

OAKLAND UNIFIED SCHOOL DISTRICT

Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1273
Introduction Date: 6/27/18
Enactment No.: 18-1084
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Carl Munck Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Carl Munck Elementary School.



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

Legislative File ID No: 18-1273
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 4/20/2018

The Single 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: Denise Burroughs
Address: 11900 Campus Drive
Oakland, CA 94619

Position: Principal
Telephone: 510-531-4900
Email: denise.burroughs@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Carl B. Munck Elementary School

Site Number: 168

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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

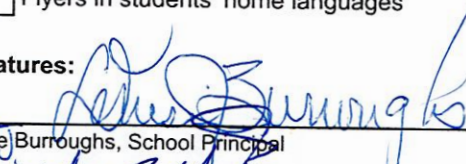


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

Date(s) plan was approved: Tuesday, April 24, 2018

6. 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, media announcements, etc.)

Signatures:

<p> Denise Burroughs, School Principal</p>	<p><u>Denise J. Burroughs, Principal</u> Signature</p>	<p><u>04-24-18</u> Date</p>
<p> Kim Hyde, Chairperson</p>	<p><u>Kim Hyde, Chairperson</u> Signature</p>	<p><u>04-24-18</u> Date</p>
<p><u>Monica Thomas</u> Monica Thomas, Network Superintendent</p>	<p><u>Monica Thomas</u> Signature</p>	<p><u>5.24.18</u> Date</p>
<p><u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs</p>	<p> Signature</p>	<p><u>6/1/18</u> Date</p>

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: Carl B. Munck Elementary School

Site Number: 168

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/9/2017	Faculty & SSC	Presented School-wide Safety Plan for review, discussion and revision
10/24/2017	SSC	Shared rationale and overview of Site Plan.
11/28/2017	Faculty & SSC	Review & Approval of Safety Plan for 2018-19 by the SSC. Discussed Budget Overview/Timeline for 2018-19.
1/22/2018	Faculty	Shared rationale and overview of SPSA for 2018-2019 and solicited feedback for alignment to school goals and teacher and leadership practices.
1/30/2018	Faculty & SSC	Budget Timeline discussed as well as SPSA focus for the next 3 years discussed in areas of Language & Literacy, Standards Based Instructional Priority; Conditions for Student & Adult Learning/Multi-tiered Systems of Support/Professional Development; Conditions for ELLs.
2/12/2018	Faculty	Discussed projected enrollment for 2018-2019, and potential budget strategies.
2/14/2018	SELL	Established SELL and shared rationale and overview of site plan.
2/27/2018	Faculty & SSC	SELL was rolled into SSC. Discussed, finalized and approved the 2018-2019 SPSA Catergorical Expenditures. Reviewed the LCFF and Afterschool ASES Expenditures. Discussed the 2018-2019 SPSA final draft due March 2, 2018.
4/24/2018	SSC	Reviewed Feedback and approved 2018-2019 SPSA.

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$40,249.99	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$125,976.97	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$0.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$41,925.78	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,031.13	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$42,956.91	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Carl B. Munck Elementary School

School ID: 168

School Description

Carl B. Munck Elementary is a diverse learning community located in the Oakland Hills. Instructional technology and an arts-centered focus are at the heart of our mission to ensure college and career readiness for students. Blended-learning and structured ELA & ELD acceleration models support all students' access to grade-level curriculum. We offer on-site library services, technology media center, art and music instruction which includes instrumental music for students in 4th & 5th grades, and choral music and song flutes for students in Kdg-3rd grades. Extended Transitional/Transitional Kindergarten and Kindergarten students also receive music instruction from their teachers. Engaged parents are crucial to the success of our students. An active Parent Teachers Association (PTA) aligns with the school's vision to provide fundraisers, programs and activities such as the Annual Walk-a-thon, Fall HarvestFest, Multicultural Night and other community building events. UJIMAA Foundation After School Program, provides academic homework hour, an enrichment block which may include technology media center, visual performing arts, sports, gardening, leadership and respect and responsibility. Family Reading/Math/Science nights, and parent workshops are held in partnership with the after school program and PTA.

