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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** August 14, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School.

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

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

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

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School



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

*Aimee Eng*

Aimee Eng  
President, Board of Education

8/15/19

*Kyla Johnson Trammell*

Kyla Johnson Trammell  
Secretary, Board of Education

8/15/19

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Carl B. Munck Elementary School  
**CDS Code:** 1612596001697  
**Principal:** Denise Burroughs  
**Date of this revision:** 3/19/2019

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:** Denise Burroughs  
**Address:** 11900 Campus Drive  
Oakland, CA 94619

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 3/19/2019*

*The District Governing Board approved this revision of the SPSA on: 8/14/2019*

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

**2019-2020 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                    |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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:** March 19, 2019

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

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|--|---|--|

**Signatures:**

Denise J. Burroughs

Principal

vs:  
Kim Hyde

SSC Chairperson

Monica Thomas

Network Superintendent

*MURDO OTIS*  
Officer, State and Federal Programs

*Denise J. Burroughs*  
Signature

*Kim Hyde*  
Signature

*Monica Thomas*  
Signature

*Murdo Otis*  
Signature

*05-17-19*  
Date

*05-17-2019*  
Date

*5-30-19*  
Date

*5/30/19*  
Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/8/2018	Faculty	Reviewed and updated areas of School-Wide Safety Plan as needed.
10/23/2018	SSC	Shared rationale and updated areas of School-Wide Safety Plan as needed.
1/14/2019	Faculty	Shared enrollment projections for 2019-2020 with proposed budget allocations and specific goals for SPSA student advancement and targets.
1/17/2019	Instructional Leadership Team	Determine SPSA School Target Priorities 2019-2020
1/29/2019	SSC	Reviewed and finalized SPSA for 2019-2020 with catergorical expenditures for scheduled beudget confirmation session.
2/8/2019	Administration	Presented proposed budget allocations at Budget Development meeting.
3/19/2019	SSC	Finalized SPSA and Categorical Expendituress

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$45,556.44
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$299,879.94

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$44,697.45	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,506.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$858.99	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$124,228.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$45,556.44</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$255,282.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$300,838.44</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**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. Our motto is "Together We Win" with a focus on team work, hence we refer to our team as, "Team Dragons," inclusive of all employees, students, parents and community. 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 ETK/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.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Priority Strengths**

**Root Causes of Strengths**

As indicated by the **2018-2019 Mid-Year Scholastic Reading Inventory** (Overall **34 students of 88, or 39% in grades 3-5 performed at or above grade level**); **22, or 25% were one year below expected reading lexile level**. This indicated that **64% overall of 88 students assessed were within the range to meet college and career readiness**.

Continued focus towards equitable and research-based CCSS instructional practices delivered daily with fidelity across most grade levels. Ongoing progress monitoring students' expected learning targets/goals to adjust instructional plans and delivery.

**Subgroups:**

**AA: 34%** ( 18 students of 53 ) at/above grade level  
**Latinx: 58%** (7 students of 12) at/above grade level

Instructional Technology: RAZ Kids, leveled reading program provided targeted reading acceleration, along with the Freckle software program, which targeted all core subjects: Reading (complex text and citing text evidence, Math, Social Studies and Science reading passages/performance tasks.

