strategies, highlighting the need for clearer expectations, follow-up coaching, and calibration across teams.</p>	<p>Continue and strengthen. Continue TSA support and increase focus on monitoring implementation and vertical alignment.</p>

<p>Counseling and student support services</p>	<p>Out-of-School Suspensions</p>	<p>Counselors provide SEL instruction, conflict resolution, behavior intervention plans, and family support to address student needs proactively.</p>	<p>Working: School discipline data shows a 30% reduction in out-of-school suspensions compared to the prior school year. Qualitative evidence from counselor and staff progress notes indicates improved student coping skills, including increased use of self-regulation strategies and de-escalation techniques during challenging situations.</p> <p>Challenges: High student caseloads limited the intensity and frequency of services, with approximately 25% of referred students receiving less than the recommended level of support, impacting the ability to provide sustained, individualized interventions.</p>	<p>Continue. Maintain services due to positive impact on suspension rates; explore additional Tier 2 supports if funding allows.</p>
<p>ELTs supporting literacy instruction</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>ELTs support small-group and one-on-one reading instruction under teacher direction, focusing on decoding, fluency, and comprehension.</p>	<p>Working: SIPPS progress monitoring data indicates that approximately 65% of participating students demonstrated accelerated growth, advancing one or more instructional levels within a shortened instructional time-frame compared to expected growth. Teacher feedback and coaching notes reflect increased instructional capacity, including stronger alignment to SIPPS routines and more effective use of explicit phonics and decoding strategies.</p> <p>Not Working: Inconsistent implementation across support staff was noted, with observation data indicating that only 60% of instructional aides consistently implemented SIPPS routines with fidelity, highlighting the need for additional, targeted training and ongoing coaching to ensure program consistency and effectiveness.</p>	<p>Continue and improve. Continue aide support and provide targeted training to strengthen effectiveness.</p>

Classified staff supporting intervention and enrichment programs	Reading Inventory (RI) Growth of One Year or More	Staff assist with intervention programs, materials preparation, and student support during literacy blocks and enrichment.	<p>Working: Intervention attendance and observation data show increased student participation and engagement, with approximately 75% of supported students actively participating during sessions, as documented through teacher logs and walkthroughs. Reading Inventory (RI) growth trends are positive, with 60% of participating students demonstrating measurable Lexile growth from beginning- to mid-year assessments, indicating progress toward grade-level reading expectations.</p> <p>Limitations: Inconsistent student attendance continues to impact outcomes, with approximately 20% of identified students missing multiple intervention sessions, limiting continuity of instruction and reducing overall growth for this subgroup.</p>	Continue and refine. Maintain support and improve coordination with attendance outreach efforts.
TSAs providing professional development	Staff Satisfaction with Professional Development	TSAs deliver PD aligned to literacy, data use, and instructional best practices based on school needs.	<p>Working: Post-PD staff survey results indicate that approximately 82% of participants reported increased satisfaction and perceived relevance of professional learning sessions. Follow-up teacher reflections and informal check-ins show that 70–75% of teachers report implementing at least one new instructional strategy in their classrooms as a result of the PD.</p> <p>Not Working: Limited post-PD follow-up and coaching reduced consistency and depth of implementation, with coaching logs indicating that only 55% of classrooms received sustained support, highlighting the need for structured follow-up, observation, and feedback cycles.</p>	Continue with refinement. Continue consultant support and build in follow-up coaching to improve classroom implementation.

2026-27 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 2027, 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
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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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 Skills, 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 2027 - 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, trimester 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 teach 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 2027, 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	Monthly New Teacher Support PD afterschool 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

#	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		ELL Progress Data		
#	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 ELLs and all students receive 30 minutes of designated ELD each day, and GLAD strategies across all content areas, we will see improved in iReady Reading scores and an increase in ELs that are reclassifying	English Learner Students/All Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Subagreements For Services, provide students with enrichment opportunities, students will benefit from this because they will be able to explore a multitude of enrichment opportunities	\$123,614	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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 teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-1
Consultants, improve student identify and self-awareness/SEL, it will benefit students social emotional skills and wellness	\$10,604	After School Education & Safety (ASES)	5825	Consultants			0.00			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 because they will get physical education and exercise	\$63,092	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2835	Teacher Education Enhancement	0.40			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 because it will give them the supplies that they need to learn	\$5,468	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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 by providing them with opportunities to learn how to self regulate and stay in class	\$162,869	California Community Schools Partnership Program	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6287	Coord, 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
Community School Manager, improve SEL awareness, attendance and family support, it will benefit students/families	\$37,729	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	10083	Prog Mgr Community Schools11	0.20			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	179-6
Materials & supplies, provide resources for students, it will benefit students because it will give them the supplies that they need to learn	\$1,901	California Community Schools Partnership Program	4310	School Office Supplies			0.00			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