School Mission and Vision

The collective Carl B. Munck community is united in our commitment to provide students with a caring and challenging learning environment which empowers them to become responsible and productive citizens in a global society. Our school community ensures a safe, nurturing environment that enables students to actively engage in powerful, rigorous learning, and consistently demonstrate their academic success by multiple measures. Our students thrive when they are thinking critically, creatively, and solving complex problems while also being respectful, responsible, caring and compassionate.

Family & Student Engagement

Parent communication, includes an Annual Calendar of Events, which connotes all relevant activities, Monthly Important Events Flyer, Class Dojo and website. Parent engagement events include Science Fair, Family Reading Night, Parent/Student/Teacher conferences, and coffee and chat with the principal. Communication avenues to engage families include access to instructional applications, Robocalls, emails and texts. Students serve as Junior Coaches, Recyclers, and in-class leadership roles, where they assume leadership and are able to provide peer-to-peer assistant. To assist parents with access to current instructional practices, the school subscribes to a monthly newsletter, which is supplied to all families.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>As indicated by the 2017-2018 Mid-Year Scholastic Reading Inventory (Overall 42 students of 87, or 48% in grades 3-5 performed at or above grade level); 15, or 17% were one year below expected reading lexile level. This indicated that 65% overall of 87 students assessed were within the range to meet college and career readiness.</p>	<p>As indicated by the 2017-2018 Mid-Year Scholastic Reading Inventory, 30 students of 87 tested, or 35% performed multiple years below expected reading lexile grade level. 16 out of 49 African American students, or 33%, performed multiple years below expected reading lexile grade level. 12 out of 28 African American male students or 43% and 4 out of 21 African American female students, or 19% performed multiple years below expected reading lexile grade level 7 out of 14 students with Disabilities, or 50%, 6 out of 8 ELL students, or 75%, performed multiple years below expected reading lexile grade level.</p>	<p>Need consistent focus towards equitable and research-based CCSS instructional practices delivered daily with fidelity across all grade levels. Need to determine informal and formal assessments for progress monitoring students' expected learning targets/goals were met. Need to focus on redesigning the instructional lesson plan and re-delivery when students do not meet expected learning targets/goals. Need to align instruction with a focus on subject-content integration and project-based, thematic learning units and increase instructional rigor.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>As indicated by the 2017-2018 Mid-Year Math-CEO Assessment data, K-1st grade students mastered at 88% and 66%, respectively on average across the assessed performance standards. 48% of 2nd grade students mastered on average the assessed performance standards. 72% of 3rd grade students mastered on average the assessed performance standards. 6% of 4th grade and 27% of 5th grade students mastered on average the assessed performance standards. Centrally provided Professional Development for Math Teacher Leads supported improved site-based professional development.</p>	<p>As indicated by the 2017-2018 Mid-Year Math-CEO Assessment data, 48% of 2nd grade students mastered on average the assessed performance standards. 6% of 4th and 27% of 5th grade students mastered on average the assessed performance standards.</p>	<p>Need consistent targeted instructional practices to support students' mastery with constructed responses and performance task. Math C-EOU's focus does not provide detailed data to identify students' foundational skills deficiencies/strengths. Need to determine school-wide formative assessments, including curriculum embedded quizzes/chapter tests, which will be used across grade-levels for progress monitoring. Ensure focused math data-driven analysis in PLC's to analyze students' misconceptions/errors and identify improvement priorities and instructional targets/small groups.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>Suspensions reduced (All students and AA). Behavior Expectations synced across school zones support students with social emotional learning. Access to personalized learning technology provides opportunities for students to acquire world cultural knowledge, access to curriculum at their zone of proximal development and STEM activities.</p>	<p>Adults consistently supporting students with expected school-wide zone actions. Some students may be confused by inconsistent expectations of adults in the school. Use of personalized learning not always in alignment to standards-based instruction with identified learning targets/goals with the technology.</p>	<p>Need consistent application and practice of school-wide behavior expectations by zones is not consistently modeled daily by all students and adults. All adults should follow the agreed upon zones protocols daily. Ensure use of personalized learning alignment to standards-based instruction.</p>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)	4, or 80% of students who have been reclassified were at or above grade level on the mid year SRI. 1, or 13%, of the 8 ELL's who took SRI were at or above grade level. On F&P 4, or 80%, of students who were reclassified and 3, or 16% of ELL's scored at or above grade level.	6 of 8 assessed, or 75% of ELL's scored multiple years below on Mid-SRI.	Need consistent implementation of 30 minutes designated English Language development. Integrated English Language development must include academic vocabulary, academic discourse, and explicit direct instruction.
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2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Carl B. Munck Elementary School