<p><b>Mid-year Reading Informational Text IAB</b> indicated <b>3rd-5th students overall: 23% Above Standard; 51.3% near.</b></p> <p><b>Subgroups:</b></p> <p><b>AA: 71.7%</b> (38 of 53 students) above/near standard  <b>Latinx: 100%</b> (12 of 12 students) above/near standard  <b>EL: 62.5%</b> (5 of 8 students) near standard</p>	<p>Professional development targeted specifically for 3rd-5th grade teachers to support their growth about the CAASP administration, assessment content and available SBAC instructional tools found in the Digital Library and OUSD instructional blueprint and roadmaps, which supported Tier 1 classroom instruction.</p> <p>Instructional Technology: RAZ Kids, leveled reading program provided targeted reading acceleration, along with the Freckle software program, which targeted all core subjects: Reading (complex text and citing text evidence, Math, Social Studies and Science reading passages/performance tasks).</p>
<p><b>2018-2019 Interim Assessment Block (IAB) Math</b> results indicated: <b>3rd: (Operational &amp; Algebraic Thinking)</b> 42.3% students (11) above/near standard; 57.7% (15) below</p> <p><b>Subgroups:</b></p> <p><b>AA: 50%</b> (12 of 24 students above/near standard  <b>Latinx: 66.7%</b> (2 of 3 students above/near standard  <b>EL: 66.6%</b> (2 of 3 students above/near standard</p> <p><b>4th: (Base Ten) (24.1%</b> students (7) above/near standard; <b>72.4%</b> (21) below</p> <p><b>Subgroups:</b></p> <p><b>AA: 44.4% near standard (4 of 9 students)</b>  <b>Latinx: 62.5% above/near standard (5 of 8)</b>  <b>EL: 25% near (1 of 4 students)</b></p> <p><b>5th: (Numbers &amp; Operations-Fractions)</b> <b>54.5%</b> students (18) above/near standard; <b>42.4%</b> (14) below</p> <p><b>Subgroups:</b></p>	<p>Students have practice with math performance tasks that resemble SBAC tasks with access to hands-on use of <b>Chromebooks</b> with targeted performance task practices, how to manipulate the CAASP assessment tool.</p> <p>Use of instructional technology software: <b>Freckle math</b> provides teachers with tools to identify students' targeted standards focus areas, assign them task, received data results for data inquiry and instructional planning.</p>
<p><b>AA:</b> 15% (3 of 20) near standard  <b>Latinx: See challenge data</b>  <b>EL:</b> See challenge data</p>	<p>Math PD provide teachers with CCSS- focused math intended to support teachers with high quality math instruction, show teachers what it looks like and the best practices that supports all student math experiences. Teachers support students with academic discourse daily about through performance tasks strategies and responses, and use the supplemental Math Common Core Standards Plus lessons to extend students' exposure to the common core standards.</p>
<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<p><b>As indicated by the 2018-2019 Mid-Year Scholastic Reading Inventory, 31 students of 88 tested, or 35% performed multiple years below</b> expected reading lexile grade level.</p> <p><b>Subgroups:</b></p> <p><b>AA: 37.7% (20 of 53 students) multiple years below</b>  <b>Latinx: 16.7% (2 of 12 students) multiple years below</b>  <b>EL: 62.5% (5 of 8 students) multiple years below</b></p>	<p>Small guided reading groupings are imperative to meet individual students' learning needs, as identified by assessment data, teachers' anecdotal student observation notes, and other progress monitoring. Need to focus on redesigning the instructional lesson plan and re-delivery when students do not meet expected learning targets/goals. Align instruction with subject-content integration with focus on complex text and citing text-based evidence.</p> <p>Integrated ELD lessons daily, to include comprehension strategies, juicy sentences, oral language, reading and writing scaffolds, realia, visual aids, graphic organizers, along with protected time (designated ELD) must be delivered with fidelity.</p>
<p><b>Mid-year Reading Informational Text IAB</b> indicated 3rd-5th students overall: 24.8% below.</p> <p><b>Subgroups:</b></p> <p><b>AA: 26.4% (14 of 53 students) below standard</b>  <b>EL: 37.5% (3 of 8 students) below standard</b></p>	<p>Need consistent Writer's workshop daily in classes, specifically to address areas of students' deficiencies; Complex Texts and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.</p> <p>Small, guided groupings to support intervention needs for all students, to include teacher feedback about the students interim assessment block responses and miscues. Students should have opportunity to retake the assessment after re-engagement and analysis of their responses.</p>
<p>A review of the <b>Math C-EOU's for grades Kdg.- 2nd</b> indicated the students performed as follows: <b>Kdg. Not Prof: 23.5% (8 students), 1st : Not Prof: 45.2% (38 students), 2nd: Not Prof: 66.7% (18 students)</b></p>	<p>Review of this data clarified the challenge areas in Math for this grade level span, particularly the 1st &amp; 2nd graders. Math readiness in the areas of Performance Task should be an instructional focus to ensure students SBACC readiness, as they move forward through the grade levels.</p> <p>Ensure daily instructional practices include Math Talks; use of manipulatives, Math Journals and performance tasks warmups to include opportunity for students to have academic discourse to explain their Math thinking. Support teachers with needed review of how to deliver Math instruction using performance task, starting with the OUSD Core Curriculum Guide tasks and expanding with supplemental materials.</p>



