

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Carl Munck Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 6/5/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 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 type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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:

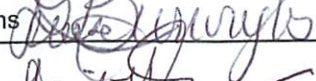
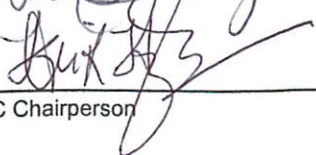

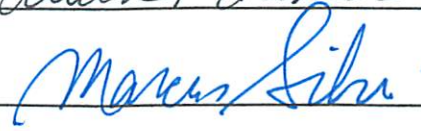
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: 4/25/2017

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Denise Burroughs		Signature
School Principal		
Kim Hyde		Signature
Print name of SSC Chairperson		
Alicia Bowman		Signature
Network Superintendent		
Marcus Silvi		Signature
Coordinator, Office of Accountability Partners		

04-26-2017
Date

April 26, 2017
Date

5-9-17
Date

5/25/17
Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/10/2016	Faculty	Shared expectations, overview of site plan and means for monitoring through use of student data inquiry analysis.
10/25/2016	SSC	Reviewed student achievement data and discussed practices being implemented to fulfill site plan goals.
11/10/2016	Instructional Leadership Team	Conducted meeting to discuss and brainstorm School Performance Framework(SPF) ways to accomplish established goals.
11/29/2016	SSC	Reviewed the School Performance Framework as it pertains to the site plan and reviewed and approved the Safety Plan for the 2017-2018.
12/10/2016	Faculty	Meet to discuss shifting our school's performance framework data/SPSA. Looking through the data lenses and supporting SBAC prep instructional strategies.
1/12/2017	Instructional Leadership Team	School SPSA priorities: Mid-year review 2016-2017 Big Rocks and Progress towards meeting goals. Enrollment projections for 2017-2018 and brainstorm of ideas for SPAS Big Rocks.
1/17/2017	SSC	Mid-Year review of 2016-2017 SPSA: Current SPSA Big Rocks & Goals; SPSA Needs Assessment; Root cause to Theory of Action. Enrollment Projections and Facility Utilization 2017-2018.
2/13/2017	Faculty	SPF discussion, 2017-2018 enrollment projections and budget impact.
2/14/2017	SSC	Finalized and approved 2017-2018 SPSA Categorical expenditures and reviewed for approval 2017-2018 SPSA.
3/9/2017	Instructional Leadership Team	Clarification of 2017-2018 Budget Allocation impacts; Class configurations; Consolidations and priorities with regard to Social Emotional needs of students and staff.

Assignment confirmation - Continuing Students; Grade Level Teaching Preferences.	Technical Skills Assistant/Faculty	Confirmation of incoming students continues. Verification of returning students is ongoing. Initially requested return of documentation for returning students was March 28, 2017. Grade Level Teaching Preferences was presented with feed back obtained at April 17, 2017 Faculty Meeting.
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2017-2018 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	\$36,863.15	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$101,005.46	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,072.91	TBD
TOTAL:	\$233,941.51	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$28,342.38	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$949.15	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$29,291.53	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Carl B. Munck Elementary is a diverse learning community located in the Oakland Hills. Instructional technology and an arts-centered focus are at the heart of our mission to ensure college and career readiness for students. Blended-learning and structured ELA & ELD acceleration models support all students' access to grade-level curriculum. We offer on-site library services, technology media center, art and music instruction which includes instrumental music for students in 4th & 5th grades, and choral music and song flutes for students in 1st-3rd grades. 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.

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.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: CCSS/NGSS Standards-Based Planning: Balanced Literacy

SCHOOL GOAL for CCSS/NGSS Standards-Based Planning: Balanced Literacy:

By June 2018, 31.64% of all students will meet or exceed the ELA SBAC standards.