School ID: 168

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	CCSS/NGSS Standards-Based Planning: Balanced Literacy	By June 2021, 31.64% of all students will meet or exceed the ELA SBAC standards.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-52.6	-45.1	-37.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Other leading indicators to monitor progress towards this goal, includes, but not limited to, SRI, F&P, standards-aligned formative assessments, i.e., Achieve the Core, Illuminate, Curriculum-Embedded, Instructional Technology embedded pre/post and benchmark assessments.				
Theory of Action for Language & Literacy Priority:	If we focus on lesson planning to ensure that student tasks are aligned to CCSS, then teachers will be better able to identify what students can and cannot do AND students will be more prepared to demonstrate mastery on common core standards, which include ELA integrated with major content areas, Social Studies, Math, and Science. They will be equipped to meet the demands of the common core. If we implement a balanced approach to literacy instructional model, focused on academic vocabulary development, model, shared, interactive guided reading/writing, conferences, then students will have the prerequisite skills for college readiness.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>Implement Rigorous instruction in Reading, and Writing Workshop to include balance literacy model, vocabulary instruction, close reading and complex text, evidence-based writing, and small group differentiated instruction in all classrooms. Targeted acceleration in reading for students below grade level expectations. All teachers will design and implement, rigorous and engaging lessons across subject-content areas.</p>	<p>Professional development to support teachers with what common core aligned rigorous literacy instruction looks like, sounds like, and produces from ALL students. Principal, ILT, ILT support PLC's to provide opportunity for teachers to collaborate in the areas of teacher-driven data inquiry, formative assessments, student work analysis, integrated teaching and learning, adjust acceleration groups. Provide professional development opportunities through PD/PLC, coaching and feedback.</p>	<p>Assess students at least 3X/year for all students; those students not initially proficient will be assessed every 30 days to monitor and track student progress and use data to create differentiated Acceleration groups to move students toward grade level proficiency Fountas and Pinnell Early Literacy Phonics and Word Analysis Assessment (TK, K); Fountas and Pinnell Reading Records (1st-5th) Scholastic Reading Inventory-SRI (2nd-5th); SBAC Interim Assessments (3rd-5th)</p>
1-2	<p>Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group ELL's/Newcomers.</p>	<p>Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.</p>

1-3	<p>Use supplemental technology curriculum (RAZ Kids, Front Row Ed (adaptive, differentiated programs, with diagnostic pre-tests and benchmark assessments) which promotes student growth and engagement for all learners), Google Read & Write) to support personalized learning in ELA, Math, Science and Social Studies. Teachers will be able to quickly analyze student needs and focus their instruction aligned to Common Core Standards. With student data results, teachers will monitor students' growth, use Common Core resources available through the technology to assign ELA, Math, Science and Social Studies targeted practice focused on a standard, identify and group students and support students with acquisition of computer skills for taking online assessments.</p>	<p>Instructional Leadership Team (Principal, Instructional Teacher Leader (ITL), Subject-Content Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, in support of classroom instructional practices, design and deliver applicable professional development, and tap into site-based teacher instructional strategies. Media Instructional Technology 2x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based (Google Apps, Coding Basics, Scratch Coding, Web Quests), and academic acceleration (small group) (i-Ready, RAZ Kids) to extend and support their learning.</p>	<p>Weekly/monthly monitor student progress data reports generated through use of the supplemental technology curriculum and blended learning opportunities. Provide feedback to acceleration/intervention instructors to make adjustments to the instruction, aligned to data results.</p>
1-4	<p>Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.</p>	<p>Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)</p>	<p><i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i></p>
1-5	<p>Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group Title I Low Income.</p>	<p>Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.</p>

1-6	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student Title 1 Low-Income .	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	<i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i>
1-7	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group African American .	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.
1-8	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group Latino .	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.
1-6	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted students, including African America .	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	<i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i>

1-7	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted students, including Latino .	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	<i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i>
1-10	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group Foster Youth .	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.
1-12	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted students Foster Youth .	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE, Foster/Homeless Youth). Provide emotional and social interventions for all students, including Foster/ Homeless / Transitional Youth who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	<i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i>
1-13	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group Homeless Youth .	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.