<p><b>2018-2019 Interim Assessment Block (IAB) Math results indicated:</b>  <b>3rd: (Operational and Algebraic Thinking) 42.4% students (14) below</b></p> <p><b>Subgroups:</b></p> <p><b>AA: 45.8% (11 of 24 students below standard)</b>  <b>Latinx: 33.3% (1 of 3 students below standard)</b>  <b>EL: 33.3% (1 of 3 students below standard)</b></p> <p><b>4th: (Numbers &amp; Operations-Base Ten) 57.7% students (15) below</b></p> <p><b>Subgroups:</b></p> <p><b>AA: 55.6 % ( 5 of 9 students below)</b>  <b>Latinx: 37.5% (3 of 8 students below)</b>  <b>EL: 75% (3 of 4 students below)</b></p> <p><b>5th: (Numbers &amp; Operations-Fractions) 72.4% students (21) below</b></p> <p><b>Subgroups:</b></p> <p><b>AA: 80% (16 of 20 students below)</b>  <b>Latinx: 100% (2 of 2 students below)</b>  <b>EL: 100% (1 of 1 student below)</b></p>	<p>Ensure daily instructional practices include Math Talks; use of manipulatives, Math Journals and performance tasks warmups to include opportunity for students to have academic discourse to explain their Math thinking, verbally and in scribe. Students will benefit getting practice with CAASP assessment online tools and math performance tasks that resemble SBAC tasks, format, and language.</p>
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**1C: 19-20 STUDENT GOALS & TARGETS**

**District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)**

<b>School Goal:</b>	<b>100% of students will express a feeling of connectedness to community by responding "most of the time" or "all of the time" to the question "Do you feel close to people at this school?"</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	75.65%	83.00%	88.00%
Suspensions	African-American Students	-2pp	1.27%	0.40%	0.35%

Suspensions	Students with Disabilities	-2pp	2.27%	0.27%	0.22%
Chronic Absence	African-American Students	-2pp	12.86%	7.80%	5.80%

**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

**School Goal: By the end of 2019-2020 school year, at least 50% of students in grades 3-5 will increase DF3 to a -21.9 or less.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-53.8	-0.388	-.23.8
ELA SBAC	Students with Disabilities	+20 points DF3	-85.3	-65.3	-45.3
ELA SBAC	Low Income Students	+20 points DF3	-66.2	-46.2	-26.2

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

**School Goal: By the end of 2019-2020 school year, at least 50% of students in grades 3-5 will increase DF3 to -54.7 or less.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-75.8	-69.7	-54.7
Math SBAC	Students with Disabilities	+20 points DF3	-125.7	-105.7	-85.7
Math SBAC	Low Income Students	+20 points DF3	-84.7	-64.7	-44.7

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

**School Goal: By the end of 2019-2020 school year, at least 50% of English Language Learner students in grades K-5 will demonstrate 1.5 reading lexile level growth and English language proficiency towards becoming English Language fluent in six years or less.**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	31.58%	25.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	100.00%	100.00%	100.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal: By the end of 2019-2020, a minimum of 63% kindergarten students will read at lexile level "D" and beyond; a minimum of 63% of 1st graders will read at F&P lexile level "J"; at a minimum 50-60% of all 3rd-5th grade students will increase SRI growth of one year or more.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
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SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	50.58%	25.00%	30.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	25.29%	2.00%	20.00%
K at or above Benchmark	All Kindergarten Students	+5pp	53.06%	58.06%	63.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	52.94%	57.94%	63.00%

#### **1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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

#### **1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

Carl B. Munck Elementary  
School: School

SPSA Year Reviewed: 2018-19

SPSA Link: [18-19 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)**

**18-19 Language & Literacy Priority: CCSS/NGSS Standards-Based Planning: Balanced Literacy**

**June 2021 Language & Literacy Goal:** By June 2021, 31.64% of all students will meet or exceed the ELA SBAC standards.

**Theory of Action for Language & Literacy:**

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.