SCHOOL TARGETS for CCSS/NGSS Standards-Based Planning: Balanced Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	23.64%	27.64%	31.64%

Other Leading Indicators for CCSS/NGSS Standards-Based Planning: Balanced Literacy:

SRI, F&P, Evidence-based writing answering Focus Questions from SIRA Instructional Plan in Science Notebooks (K-5) assessed using the Reflective Assessment Protocol (RAP) and SIRA End-of-Module Assessments (Grades 3-5)

NEEDS ASSESSMENT for CCSS/NGSS Standards-Based Planning: Balanced Literacy:

STRENGTHS	CHALLENGES
<p>As indicated by the 2016-2017 Mid-Year Scholastic Reading Inventory (Overall 44 students of 108, or 41% in grades 3-5 performed at or above grade level); 23, or 21.3% were one year below expected reading lexile level. This indicated that 62% overall of 108 students assessed were within the range to meet college and career readiness.</p>	<p>As indicated by the 2016-2017 Mid-Year Scholastic Reading Inventory, 41 students of 108 tested, or 38% performed multiple years below expected reading lexile grade level. 29 African American students, or 27%, performed multiple years below expected reading lexile grade level. 17 African American male students or 16% and 12 African American female students, or 11% performed multiple years below expected reading lexile grade level. 15 Students with Disabilities, or 14%, 4 ELL students, or 3.7%, performed multiple years below expected reading lexile grade level. Of the Students with Disabilities, 8 receive Resource Specialist support, 7 are on the inclusion teacher caseload and receives paraeducator supports.</p>

ROOT CAUSE ANALYSIS
<p>Need consistent focus towards equitable and research-based instructional practices delivered daily with fidelity across all grade levels. Within and across grade levels, as applicable, need to determine informal and formal assessments for progress monitoring students to determine whether the expected learning targets/goals were met. When learning targets/goals were not met, needed to focus on redesigning the instructional lesson plan and re-delivery. Need to align instruction with a focus on subject-content integration and project-based, thematic learning units and increase instructional rigor.</p>

MATHEMATICS PRIORITY: CCSS/NGSS Standards-Based Planning: Mathematics/Science

SCHOOL GOAL for CCSS/NGSS Standards-Based Planning: Mathematics/Science:

Site-based monitoring protocol; "Sign-in sheets at Engineering Extravaganza Family Science Night.
Sign-in sheets at Science Fair evening event.
Sign-in sheets at Family Engagement workshops."

SCHOOL TARGETS for CCSS/NGSS Standards-Based Planning: Mathematics/Science:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	17.86%	20.93%	24.00%

Other Leading Indicators for CCSS/NGSS Standards-Based Planning: Mathematics/Science:

Math C-EOU Assessments, curriculum-embedded and teacher created formative quizzes/assessments, SIRA End-of-Module Assessments (Grades 3-5)

NEEDS ASSESSMENT for CCSS/NGSS Standards-Based Planning: Mathematics/Science:

STRENGTHS	CHALLENGES
<p>As indicated by the 2016-2017 Mid-Year Math -CEO Assessment data, K-1st grade students mastered at 55% and 76%, respectively on average across the assessed performance standards. 48% of 2nd grade students mastered on average the assessed performance standards. 32% of 4th grade students mastered on average the assessed performance standards. Centrally provided Professional Development for Math Teacher Leads supported improved site-based professional development.</p>	<p>As indicated by the 2016-2017 Mid-Year Math-CEO Assessment data, 26% of 3rd grade students mastered on average the assessed performance standards. 14% of 5th grade students mastered on average the assessed performance standards. Specifically, only 22.6% of 3rd graders mastered the constructed response and only 16.1 % mastered the performance task. Only 22.7% of 5th graders mastered the constructed response and only 15.9% mastered the performance task.</p>

ROOT CAUSE ANALYSIS
<p>Need consistent targeted instructional practices to support students' mastery with constructed responses and performance task. Math C-EOU's focus does not provide detailed data to identify students' foundational skills deficiencies/strengths. Need to determine school-wide formative assessments, including curriculum embedded quizzes/chapter tests, which will be used across grade-levels for progress monitoring. Ensure focused math data-driven analysis in PLC's to analyze students' misconceptions/errors and identify improvement priorities and instructional targets/small groups.</p>

CULTURE & CLIMATE PRIORITY:	School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.
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SCHOOL GOAL for School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.:

All students will, 95% of the time, maintain and follow expected school culture norms, as outlined in the Home & School Compact and School Handbook. Five percent (5%) or fewer of students will be sent to office for student behaviors.