1-14	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted students Homeless Youth .	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	<i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i>
1-15	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group GATE .	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.
1-16	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted students GATE .	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.)	<i>Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.</i>

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	CCSS/NGSS Standards-Based Planning	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students Regular next steps feedback and monitoring to ensure implementation.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-71.3	-61.3	-51.3
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Other leading indicators to monitor progress towards this goal, includes, but not limited to, Math C-EOU's, SIRA, SMI, teacher-driven formative assessments, standards-aligned formative assessments, i.e., Achieve the Core, Illuminate, Curriculum-Embedded, Technology-embedded pre/post and benchmark assessments.				

<p>Theory of Action for Standards-Based Instruction Priority:</p>	<p>If we provide all students access to rigorous Science and Mathematics instruction, then they will expand their creative, critical thinking to identify problems and solutions and be accountable for their thinking and responses. If we provide students access to subject matter competence in both Mathematics and Science, and engaging, interactive learning environments that develop the capacity to apply what they learn to real-life, then students will meet the CCSS expectations. If we ensure that science (NGSS) is taught at the required applicable grade-level Science weekly instructional minutes, then students (low-income students, English learners, and foster youth) will improve their conceptual understanding of grade-level concepts and Science and Engineering Practices of the Next Generation Science Standards (NGSS) and be prepared for the CAST.</p>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	<p>Teachers identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing, Science); teachers ensure they are teaching anchor standards aligned to grade level proficiency targets. Teachers employ differentiated instructional strategies to meet the needs of all learners.</p>	<p>Professional Development calendar aligned to deepening knowledge of CCSS's and Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and teaching points align to student tasks and formative assessments; Principal, Instructional Teacher Leader (ITL) and/or Leadership Team lead site-based PD aligned to site-based focus areas; Closely monitor student progress in core curricular areas; Instructional Teacher Leader (ITL) responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, anchor standards and teaching points to task alignment.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students, low-income, Foster and Homeless Youth, ELL/Newcomers, GATE and African American males. Regular next steps feedback and monitoring to ensure implementation.</p>
2-2	<p>Implement SIRA lessons, no less than the required applicable Science grade-level instructional minutes. Teachers will administer assessments including classroom formative assessments and all site/district mandated assessments. They will utilize the data and student errors/miscues to guide instruction and determine student learning.</p>	<p>Regular Observation and Feedback Professional Development on the SIRA and NGSS Standards. Additional prep period added, beyond the one 50 minute covered prep time for teachers to analyze, reflect on student data and work samples and plan to adjust instruction. Leadership will analyze current prep/music schedules to create collaborative release times, so teachers may meet in grade level teams.</p>	<p>Lesson plans show evidence of scheduled Science instructional blocks. Analyze SIRA results to provide feedback to students. Engage and support students with goal-setting and develop growth-mindsets towards developing inquiry, investigative thinking and application to real-world scenarios.</p>