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Expanded learning, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students to have an opportunity to engage in different activities and be well rounded	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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 teach Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	179-8
Extended contract, provide training/PD for teachers, it will benefit students because teachers will have the skills and training needed to teach	\$10,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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)	179-9
Materials & supplies, provide resources for students, it will benefit students because it will give them the supplies that they need to learn	\$3,700	LCFF Supplemental	4310	School Office Supplies			0.00			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.	179-10
Partnership, give opportunities for students to participate in extracurricular opportunities/specials, it will benefit students to have different activities to engage with	\$10,000	LCFF Supplemental	5825	Consultants			0.00			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	179-11
Transportation for field trips, allow for students to have real word experiences, it will benefit students because they will have an opportunity to be exposed to alternate means of learning	\$5,000	LCFF Supplemental	5826	External Work Order Services			0.00			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	179-12
Instructional coach (10 month TSA), improve teacher professional practice through PLC, PD and coaching cycles, it will benefit students by ensuring that their teachers have the skills and development to implement instruction	\$93,354	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10735	TSA 11Mon 12Pay	0.60			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-13
Community School Manager, improve SEL awareness, attendance and family support, it will benefit students/families because they will feel a sense of belonging	\$141,485	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	10083	Prog Mgr Community Schools11	0.75			Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, trimester family workshops	179-14

PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Instructional coach (10 month TSA), improve teacher professional practice through PLC, PD and coaching cycles, it will benefit students by ensuring that their teachers have the skills and development to implement instruction	\$121,825	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10745	TSA 10Pay	0.75			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-15
Extended contract, provide training/PD for teachers, it will benefit students because teachers will have the skills and training needed to teach	\$9,086	Literacy Coaches & Reading Specialists Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			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)	179-16
Professional Development centered around Anti-racism and anti-basis work, for teachers and staff to receive support servicing students of color	\$1,000	Literacy Coaches & Reading Specialists Grant	4396	Professional Development			0.00			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.	179-17
For students to be able to if a chromebook is damaged we can use these funds to replace them	\$117	Literacy Coaches & Reading Specialists Grant	6420	Computers >= \$5,000			0.00			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.	179-18
We will pay for additional resources and supplemental texts for students to be able to reach grade level	\$8,621	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			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.	179-19

PROPOSED 2026-27 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
Early literacy tutor, improve students foundational skills, it will benefit students by making sure they have their core foundational skills so they can start to read at grade level	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10744	Early Literacy Reading Tutor	0.80			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.	179-20
PE/Dance teacher, improve student health and wellness/nutrition, it will benefit students	\$94,638	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	2835	Teacher Education Enhancement	0.60			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	179-21
We are splitting a library technician with SEED to be able to provide library support and literacy to students	\$55,226	Measure G, Library Support	2205	Classified Support Salaries	6763	Library Technician	0.50			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.	179-22
We are funding an Art prep teacher position to ensure that teachers have planning time and for students to be able to access a variety of art mediums	\$57,889	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10105	Teacher Education Enhancement	0.60			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)	179-23
Workshops/English classes, support families with helping their children, it will benefit students/families	\$800	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		Reading Inventory (RI) Growth of One Year or More	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.	179-24
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			0.00		Student Connectedness to School	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, trimester family workshops	179-25
Meeting refreshments, to help increase family participation, it will benefit students/families	\$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Family Connectedness: Monthly coffee with the principal, monthly whole school family evening events, trimester family workshops	179-26



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.

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 in person and/or 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 August 21st and will be in effect for the period August 11th, 2025 through May 28th. 2026

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

LaTasha Ellison		August 21, 2025
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



Manzanita Community

School-Parent Compact

2025-26

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 2025-26 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.**

25-26 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
- Incorporate academic discourse (student voice) within lessons

- 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 August 21, 2025 and will be in effect for the period of August 11, 2025 to May 28, 2026.

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		August 21, 2025
Name of Principal	Signature of Principal	Date

Please link the Parent and Family Engagement Policy to this document.



MANZANITA COMMUNITY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Patrick Tooley
Vice Chairperson:	Andrew Robbins
Secretary:	Alicia 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"/>	2nd
1	Jordan Lowe	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1	Alicia Bibbens-Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
1	Erika Santiago (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1	Emma Lopez (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1	Lysette Ramos (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
0	Lily Hernandez (Parent of ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Rochelle Chuc-Sandoval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Every 4th Tuesday of the month at 3:45 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members