

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Carl Munck Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 4/26/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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
denise.burroughs@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 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"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant |
| | <input type="checkbox"/> 21st Century |

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: 4/26/2016


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

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices, Media Announcements, etc.)

Signatures:

Denise J. Burroughs  _____
 Print name of School Principal Signature


05-23-16
 Date

Kim Hyde  _____
 Print name of SSC Chairperson Signature

05-23-2016
 Date

Sara Stone  _____
 Print name of Network Superintendent Signature

5/26/16
 Date

Ruth Alahydoian  _____
 Ruth Alahydoian, Chief Financial Officer Signature

5-26-16
 Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/27/2015	SSC	Shared student achievement data, reviewed Parent Involvement Policy & Home School Compact, introducing components of the SPSA.
11/12/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals. Reviewed and discussed feedback around Culture Monitoring tool.
1/26/2016	SSC	Reviewed budget summary including planned strategies and activities for 2016-2017 and discussed categorical expenditures.
2/11/2016	Instructional Leadership Team	Reviewed the SPAS for 2016-2017, updating it with the current data and making any necessary adjustments to support growth.
2/23/2016	SSC	Parents provided opportunity to provide input into the SPSA, finalized 2016-2017 Categorical expenditures .
3/14/2016	Faculty	2016-2017 Big Rocks/SPSA/SPF Performance framework ratings-academic, culture/climate indicators; review/feedback

2016-2017 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	\$14,109.77	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$107,056.50	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$218,045.44	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$36,843.36	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$944.44	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$37,787.80	\$0.00

ABOUT THIS SCHOOL

School Description

Carl B. Munck Elementary School is a diverse learning community of Transitional Kindergarten/Kindergarten through 5th grade students located in the Oakland Hills. Currently an Arts Anchor School, we have a grant to support our students' natural creative talents, which has recently led to the creation of three schoolwide murals and provides various performing arts opportunities throughout the year. We offer on-site weekly library services, a state-of-the-art technology media center, art instruction, instrumental music in the fourth and fifth grades with song flutes for third graders, and a wealth of other cultural activities. 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 Harvest Festival, Valentine's Dinner Dance, school productions, and Multicultural Night. The afterschool program provides homework/tutoring assistance, computers, arts and crafts, music, gardening, sports, physical education, and other other enrichment opportunities.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	CCSS/NGSS Standards-Based Planning: Balanced Literacy & Mathematics/STEM
Major Improvement Priority #2:	School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.
Major Improvement Priority #3:	Attendance: Increase Rates for All Students

MAJOR IMPROVEMENT PRIORITY #1: CCSS/NGSS Standards-Based Planning: Balanced Literacy & Mathematics/STEM

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
As indicated by the Mid-Year Scholastic Reading Inventory, (Overall, 43% of 147, or 63 students in grades 2-5 performed at and above grade level); REDUCED from 49% to 29% of AA students; 48% to 26% of Hispanic students; 36% to 19% Females & 52% to 33% Males overall, 56% to 36% AA males at multiple years below reading grade level, and 40%, or 37 of 93 A/A students; 39%, or 9 of 23 Hispanic students performed At & Above Grade Level.	As indicated by the Mid-Year Scholastic Reading Inventory, 27% of 146, or 40 students assessed (Grades 2-5) were multiple years below expected reading grade level and 30%, or 44 students were one (1) year below expected reading grade level on this assessment, which measures their reading comprehension mastery.
As indicated by the Mid-Year Scholastic Math Inventory, the average growth in quantile was 118, where 3rd grade averaged an overall 145 growth range.	As indicated by the Mid-Year Scholastic Reading Inventory, Continue to develop and build Caring School Community and with the Positive Behavior Program (PBIS) model integrated to support class meetings, buddy classes, and with consistent feedback and community support, to include, but not limited to training lessons and resources related to race, ethnicity, class, family structure, religion, physical, mental ability and gender. 29%, or 27 African American students assessed were multiple years below expected reading grade level, which measures their reading comprehension mastery.
As indicated by the Mid-Year Science Instructional Reflection & Assessment (SIRA), 65.1% of students in Grade 4 reached overall Mastery in the "Environments" module.	Expected year-end proficiency ranges for grade 3 are 625-850Q, grade 4 are 715-950Q and grade 5, 820-1020Q, which indicates significant need to push the rigor, and accelerated targeted group instruction to ensure students reach these expected quantile ranges (Currently grade 3 averaged 345Q; 4th averaged 395Q and 5th averaged 510Q.)