2-3	Teachers explicitly teach reading and writing strategies; teachers administer writing assessments each trimester and score them collectively using a common rubric.	Leadership, including Instructional Teacher Leader, ensures students receive regular brief reading assessments to monitor reading growth (SRI, Illuminate CCSS assessments). Student reading is monitored through a series of regularly timed assessments (e.g. SRI administration every 30 days; ongoing informal running records progress monitoring). Provide professional development (beginning of school year) so teachers may effectively administer the informal running records, analyze the data results to inform instructional planning.	Data from reading assessments include: F&P, SRI, SBAC Interim assessments; Maintain visual, updated Data wall.
2-4	Teachers engage in data conferences (each inquiry cycle) to analyze data, plan and adjust units of study	Leadership and ILT will develop Assessment calendar which includes data conferences and professional development to support data analysis and development of unit lesson plans (backwards mapping).	Observation/feedback of data conferences, with review of modified units of study lesson plans to ensure instructional alignment to data results. Differentiated small groups observable during walk throughs.
2-5	Teachers use academic discussions, student-generated questions and discourse, OUSD Mathematical and Science instructional practices to build students' conceptual understanding of complex problems across subject-content, close and text-evidenced based reading and writing.	Provide professional development and coaching for building teachers' capacity to deliver Math and Science content shifts: Focus, Coherence, Rigor; DOK Questioning in Math, close reading and complex text and evidence-based writing. Tap into on-site teacher expertise to deliver professional development.	Classroom walk throughs to observe application of professional learning with feedback/commendations. Particularly during the walk throughs, note whether students are engaged in academic discourse, generating their own wondering, engaged in notetaking, partner and group work.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	School-Wide Acceleration Strategy	By June 2021, all students will grow, at least, 1.5 years in Lexile Reading levels, with a decrease of 7% in Chronic Absences.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	All Students	15.6%	13.8%	12.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Observation/feedback, teacher feedback regarding PD/PLC practical application and student feedback about their learning experience, along with their academic work exemplars.				

Theory of Action for Conditions for Student & Adult Learning Priority:		If we ensure that all adults are equipped with instructional tools and best practices to deliver rigorous, CCSS/NGSS aligned lessons and student tasks in a positive, creative, and supportive learning environment, then all students will learn and grow at their proximal zone of development, remain engaged in their learning, and attend school daily, with little, or no behavior disruptions.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will deliver explicit direct , culturally responsive instructional practices that allow students to be actively engaged in their learning. Teachers will organize learning environments that provide learning centers, alternate seating arrangements, small groups, and the ability for students to have mobility and positive peer interactions	Principal and ITL will conduct weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student learning goals. Specific targeted feedback will include the noted components under teaching practices.	Observation/feedback resulted from walk throughs; teacher feedback regarding professional development and observation walk throughs. Student feedback about their learning and school experience, along with their academic work productivity.
3-2	Teachers will participate in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.	Principal and ITL provide differentiated classroom support/PD, as well as on schoolwide priorities and needs such as; evidence based writing, math content shifts (focus, coherence, rigor), DOK in math, and planning SBAC claims and targets)	Observation/feedback resulted from walk throughs; teacher feedback regarding professional development and observation walk throughs.
3-3	Teachers will give input on design of a school-wide acceleration plan and implement, which provides for a 30-minute differentiated block across grade levels for all students.	Leadership will work in partnership with teachers to develop a schoolwide acceleration plan and identify instructional materials to support all learners. Teacher STIP will be integral to this differentiated instructional block.	Administer baseline assessment, then ongoing (daily, weekly, bi-weekly, monthly, as determined by student needs), progress monitor student growth through collection of anecdotal notes, teacher observation, quizzes, questioning prompts, writing exemplars.
3-4	Teachers will become knowledgeable about students with disabilities Individual Educational Plans (IEP) and provide differentiated instructional strategies aligned to the learning goals.	Leadership will solicit support for IEP professional development and resources to increase teachers' knowledge and awareness of students with disabilities academic needs.	Progress monitoring SWD academic and social emotional growth.
3-5	ETK/Kindergarten transition for incoming students and their parents, so they begin to make connections with school culture and climates, become familiar with the K-5 school environment and classrooms and teachers gain awareness of students' families, home cultural and backgrounds.	Leadership will work with ETK/Kindergarten teachers to determine best date/time for this event.	Outreach will net incoming parent/ETK/Kindergarten attendance at the transition event.