**Student Performance Indicator:**

**Student Group:**

**17-18 EOY Target:**

**17-18 EOY Actual:**

SBAC ELA

All Students

-45.1

-53.8

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Progress monitoring student growth, teachers daily, weekly and with use of OUSD assessments, IAB's, with academic data conferences focused towards instructional planning and adjustments. Alignment of professional development to targeted instructional goals, which included focus on understanding "What is Complex Text and its Implications in the Classroom", "Teaching Complex Texts," "IAB-Literary and Informational Assessment Analysis", "IAB/CASSP Test Administration training," "Instructional Planning with Focus on Use of OUSD Curriculum Blueprints/Units of Study Roadmaps using the Site CCSS Lesson Plan Template,"

**What evidence do you see that your practices are effective?**

Evidence of effective instructional practices are indicated by the 2018-2019 Mid-Year Scholastic Reading Inventory (Overall 34 students of 88, or 39% in grades 3-5 performed at or above grade level); 22, or 25% were one year below expected reading lexile level. This indicated that 64% overall of 88 students assessed were within the range to meet college and career readiness. Subgroups:AA: 34% ( 18 students of 53 ) at/above grade level, Latinx: 58% ( 7 students of 12 ) at/above grade level

The mid-year Reading Informational Text IAB indicated 3rd-5th students overall: 23% Above Standard; 51.3% near. Subgroups: AA: 71.7% (38 of 53 students) above/near standard, Latinx: 100% (12 of 12 students) above/near standard, EL: 62.5% (5 of 8 students) near standard.

**What are some possible implications for your 2019-20 SPSA?**

Continue progress monitoring students' academic growth using site-based tools, academic conferences with teachers to tap into their instructional strategies/progress monitoring/re-engagement for students who do not meet expected growth. Ensure professional development/PLC's content is aligned with adult professional growth needs, to include differentiated supports and instructional subject-content. Continue monitoring Reader's/Writer's Workshops for clearly articulated teaching points and students' tasks alignment to those points, which should include evidence of reading and responding to complex text and citing text evidence, verbally and in scribe.

<b>18-19 Standards-Based Instruction Priority:</b>		<b>CCSS/NGSS Standards-Based Planning</b>	
<b>June 2021 Standards-Based Instruction Goal:</b>		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.	
<b>Theory of Action for Standards-Based Instruction:</b>		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.	
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	All Students	-61.3	-75.8
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Overall, the focus here was to support teacher growth and development in Math instruction, particularly with performance tasks and constructive responses, consistent use with Math Talks, opportunities for students to engage in academic discourse, exchange of Math thoughts and ideas, Math journals, manipulatives and visual aids. Professional development targeted rigor, math practices, math domains, claims and OUSD CCSS Math Curriculum Guide; how to use the guide for instructional planning, as well as, attention to the varied tasks to ensure students had learning opportunities and practical application with performance and constructive responses. A review of the Math Expressions curriculum supported teachers with review and analysis about the components of this curriculum and how to better integrate with the OUSD CCSS Math Curriculum Guide. Additional PD targeted instructional technology, where teachers gained understanding and application about how to correlate blended learning using Freckle Math.			
<b>What evidence do you see that your practices are effective?</b>			

Evidence of effective instructional practices are indicated by the 2018-2019 Interim Assessment Block (IAB) Math results indicated:  
**3rd:** (Operational & Algebraic Thinking)) 42.3% students (11) above/near standard; 57.7% (15) below . Subgroups:  
 AA: 50% (12 of 24 students above/near standard, Latinx: 66.7% (2 of 3 students above/near standard,  
 EL: 66.6% (2 of 3 students above/near standard  
**4th:** (Base Ten) (24.1% students (7) above/near standard; 72.4% (21) below. Subgroups:AA: 44.4% near standard (4 of 9 students),  
 Latinx: 62.5% above/near standard (5 of 8),EL: 25% near (1 of 4 students)  
**5th:** (Numbers & Operations-Fractions)) 54.5% students (18) above/near standard; 42.4% (14) below

**What are some possible implications for your 2019-20 SPSA?**

With Math, an area of concern, continued focus with professional development for teachers to increase their capacity for teaching CCSS Math is imperative. Moving teachers' Math instructional delivery to increase their understanding about CASSP (SBAC) Assessment questions and what students need to successfully master it. Progress monitoring students' mastery, in concepts and procedures, solve/model/analyze, and communicating reasoning. Ongoing observations/feedback of Math instruction in action. Utilize blended/personal learning with instructional software to afford small, guided groups during the Math period.