ROOT CAUSE ANALYSIS for Priority #1
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
As indicated by the Student Performance Strengths, the identified practices noted in the SPSA have supported acceleration as intended to increase the number of students at or above expected reading grade-levels. Emphasis in small group acceleration, both in class, with the TSA and reading tutor volunteers, blended learning through use of reading program software, RAZ Kids, Learning A-Z, iReady, and FrontRowed Math, Balanced Literacy classroom practices, home-school connecton and data-driven inquiry, are paths to the current student SRI growth progress.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Consistent, equitable and best instructional practices delivered daily, with grade-level determined informal and formal assessments to determine whether students learned the expected daily learning goals. Students arrive on time and ready to learn; reduction of chronic absences, and ensure social emotional strategies applied to support students' academic and social emotional growth.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By June 2017, 31.2% of all students will meet or exceed the ELA SBAC standards.	SBAC ELA	All Students	23.2%	28.2%	31.2%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	By June 2017, all students will grow by 1.5 lexile reading score as measured by & F&P Benchmark Assessment System.	F&P	All Students	54.9%	60%	65%	3: Students are reading at or above grade level.
Academic	By June 2017, all students will meet end of year grade level proficiency on Math Common Core State Standards, as measured by the summative, District Benchmark Assessments and SBAC.	SBAC Math	All Students	21%	25%	29%	2: Students are proficient in state academic standards.
Academic	By June 2017, all students third through fifth grade students will meet end-of-year grade level average percent correct on Science Common Core State Standards, as measured by the summative, District SIRA Benchmark Assessments.	SIRA	All Students	86.1%	88%	91%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Effective instructional practices must be based upon common core connected research-based best practices and implemented with fidelity across curriculum content areas in ALL classrooms. This will ensure individual students' educational, social and emotional needs are addressed through differentiated lesson planning/instructional delivery, small group supports at Tier 1, students having access to leveled books, as well as, reading and writing workshops and conferences.*

KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas. Teacher will use scaffolding to provide access for ELLs of complex text. Teachers will engage in backward design focuses on addresses content-language demands and UDL principles	I. Instructional Leadership Team (Principal, TSA, Curriculum Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, to guide classroom instructional practices.	I. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels) meet 1st and 3rd Wednesdays for collaboration, data into action, data-driven instructional planning across subject-content curriculum for integrated teaching and learning.
	Work with staff to define what common core aligned rigorous instruction looks like, sounds like, and produces from students.	
	Create Four T's, Talk, Text, Time and Task monitoring tool, which will support common core aligned instructional feedback.	
	Support teacher/staff professional development to build Caring School Community and Positive Behavior Intervention Program (PBIS) model with class meetings, buddy classes, and with consistent feedback and community support, to include, but not limited to training lessons and resources related to race, ethnicity, class, family structure, religion, physical, mental ability and gender.	Continue to develop and build Caring School Community and with the Positive Behavior Program (PBIS) model integrated to support class meetings, buddy classes, and with consistent feedback and community support, to include, but not limited to training lessons and resources related to race, ethnicity, class, family structure, religion, physical, mental ability and gender.
II. Classroom instruction will include balanced literacy reading structures, reading, writing, and math workshops, mini-lessons, close readings, independent or small group practice, differentiated GATE and ELL instruction to accelerate student learning. Teachers guide students in academic discussion, reading of complex text, and writing (across three writing types: narrative, informational/expository and opinion/argumentative) with evidence across the curriculum.	II. Principal and TSA will conduct bi-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.	II. Professional Learning Communities and supplemental teacher release time for Academic Conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.