SCHOOL TARGETS for School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Office Referrals	All Students	10.00%	7.50%	5.00%

Other Leading Indicators for School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.:

All adults and students develop positive, respectful and engaging behaviors with one another. All students (ELs/Newcomers, students with disabilities) participate in collaborative hands-on science investigations in a safe, respectful manner to learn grade-level content. Students are engaged in learning and therefore less likely to exhibit behaviors that call for an office referral.

NEEDS ASSESSMENT for School Culture & Climate-Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.:

STRENGTHS	CHALLENGES
Suspensions reduced (All students and AA). Behavior Expectations synced across school zones support students with social emotional learning. Access to blended learning technology provides opportunities for students to acquire world cultural knowledge and participate in project-based assignments.	We do not yet see the agreed upon zone actions happening consistently. Students are sometimes confused by inconsistent expectations of adults in the school. The cafeteria remains a challenging space for consistent application of expected behaviors.

ROOT CAUSE ANALYSIS
Need consistent application and practice of school-wide behavior expectations by zones is not consistently modeled daily by all students and adults. All adults should follow the agreed upon zones protocols daily.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement & Communication

SCHOOL GOAL for Family Engagement & Communication:

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 by the ILT and CHKS data. 80% of families attend a school-wide family and community event each year, (for example, Engineering Extravaganza Family Science Night, Science Fair, and/or parent workshop on NGSS.)

SCHOOL TARGETS for Family Engagement & Communication:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Site-based monitoring protocol	All Students	n/a		

Other Leading Indicators for Family Engagement & Communication:

Site-based monitoring protocol; "Sign-in sheets at Engineering Extravaganza Family Science Night.
Sign-in sheets at Science Fair evening event.
Sign-in sheets at Family Engagement workshops."

NEEDS ASSESSMENT for Family Engagement & Communication:

STRENGTHS	CHALLENGES
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Parent communication in place, including Class Dojo and brand new website. Parent engagement events include Science Fair, Family Reading Night, Parent/Student/Teacher conferences, and coffee and chat with the principal

We are still working on identifying ways to engage families, when parents work and often are dropping their children off to school and trying to get to work. Updated website needed action. We are just beginning to engage families through technology.

ROOT CAUSE ANALYSIS

Families are very busy and many have long commutes, making it difficult to participate in school activities before and after school, particularly when they are picking up children at the end of a long day.

ADDITIONAL PRIORITY: Chronic Absence

SCHOOL GOAL for Chronic Absence:

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.

SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	22.71%	22.21%	21.71%

Other Leading Indicators for Chronic Absence:

Attention 2 Attendance Tool; Chronic Absence Reports; SART Data

NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
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Proactive COST, SART and SSTs has student attendance at the forefront, as related to academic and social emotional challenges. Student chronic absence data shared with teachers, during SSC meetings. Monthly SART meetings held with parents in a group setting, or one-to-one. Attendance Specialist completed daily attendance calls to make personal connection with parents/guardians to ascertain reason for absence and/or to assist parents with any concerns. Attendance notices for absence verification are sent home by students, if necessary, when parents were not reached by phone. During the monthly Student of the Month Award/Performance Assembly attendance reminders are shared with students and recognition certificates for perfect and good attendance are distributed by the classroom teachers. Specific attention to Independent Study Contracts has been crucial to avoid impact on chronic absence. When parents timely inform the school staff that their student will be absent five days or more, an Independent Study Contract may be prepared, then school staff ensures completion of the agreed upon contract.

Students with chronic illnesses, hospitalizations, unverified absences despite efforts to verify. Parents decisions to take vacations during school year. Low income students at 25.3% chronic absence. The attendance rate for all students for the 15-16 school year declined from 94.2% in 14-15 to 93.2% in 15-16.