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>School-Wide Acceleration Strategy</b>		
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	By June 2021, all students will grow, at least, 1.5 years in Lexile Reading levels, with a decrease of 7% in Chronic Absences.		
<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	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.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	13.8%	14.90%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Attendance team meets regularly to discuss attendance and identify SART referrals. Monthly SART meetings held, which provided opportunity for families to dialogue about their attendance challenges and receive feedback with regards to community resources. During COST and SST meetings, the team included attendance data review, where attention to attendance matters were discussed with families in the SST meeting.

Students have access to instructional technology, which supports their access to CCSS/NGSS aligned lessons and tasks, RAZ Kids, Freckle, online learning tools for blended and personalized learning, robotics, coding and maker design activities, along with general choral music, instrumental music, performance music instruction by Living Jazz, 10-week artist-in-residence themed art instruction, and project-based learning. Professional development/PLC's are differentiated, as needed and led by teacher leaders, TSA and Principal.

**What evidence do you see that your practices are effective?**

Effective practices are indicated by the positive schoolwide climate displayed through the School Motto " Together We Win - TEAM DRAGONS", Fun Friday music and games for students, morning meetings, restorative conversations, Student of the Month/Performance Award Assembly, active Junior Coaches, active Social Committee and Staff Fun Friday Raffles and PTA. Throughout the school year, held Family Reading Night and Family Science Night, both inclusive of parent workshops about the importance of reading/CASSP ELA content, and changes in Science instruction and exposure to computer science coding with how to access code.org to experience what students are learning in the Media Lab. Ongoing instructional technology professional development, which supported teachers with this growth area, so they could implement blended learning and increased exposure to online assessments using the Chromebooks.

**What are some possible implications for your 2019-20 SPSA?**

Potentially, increase SART meetings to bi-weekly versus monthly for targeted attention to the chronically absent students. Meet directly with chronically absent students to ascertain their thoughts about school, academics and how they feel when their absent. Engage students to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room.

<b>18-19 Conditions for English Language Learners Priority:</b>	<b>English Learner Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	By June 2021, 5% of ELL's will reclassify as Fluent English Proficient.		
<b>Theory of Action for Conditions for English Language Learners:</b>	If we use all of our capacity and will to provide an educational environment that supports ELL students, then we can provide a transformative approach to their English Language Development, which will ensure they have opportunity to achieve and sustain expected grade level proficiency across subject-content.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	8.0%	31.60%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

English Language Learners are provided with access and are fully engaged with rigorous grade-level English Language Arts (ELA), and Mathematics standards called for in the Common Core Standards to acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day.

**What evidence do you see that your practices are effective?**

We have increased our reclassification data from 5.3% to 31.6% as measured by reclassification data.

**What are some possible implications for your 2019-20 SPSA?**

Integrated ELD lessons daily, to include comprehension strategies, juicy sentences, oral language, reading and writing scaffolds, realia, visual aids, graphic organizers, along with protected time (designated ELD) must be delivered with fidelity.

**DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

**Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?**

In 18-19 SPSA, budgeted for a .50 FTE, 11-month TSA, however, this position was not filled through these funds. Central assigned FTE to provide TSA supports. For 19-20, SPSA, budgeted for a .80 FTE, 10-month TSA. Site budget reduced for 19-20, eliminated .80 FTE STIP Substitute position. Reduced teacher stipend extra duty funds.



**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Carl B. Munck Elementary School

**School ID:** 168

**3: SCHOOL STRATEGIES & PRACTICES**

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

*District Strategy:* Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

<b>School Priority ("Big Rock"):</b>	School-Wide Acceleration Strategy
<b>School Theory of Action:</b>	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.
<b>Related School Goal(s):</b>	100% of students will express a feeling of connectedness to community by responding "most of the time" or "all of the time" to the question "Do you feel close to people at this school?"
<b>Students to be Served by these Practices</b>	All students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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 TSA 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. Progress monitoring through academic conferences with teachers, where they present students' portfolios and are able to articulate where students are towards meeting grade level standards.	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.