III. All teachers will administer reading records using the Words Their Way and Fountas & Pinnell Reading Benchmark Assessment systems. All teachers will use OUSD Math Curriculum integrated with Math Expressions, administer aligned formative and summative assessments and related curriculum-embedded assessments. With this data, engage in PLCs and Academic Conferences for "Data Into Action" data-driven inquiry cycles to guide instructional planning and delivery.	III. The instructional leadership team will continue to develop structure for celebrating best practices and students growth results. Celebrations examples could include: PA announcements; data link to school's website, which would include photos learning in action; School Message Announcements; bulletin boards and recognitions during the monthly performance awards assembly.	III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.
IV. All teachers will post daily learning objectives/"teaching points", and grade level Common Core State Standards and track each student's reading, writing, and math growth and meet with students (monthly) to set learning goals and targeted outcomes toward college and career readiness.	IV. Principal and TSA will conduct bi-weekly informal observations and provide verbal and written feedback to support consistent, effective classroom structures that accelerate student achievement.	
V. Teachers will use Systematic ELD or Discussion4 learning for daily ELD. Teachers will use Systematic ELD or Discussion4 learning for daily ELD of 30 minutes.		
VI. Use of the ELL Snapshot in conferences 2x/year		
VII. ILT will engage in a deep data dive on ELLs after each round of reclassification		
VIII. Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including Foster and Homeless Youth, ELL's, GATE and African American males	V. Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE, Foster/Homeless Youth)	IV. Provide emotional and social interventions for all students, including Foster/ Homeless / Transitional Youth who are not "thriving" (e.g. Provide access to key family and individualized counseling support via counseling internship program and school psychologist.)

MAJOR IMPROVEMENT PRIORITY #2: School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
Suspensions reduced (All students & AA)	Social Emotional learning, specifically coping mechanisms and resiliency.
Behavior Expectations synced across school zones support students with social emotional learning.	Consistent application and practice of expected school-wide behaviors.

Access to blended learning technology provides opportunities for students to acquire world cultural knowledge and participate in project-based assignments.	Consistent school-wide application and practice towards personalized learning plans, differentiated instruction and progress monitoring to engage students, and their parents/guardians.
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ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Efforts to implement school-wide positive behavior intervention support strategies, in particular, behavior norms for expected behaviors in identified school zones, has proven effective in managing students and adults' expectations for how student behaviors.. Continued efforts are needed to understand the Universal Referral Form and the varied behavior management levels 1,2,3, & 4, as noted on the Pre-referral Interventions Log, prior to use of said form.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Consistent application and practice of school-wide behavior expectations by zones should be modeled daily by all students and adults. All adults should follow the agreed upon zones protocols daily. Ensure positive relationship building with all students, parents and guardians, which starts on the first day of school, so students and families feel welcomed as integral team members engaged as equal partners in the child(ren)'s academic, social and emotional learning goals.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	All students will, 95% of the time, maintain and follow expected school culture norms, as outlined in the Home & School Compact and School Handbook.	Culture/ Climate: Student	All Students	n/a	n/a	n/a	
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	All students, families and community members daily will feel part of the school community through positive reciprocal relationships and interactions with school faculty and staff, as measured by the Carl B. Munck monitoring protocol developed the ILT and CHKS data.	Culture/ Climate: Staff	All Students	69.1%	76.1%	84.1%	6: Parents and families are engaged in school activities.

Social/Emotional	All students will be highly engaged in school and feel connected to an adult, with parents and community welcomed, as partners, in students' academic and social emotional learning development, as measured by the CHKS and informal walkthroughs and site visits feedback	Culture/ Climate: Student	All Students	61.7%	69.7%	77.7%	5: Students are engaged in school everyday.
Academic	All students who attend the after school program will develop holistically and be college and career ready based upon CHKS data in the areas of academic and social/emotional goals.	SEL	Low- Income Students	n/a	n/a	n/a	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *All adults take responsibility for teaching students expected positive behaviors in all areas of the school: classrooms, hallways, restrooms, cafeteria, playground, assemblies, and at dismissals. Adults will model positive behaviors and interactions with each other, students, families, and community members.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
I. All teachers/staff/ASP staff will model school culture expectations with the positive behaviors expected from students	I. Instructional Leadership Team will determine a monitoring protocol for surfacing climate and culture data for self-monitoring, strengths and/or challenging evidence.	I. All faculty/staff/ASP and SSC will analyze the climate and cultural data to determine actions needed for growth, or celebrations.
II. Through Caring Schools Community tools and other similar responsive classroom strategies, teachers/staff/ASP staff facilitate Social-Emotional Learning strategies to enable students to build their capacity to meet expected school culture norms and positive behaviors.	II. Principal will monitor data collected through campus and classroom walkthroughs, provide feedback, as applicable, which resulted from the walkthrough evidence collected in the monitoring protocol. Provide professional development on positive classroom management strategies and culturally responsive pedagogy, to support teachers use of pre-referral strategies.	II. Restorative Justice circles and other positive assertive discipline supports used with fidelity, as preventive tools to reduce students' loss of instructional time in classrooms.