3-6	Extended Day Liaison (After School Coordinator) will, in partnership with, the ASP teacher coach, provide professional development for after school teaching staff to ensure academic alignment between the day and after school program academic block (Math & ELA).	Principal will meet monthly with both individuals to monitor, provide feedback and guidance to ensure alignment of the after school program to day program learning and social emotional goals, which includes the academic and enrichment blocks.	Extendend Day Liaison create a monitoring tool to collect applicable data, which will be reviewed at the monthly meeting.
3-7	Teachers will engage families as partners, through periodic classroom newsletters, emails, school website, and classroom web pages or blogs, which updates classroom learning goals, outcomes, and activities.	Leadership will coordinate a minimum of three family engagement activities, which include Family Reading & Science Night, and Common Core State Standards Literacy & Math workshops. Principal, Teacher leaders, After School Program, PTA, and other community partners will integrate school culture activities, which will bring the school community together for learning celebrations and building school culture.	CHKS data; verbal feedback from constituents; increased parent participation

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	English Learner Reclassification	By June 2021, 5% of ELL's will reclassify as Fluent English Proficient.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	5.00%	8.00%	11.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Other leading indicators to monitor progress towards this goal, includes, but not limited to, SRI, F&P Foundations and Reading Records, and standards-aligned formative assessments, i.e., Achieve the Core, Illuminate, Curriculum-Embedded, Instructional Technology embedded pre/post and benchmark assessments.				
Theory of Action for English Language Learners Priority:	If we use all of our capacity and will to provide an educational environment that supports ELL students, then we can provide a tranformative approach to their English Language Development, which will ensure they have opportunity to achieve and sustain expected grade level proficiency across subject-content.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

4-1	Teachers will engage in backward design focused on addressing content-language demands and UDL principles. Teachers will implement protected, designated ELD daily, (30 minutes), as well as integrated ELD instructional practices.	Provide professional development support in ELA/ELD Standards, designated/integrated instructional practices and progress monitoring ELL's English Language Development.	Observable instructional practices will be noticeable through the rigorous engagement of ELL's in the classrooms, academic discourse, intentional engagement strategies and protocols implementation, small group work and inquiry-based learning aligned to CCSS & NGSS.
4-2	Teachers ensure ELLs build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD); teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	Teachers are provided detailed assessment data (ELPAC, SRI, SMI, and SBAC) of ELLs to provide appropriate language development supports; Leadership ensures teachers receive necessary professional development and resources to plan classroom instruction aligned to English Language Development.	Daily schedules with Designated ELD block, observation of integrated ELD strategies, Anchor Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SMI, F&P Foundations & F&P Reading Records, SBAC Interim assessments.
4-3	Teachers will implement grade level appropriate instruction in making meaning, increase student skill in accessing and interacting with text, close reading of complex text, building language development (conversational, general academic, and domain-specific vocabulary), effective expression, discussion, content knowledge and foundational skills	Conduct classroom walkthroughs to inform ILT of PD needs, application of PD content, as related to ELL's, and monitor schoolwide goals. Provide professional development opportunities through PD/PLC, coaching and feedback.	Regular data conferences to support teachers in creating, monitoring and adjusting student groups to meet ELD needs of ELL's. Continuously monitor academic data and adjust acceleration groups
4-4	Teachers will make data informed decisions for instruction in order to teach intentionally utilizing inquiry-based instruction, collaborative learning, and direct instruction. They will use culturally and linguistic responsive pedagogy to promote learning and strategically support students and ensure equitable access for all students.	Provide PLC time for collaboration and data analysis. Provide PD in effective PLC practices and various methods of assessment. Maintain an up-to-date internal system of comprehensive student data for teachers. Principal and ITL will monitor PLC's and facilitate the development of effective PLC's.	Observable instructional practices will be noticeable through the rigorous engagement of ELL's in the classrooms, academic discourse, intentional engagement strategies and protocols implementation, small group work and inquiry-based learning aligned to CCSS & NGSS.