1-2	Teachers will participate in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.	Principal and TSA 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 (concepts/procedures, solve/model/analyze, and communicating reasoning) and targets).	Observation/feedback resulted from walk throughs; teacher feedback regarding professional development and observation walk throughs.
1-3	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. TSA will be integral support for 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.
1-4	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.
1-5	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.
1-6	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.

1-7	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
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<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>			
<b>School Priority ("Big Rock"):</b>	CCSS/NGSS Standards-Based Planning		
<b>School Theory of Action:</b>	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.		
<b>Related School Goal(s):</b>	By the end of 2019-2020 school year, at least 50% of students in grades 3-5 will increase DF3 to -54.7 or less.		
<b>Students to be Served by these Practices</b>	All Students		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>

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, with focus on the Math SBAC Claims: Concepts/Procedures, Solve/Model/Analyze, and Communicating Reasoning.</p> <p>Teachers will implement core curriculum by unpacking the Tasks of each unit in order to identify the content and the cognitive demand of each task. Instructional planning will stem from a concrete understanding of what the students are expected to learn at that grade level, and in each unit.</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, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas;</p> <p>Closely monitor student progress in core curricular areas; TSA 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 NGSS FOSS 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 FOSS 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 FOSS MAP Assessment data for 3-5 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 TSA, 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 TSA 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.

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	CCSS/NGSS Standards-Based Planning: Balanced Literacy
<b>School Theory of Action:</b>	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.

<b>Related School Goal(s):</b>	By the end of 2019-2020 school year, at least 50% of students in grades 3-5 will increase DF3 to a -21.9 or less. By the end of 2019-2020, a minimum of 63% kindergarten students will read at lexile level "D" and beyond; a minimum of 63% of 1st graders will read at F&P lexile level "J"; at a minimum 50-60% of all 3rd-5th grade students will increase SRI growth of one year or more.		
<b>Students to be Served by these Practices</b>	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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.	Professional development to support teachers with what common core aligned rigorous literacy instruction looks like, sounds like, and produces from ALL students.  Principal, TSA, 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.	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)
3-2	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.	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 TSA 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.

3-3	<p>Use supplemental technology curriculum (RAZ Kids, Freckle (Math, ELA, Science, Social Studies (adaptive, differentiated programs, with diagnostic pre-tests and benchmark assessments) which promotes student growth and engagement for all learners), Google Read &amp; Write) to support personalized learning in ELA, Math, Science and Social Studies.</p> <p>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, TSA, 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), (RAZ Kids), Freckle, 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>
3-4	<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. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.</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."</p>	<p>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.</p>

3-5	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. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	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 additional TCIEEP FTE, provide an additional prep period for instructional planning and data inquiry.	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.
3-6	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. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	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."	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.
3-7	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. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	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 TSA 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.



3-8	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 TSA 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.
3-9	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. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	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 TSA 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.
3-10	Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted students Foster Youth. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	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."	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.

3-11	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group Gifted and Talented Students (GATE). Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	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 TSA 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.
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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>			
<b>School Priority ("Big Rock"):</b>	English Learner Reclassification		
<b>School Theory of Action:</b>	If we provide Integrated ELD lessons daily, to include comprehension strategies, juicy sentences, oral language, reading and writing scaffolds, realia, visual aids, graphic organizers, along with protected time (designated ELD) delivered with fidelity that supports ELL students, then we can provide a transformative approach to their English Language Development, which will ensure they have opportunity to achieve and sustain expected grade level proficiency across subject-content.		
<b>Related School Goal(s):</b>	By the end of 2019-2020 school year, at least 50% of English Language Learner students in grades K-5 will demonstrate 1.5 reading lexile level growth and English language proficiency towards becoming English Language fluent in six years or less.		
<b>Students to be Served by these Practices</b>	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	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	<p>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);</p> <p>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.)</p>	<p>Teachers are provided detailed assessment data (ELPAC, SRI, SMI, and SBAC) of ELLs to provide appropriate language development supports;</p> <p>Leadership ensures teachers receive necessary professional development and resources to plan classroom instruction aligned to English Language Development.</p>	<p>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&amp;P Foundations &amp; F&amp;P Reading Records, SBAC Interim assessments.</p>
4-3	<p>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</p>	<p>Conduct classroom walkthroughs to inform TSA 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.</p>	<p>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</p>
4-4	<p>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.</p>	<p>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 TSA will monitor PLC's and facilitate the development of effective PLC's.</p>	<p>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 &amp; NGSS.</p>