III. Refer to and use identified pre-referral best practices which include Restorative Justice strategies to reduce punitive actions intended to change students' behaviors.	III. 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.	III. Recognitions for meeting school culture norm expectations and academic growth will be recognized at the monthly Performance Awards Assembly.
IV. 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. Kinder transition orientation for incoming Tk/K's and their parents, so they begin to make connections with school culture and climate and become familiar with the K-5 school environment and classrooms.	IV. Faculty-Staff Bulletin will reflect updates on school culture strengths and/or challenges. Collaborate with kindergarten teachers to develop action plan for the TK/K's parent/student orientation.	IV. 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. Families have opportunity for a minimum of three family engagement activities, which include Family Reading & Science Night, and Common Core State Standards Literacy & Math workshops. During the school year, transitional kindergarten students, who attend the CDC, are invited to participate in varied events at the TK/K-5 site, so students have opportunity to become familiar with that school-level environment.
Kinder transition orientation for incoming Tk/K's and their parents, so they begin to make connections with school culture and climate and become familiar with the K-5 school environment and classrooms.	Collaborate with kindergarten teachers to develop action plan for the TK/K's parent/student orientation.	During the school year, transitional kindergarten students, who attend the CDC, are invited to participate in varied events at the TK/K-5 site, so students have opportunity to become familiar with that school-level environment.

MAJOR IMPROVEMENT PRIORITY #3: Attendance: Increase Rates for All Students

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
N/A	Students with chronic illnesses, hospitalizations, unverified absences despite efforts to verify.
	Parents decisions to take vacations during school year
	Low income students at 18% chronic absence