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$39,423.08	After School Education & Safety (ASES)	After School Program Provider-Ujimaa Foundation	School-Wide Acceleration Strategy	A1.6 After School Programs	5825				168-1
\$66,095.61	After School Education & Safety (ASES)	Extended Day Site Liasion (includes benefits)	School-Wide Acceleration Strategy	A1.6 After School Programs	2205	EXTENDED DAY SITE LIAISON	EDSLIA0006	1.00	168-2
\$3,778.28	General Purpose Discretionary	Teacher STIP	School-Wide Acceleration Strategy	A2.1 Implementation of the CCSS & NGSS	1119	TEACHER STIP	TCSTIP0742	0.08	168-3
\$1,238.37	General Purpose Discretionary	Clerical Overtime	School-Wide Acceleration Strategy	A5.1 School Culture & Climate (Safe & Supportive Schools)	2220				168-4
\$4,953.48	General Purpose Discretionary	Clerical Overtime	School-Wide Acceleration Strategy	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				168-5
\$18,975.77	General Purpose Discretionary	Supplies/Materials	CCSS/NGSS Standards-Based Planning	A2.3 Standards-Aligned Learning Materials	4310				168-6
\$318.72	General Purpose Discretionary	Surplus	n/a	n/a	4399				168-7
\$4,000.00	General Purpose Discretionary	Copier/Riso Maintenance Agreement	CCSS/NGSS Standards-Based Planning: Balanced Literacy	A2.3 Standards-Aligned Learning Materials	5610				168-8
\$6,985.37	General Purpose Discretionary	Interprogram Support-Mental Health Counseling Interns	School-Wide Acceleration Strategy	A5.2 Health and Wellness (Mental & Physical Health)	5739				168-9
\$53,193.08	LCFF Supplemental	ITL-Coach	CCSS/NGSS Standards-Based Planning	A2.1 Implementation of the CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.50	168-10
\$34,004.56	LCFF Supplemental	Teacher STIP-Small group acceleration for Tier 2 focal students.	School-Wide Acceleration Strategy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0742	0.72	168-11

\$27,764.70	LCFF Supplemental	Instructional Tech. Teacher for Acceleration/Intervention Prep	School-Wide Acceleration Strategy	A3.1 Blended Learning	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0018	0.40	168-12
\$11,014.63	LCFF Supplemental	Interprogram Support-Mental Health Counseling Interns	School-Wide Acceleration Strategy	A5.2 Health and Wellness (Mental & Physical Health)	5739				168-13
\$6,191.85	Title I: Basic	Teacher Stipends	School-Wide Acceleration Strategy	A3.3 Family Engagement focused on Literacy Development	1120				168-14
\$5,131.93	Title I: Basic	Computers for Learners	School-Wide Acceleration Strategy	A3.1 Blended Learning	4420				168-15
\$24,302.00	Title I: Basic	Interprogram-School Psychologist	School-Wide Acceleration Strategy	A2.2 Social Emotional Learning	5734				168-16
\$6,300.00	Title I: Basic	Software Licenses for Learners	School-Wide Acceleration Strategy	A3.1 Blended Learning	5846				168-17
\$1,031.13	Title I: Parent Participation	Supplies/Materials	School-Wide Acceleration Strategy	A3.3 Family Engagement focused on Literacy Development	4310				168-18

Carl Munck Elementary School School Parental Involvement Policy

Part 1 General Expectations

Carl B. Munck agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the Elementary Secondary Education Act (ESEA).

Part 2 Description of How the School will implement required School Parental Involvement Policy Components

- 1) Carl B. Munck will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its Schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Schedule a meeting of Title 1 parents to discuss the T-1 program and to disseminate T-1 materials
 - Schedule a meeting to review the T-1 program and policy and access the needs through data analysis using the current State testing results.
- 2) Carl B. Munck will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Carl B. Munck will make the policy available to parents of participating children and the local community.
- 3) Carl B. Munck will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - Teachers will send communication indicating skill areas for parents to work on with their students.
- 4) Carl B. Munck will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title 1
 - About the requirements of Title 1
 - Of their rights to be involved
 - Of their right to participate in the development of the District's Title 1 Plan
- 5) Carl B. Munck will hold a flexible number of meetings at varying times throughout the year
 - To more effectively inform Title 1 parents regarding the academic needs of the children in addition to strategies to improve academic achievement in reading and/or math.