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool program	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		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).	168-1
\$1,317.62	General Purpose Discretionary	ET for Att spec	Goal 2: Students are proficient in state academic standards.	2220	Classified Support Salaries: Stipends		n/a		Overall support for academic and social-emotional practices	168-2
\$5,270.48	General Purpose Discretionary	OT for Admin	Goal 2: Students are proficient in state academic standards.	2425	Clerical Salaries Overtime		n/a		Overall support for academic and social-emotional practices	168-3
\$12,356.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	168-4
\$4,200.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	168-5
\$2,361.00	General Purpose Discretionary	Site Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Use supplemental technology curriculum (RAZ Kids, Freckle (Math, ELA, Science, Social Studies (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.	168-6

\$28,806.17	LCFF Supplemental	Prep teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.40	Regular Observation and Feedback Professional Development on FOSS and NGSS Standards. Addiitonal 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.	168-7
\$95,323.57	LCFF Supplemental	10 month TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.70	Conduct classroom walkthroughs to inform TSA 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.	168-8
\$10,591.50	Title I: Basic	10 month TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.10	Conduct classroom walkthroughs to inform TSA 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.	168-9
\$3,713.40	Title I: Basic	Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		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.	168-10

\$25,318.20	Title I: Basic	Psych Services	Goal 5: Students are engaged in school every day.	5734	School Psychologist		n/a	0.20	Teachers will become knowledgeable about students with disabilities Individual Educational Plans (IEP) and provide differentiated instructional strategies aligned to the learning goals.	168-11
\$5,074.00	Title I: Basic	Site Licenses	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Use supplemental technology curriculum (RAZ Kids, Freckle (Math, ELA, Science, Social Studies (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.	168-12



## 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

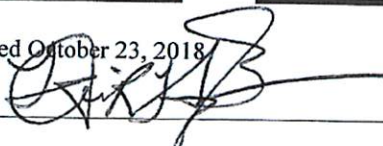
I believe that I can be successful in school and I will show it by doing the following:

- 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 23, 2018

Kim Hyde, SSC Chairperson



Denise J. Burroughs, Principal



# **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

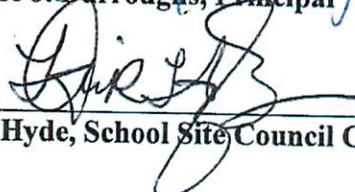
### Part 4 Adoption

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 23, 2018 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

10-25-18  
(Date)

  
\_\_\_\_\_  
Kim Hyde, School Site Council Chair

October 25, 2018  
(Date)



**2018-2019**  
**SSC Roster Contact Information**

School Name: Carl B. Munck Elementary

Place "X" for LCAP affiliation (if applicable)

Member Name	Contact Information (Email/Phone)	LCAP Parent?	LCAP EL Parent?	LCAP Student?
Denise J. Burroughs	denise.burroughs@ousd.org			
Nancy Ottobre	nancy.ottobre@ousd.org			
Kristin Brooks	kristin.brooks@ousd.org			
Sheila Deputy	sheila.deputy@ousd.org			
Rene' Mastin	rene.mastin@ousd.org			
Felicia Smith	felicia030@sbcglobal.net	X		
Candase Chambers	candase7@yahoo.com	X		
Lorraine Provost	lorraineprovost@sbcglobal.net			
Najla Yahya	najlayahya01@gmail.com		X	
Wafa Nusair	nusair_w@yahoo.com		X	
Kim Hyde	kimhyde555@gmail.com	X		