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Chronic absence rate at 17.2% for school year 2014-2015 and 20.5% for school year 2015-2016. Notice of Truancy Letter disbursed from the Attendance Office, SART meeting notifications to all families, which generated the NOT letters and Attendance Contracts signed by those family members who acknowledge the meeting request. Daily attendance calls made by the Attendance Clerk, teacher communication to families regarding the importance of attendance. Monthly Attendance Certificates for perfect and good attendance rewarded to students. COST Referrals submitted by teachers for students with academic and attendance concerns.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Families challenged with chronic illnesses, hospitalizations, and social economic issues have impacted the chronic absence growth rate. Some of the domestic relationships place students at the will of their parents/guardians, who due to the commute out of their home school areas, have no other choice, but to be absent when adults lack the ability to persevere through life's challenges. Systemically, we have found inconsistency in how student attendance is tracked by District systems. Notice of Truancy Letters are generated only for those students who report absences as something other than illness. Unable to remove students from the attendance tracking system who are on extended absences due to illnesses or hospitalized. Though intensive efforts to collect students' completed work product when on independent study, some parents have failed to follow through on the agreed upon independent study contract.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	95% of all students will maintain weekly positive attendance greater than 90% of time in school to reduce chronic absence percentage below double-digits, with no less than 5% incremental decreases.	Attendance Rate	All Students	94.2%	95%	95%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	95% of all students will maintain timely arrival at school to reduce tardiness of 30 plus minutes.	Chronic Absence	Low- Income Students	94%	95%	95%	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Parents/Guardians will ensure students attend school daily and arrive on time. Teachers/staff will intentionally build positive relationships with students, ensure rigorous and highly engaging instruction, which will include project-based or thematic learning, so that all students feel welcomed and a part of the classroom and school-wide community and are excited about learning.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
I. Teachers/staff will intentionally build positive relationships with students, ensure rigor and highly engaged instruction by tapping into their prior knowledge and experiences, so that all students feel welcomed as part of the classroom and school-wide community, and are excited about learning.	I. Principal, along with the Attendance Team members will analyze and monitor chronic absence data. Purchase classroom library books that are reflective of students' home language and culture.	I. Students with improved, good and perfect attendance will be recognized by Principal and/or teachers, at the monthly performance awards assembly.
II. Teachers will make contact with students/families to inquire about the well-being of students who miss school.	II. Principal will coordinate and guide the COST and SART, which includes members of the Attendance Team, to meet with parents of chronically absent students.	II. A bulletin board in the main hallway will provide an ongoing visual representation of monthly attendance data and students who meet the awards criteria noted above.
	III. 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.	III. Attendance Clerk will call home to verify and/or ascertain why a student is absent. Attendance Clerk will prepare relevant SART and Tardy letters for meeting notification to parents and for reminders about tardiness.
		IV. COST, SST, SART meetings, and Teacher/Parent Conferences will be held, as necessary to discuss applicable students' attendance, academic and social and emotional concerns.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	After School Program	IV. 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. Families have opportunity for a minimum of three family engagement activities, which include Family Reading & Science Night, and Common Core State Standards Literacy & Math workshops. During the school year, transitional kindergarten students, who attend the CDC, are invited to participate in varied events at the TK/K-5 site, so students have opportunity to become familiar with that school-level environment.	A1.6: After School Programs	5825	n/a	n/a	n/a	168-1	168
\$3,000.00	General Purpose Discretionary	Copier/Riso Maintenance Agreement to ensure reproduction support for classroom instruction.	I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas. Teacher will use scaffolding to provide access for ELLs of complex text. Teachers will engage in backward design focuses on addresses content-language demands and UDL principles	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	168-2	168
\$4,095.00	General Purpose Discretionary	Clerical Extended/Overtime	IV. 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. Kinder transition orientation for incoming TK/K's and their parents, so they begin to make connections with school culture and climate and become familiar with the K-5 school environment and classrooms.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2420	n/a	n/a	n/a	168-3	168
\$7,014.77	General Purpose Discretionary	Teacher Professional Development	II. Classroom instruction will include balanced literacy reading structures, reading, writing, and math workshops, mini-lessons, close readings, independent or small group practice, differentiated GATE and ELL instruction to accelerate student learning. Teachers guide students in academic discussion, reading of complex text, and writing (across three writing types: narrative, informational/expository and opinion/argumentative) with evidence across the curriculum.	A3.4: Teacher Professional Development focused on Literacy	4310	n/a	n/a	n/a	168-4	168
\$64,637.59	LCFF Supplemental	10 Month Classroom TSA	III. 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.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0132	0.7	168-5	168
\$5,981.46	LCFF Supplemental	Instructional Technology Teacher-Enhancement/Intervention Prep: Increase to full FTE	II. Professional Learning Communities and supplemental teacher release time for Academic Conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.	A2.1: Implementation of CCSS & NGSS	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0018	0.1	168-6	168
\$18,000.00	LCFF Supplemental	Interprogram Support: Clinical Supervision for Mental Health Counseling Interns	II. Restorative Justice circles and other positive assertive discipline supports used with fidelity, as preventive tools to reduce students' loss of instructional time in classrooms.	A2.2: Social Emotional Learning	5739	n/a	n/a	n/a	168-7	168
\$7,558.29	LCFF Supplemental	Instructional Technology Teacher-Enhancement/Intervention Prep: Increase to full FTE	III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.	A3.1: Blended Learning	5846	n/a	n/a	n/a	168-8	168
\$5,000.00	LCFF Supplemental	Teacher Salary Stipends	I. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels) meet 1st and 3rd Wednesdays for collaboration, data into action, data-driven instructional planning across subject-content curriculum for integrated teaching and learning.	A2.8: Data & Assessment	1120	n/a	n/a	n/a	168-9	168