- 6) Carl B. Munck will provide information about Title 1 programs to parents of participating children in a timely manner:
 - Through monthly newsletter, flyers, mailers and available technology.
- 7) Carl B. Munck will provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - Distribute content standards at Back-to-School night and or during conference periods.
 - Review the Benchmark Assessments using the “Progress Report”
- 8) Carl B. Munck will provide parents of participating children if requested by the parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Parents have ample opportunities to request scheduled formal meetings with teachers, as well as informal meetings at times that are mutually convenient.
- 9) Carl B. Munck will submit to the district any parent comments if the Schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Parents will be made aware of ways to comment about the SWP through the following:
 - District Complaint Process
 - Office of Accountability
(documents are kept in the office)

Part 3 Accessibility

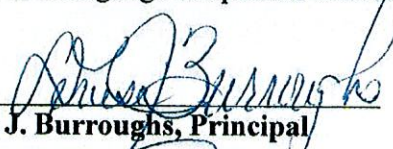
Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- Use the School Messenger System
- Post on the School Website
- Provide applicable notices, flyers, etc. in other languages by request
- Post notice in the Munck Monthly

Part 4 Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by monthly meetings, presentations, workshops, etc.

This policy was adopted by Carl B. Munck School/Site Council on Tuesday, October 24, 2017, and will be in effect for the period of 2 years. The school will distribute this policy to all parents upon request of participating Title 1, Part A, children on or before November 30th. It will be made available upon request to the local community on or before December 2nd. The Carl B. Munck's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.



Denise J. Burroughs, Principal

10-25-17
(Date)



Kim Hyde, School Site Council Chair

October 30, 2017
(Date)

Carl B. Munck Elementary School Home and School Compact

District and Site Staff Pledge

We believe all students can learn, and we will do the following to ensure their success:

- We encourage parents to visit the school to get a better idea of their child's learning experience. Visitors are welcome at any time as long as they don't disrupt the school environment.
- We will set high standards for all.
- We will welcome you and treat you with respect as a partner in your child's education.
- We will respond in a timely manner to your request for information.
- We will regularly share with you your child's concerns and progress
- We will provide motivating and interesting learning experiences.
- We will use teaching methods and materials that best work for your child considering their developmental level
- We will regularly assign your child homework.
- We will help you support your child's educational needs.

Teacher: _____

Parent Pledge

I believe that parents and family are the child's first and most important teachers. I will encourage my child's learning and success in school by doing the following:

- I will send my child to school on time every day.
- I will make sure that my child gets adequate sleep and has a healthy diet.
- I will provide a quiet place and time for my child to do homework, and I will review the homework.
- I will promptly respond to messages from my child's school.
- I will attend Back-to-School Night, Parent, Teacher, Student Conferences, Open House, and other school events.
- I will help my child's school however possible.
- I will sign-in with the office when visiting my child's school.
- I will read to my child or have my child read for at least 20 minutes every day.
- In accordance with the law, I am prepared to sit with my child in class in the event negative behaviors need to be corrected.
- I will limit the amount of time my child watches television or plays video games to no more than 1 hour per day.

Parent: _____

Student Pledge

I believe that I can be successful in school and I will show it by doing the following:

- I will come to class on time every day.
- I will come to school ready to learn.
- I will follow school rules, always show respect and be responsible for my own behavior.
- I will be a cooperative learner. I will follow directions and practice appropriate communication skills at all times.
- I will ask for help when I need it.
- I will carry information between school and home.
- I will return my completed homework on time.
- I will read at home at least 20 minutes every day.
- I will not use inappropriate language.
- I will not take part in bullying.
- I will respect the cultural diversity of others.

Student: _____

Home School Compact Adopted October 24, 2017

Kim Hyde, SSC Chairperson

Denise J. Burroughs, Principal



2017-2018

School Site Council Membership Roster – Elementary

School Name: Carl Munck

Chairperson : Kim Hyde
Vice Chairperson: Nancy Ottobre
Secretary: Rene' Mastin

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Denise Burroughs	X			
Nancy Ottobre		X		
Rachelle Love		X		
Sheila Deputy		X		
Rene' Mastin			X	
Kim Hyde				X
Felicia Smith				X
Lottie Lynch				X
Candase Chambers				X
Lorraine Provost				X

Meeting Schedule (day/month/time)	4th Tuesday of each month @ 4:30 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community