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$5,879.15	LCFF Supplemental	Instructional Technology Teacher-Enhancement/Intervention Prep: Increase to full FTE	III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.	A3.1: Blended Learning	4420	n/a	n/a	n/a	168-10	168
\$20,935.12	Measure G (School Libraries)	Instructional Technology Teacher-Enhancement/Intervention Prep: Increase to full FTE	III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.	A3.1: Blended Learning	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0018	0.35	168-11	168
\$64.88	Measure G (School Libraries)	Supplies (Library)	II. Classroom instruction will include balanced literacy reading structures, reading, writing, and math workshops, mini-lessons, close readings, independent or small group practice, differentiated GATE and ELL instruction to accelerate student learning. Teachers guide students in academic discussion, reading of complex text, and writing (across three writing types: narrative, informational/expository and opinion/argumentative) with evidence across the curriculum.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	168-12	168
\$3,293.90	Measure G (TGDS)	Teacher Professional Development - Conferences	I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas. Teacher will use scaffolding to provide access for ELLs of complex text. Teachers will engage in backward design focuses on addresses content-language demands and UDL principles	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	168-13	168
\$3,500.00	Measure G (TGDS)	Teacher Salary Stipends	II. Professional Learning Communities and supplemental teacher release time for Academic Conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	168-14	168
\$3,900.00	Measure G (TGDS)	Teacher Substitutes for Release Time	III. 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.	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	168-15	168
\$6,500.00	Program Investment	Teacher Salary Stipends	III. All teachers will administer reading records using the Words Their Way and Fountas & Pinnell Reading Benchmark Assessment systems. All teachers will use QUSD Math Curriculum integrated with Math Expressions, administer aligned formative and summative assessments and related curriculum-embedded assessments. With this data, engage in PLCs and Academic Conferences for "Data Into Action" data-driven inquiry cycles to guide instructional planning and delivery.	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	168-16	168
\$4,352.75	Program Investment	Supplies and Materials	II. Classroom instruction will include balanced literacy reading structures, reading, writing, and math workshops, mini-lessons, close readings, independent or small group practice, differentiated GATE and ELL instruction to accelerate student learning. Teachers guide students in academic discussion, reading of complex text, and writing (across three writing types: narrative, informational/expository and opinion/argumentative) with evidence across the curriculum.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	168-17	168
\$6,000.00	Program Investment	Furniture Upgrade needed for instructional technology computer lab	III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.	A2.1: Implementation of CCSS & NGSS	4432	n/a	n/a	n/a	168-18	168

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$36,389.00	Title I Basic	School Psychologist: .30 FTE	IV. COST, SST, SART meetings, and Teacher/Parent Conferences will be held, as necessary to discuss applicable students' attendance, academic and social and emotional concerns.	A2.2: Social Emotional Learning	5734	n/a	n/a	n/a	168-19	168
\$454.36	Title I Basic	Supplies and Materials	I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas. Teacher will use scaffolding to provide access for ELLs of complex text. Teachers will engage in backward design focuses on addresses content-language demands and UDL principles	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	168-20	168
\$944.44	Title I Parent Participation	Supplies and Materials	IV. 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. Kinder transition orientation for incoming Tk/K's and their parents, so they begin to make connections with school culture and climate and become familiar with the K-5 school environment and classrooms.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	168-21	168

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: _____

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 assess 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

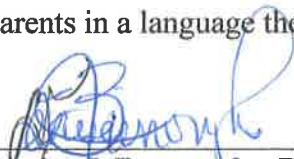
Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- 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 27, 2015, 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

12/01/15
(Date)



Kim Hyde, School Site Council Chair

12/02/2015
(Date)

Carl B. Munck Elementary School Home and School Compact

District and Site Staff Pledge

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- 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: _____

School Site Council Membership Roster – Elementary

School Name: _____

School Year: _____

Chairperson :	Vice Chairperson:
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

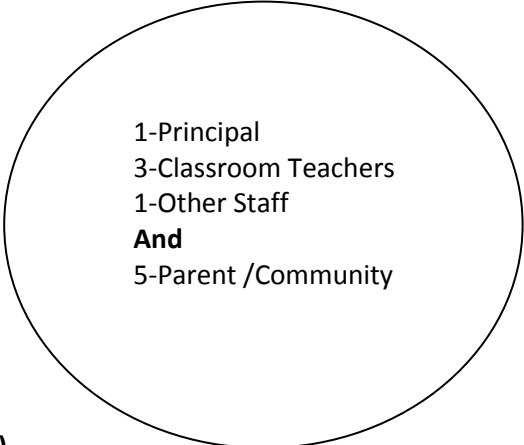
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.

Meeting Schedule (day/month/time)	
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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.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.