ROOT CAUSE ANALYSIS

Families challenged with chronic illness, 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 absence due to adults' life challenges. Systemically, we have found inconsistency in how student attendance is tracked by District systems. Notice of Truancy Letters are generated only for those 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.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for CCSS/NGSS Standards-Based Planning: Balanced Literacy:</p>	<p>If we provide all student, through integrated instructional units, access to Common Core Standards, which include ELA integrated with major content areas, Social Studies, Math, and Science, then 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. "(Writing) If our school provides teacher professional development on Science Notebooking and using the Reflective Assessment Protocol (RAP), and teachers use the RAP to look at evidence-based writing in Science Notebooks in PLCs at least twice per trimester, then students (low-income students, English learners, and foster youth) will improve at evidence-based writing as measured on the SBAC and the SIRA End-of-Module Assessments.</p> <p>(Reading) If, after completing hands-on investigations, students engage in Shared Reading of grade-level complex text each week using the FOSS texts (big books in K-2 and Science Resources textbooks in 3-5) then students (low-income students, English learners, and foster youth) will improve their ability to comprehend grade-level complex texts as measured by the SBAC."</p>
<p>SCHOOL THEORY OF ACTION for CCSS/NGSS Standards-Based Planning: Mathematics/Science:</p>	<p>If we provide all students access to rigorous Science and Mathematics instruction, then they will expand their creative, critical thinking to identify problems and solutions and be accountable for thier 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 aply what they learn to real-life, then students will meet the CCSS expectations. If we develop instructional capacity to increase students' application to performance based problem solving, project-based learning, collaboration and shared thinking through scaffolding, modeling and technology, then they will acquire STEM skills. If our school provides teacher professional development on FOSS, the Next Generation Science Standards, and the SIRA and we ensure that science is taught at least three times a week using SIRA Instructional Plans, 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 pilot, as measured by the SIRA End-of-Module Assessments.</p>
<p>SCHOOL THEORY OF ACTION for School Culture & Climate- Teachers/staff celebrate and build on the cultural strengths of students and address issues of privilege and power in the curriculum.:</p>	<p>If we remain focused on Caring School Community vision and execute principles, then students will indicate at higher percentages that they have caring relationships with adults and feel safe, at the site. If we provide leadership roles for the students, i.e. buddies, peer models, student council, classroom leadership roles, then they will grow as independent leaders and meaningfully involved in school culture.</p>
<p>SCHOOL THEORY OF ACTION for Family Engagement & Communication:</p>	<p>If family and community members attend school-wide literacy/math/science events then they will be able to better support their students in academic endeavors and student achievement (for low-income students, English learners, and foster youth) will increase in all areas. In addition, families will see the school as an engaging environment for learning and will feel more connected.</p>
<p>SCHOOL THEORY OF ACTION for Chronic Absence:</p>	<p>If we remain focused on multi-tiered systems of support, COST, SART, and SSTs, with an eye on attendance, we will continue to decrease chronic absence.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	We will base effective instructional practices on Common Core-connected, research-based best practices and implement them 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 and instructional delivery.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Implement Rigorous instruction in Reading, Writing and Math Workshop - Including Small group differentiated instruction in all classrooms.I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas. Teacher will use scaffolding to provide access for ELL's/Newcomers of complex text. Teachers will engage in backward design focused on addresses content-language demands and UDL principles.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.	Work with staff to define what common core aligned rigorous instruction looks like, sounds like, and produces from ALL students.	Regular data conferences to support teachers in creating, monitoring and adjusting student groups.
1-2	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including Foster and Homeless Youth, ELL's/Newcomers, GATE and African American males.	Hold an expectation that teachers prepare unit plans 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.
1-3	Implement SIRA lessons, no less than the required Science grade-level instructional minutes.	Regular Observation and Feedback	Professional Development on the SIRA and NGSS Standards
1-4	Use supplemental technology curriculum to support personalized learning in ELA and Math.	Instructional Leadership Team (Principal, Instructional Teacher Leader (ITL), Subject-Content Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, in support of classroom instructional practices, design and deliver applicable professional development, and tap into site-based teacher instructional strategies.	Media Instructional Technology 2x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based projects, and academic acceleration (small group) to extend and support their learning.

1-5	VIII. Teachers employ differentiated instructional strategies to meet the needs of targeted student groups including Foster and Homeless Youth, ELL's/Newcomers, 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.)
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Improvement Strategy #2:	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	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.
2-2	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. 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.	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. 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.

2-3	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.
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Improvement Strategy #3:	Build on our established systems of communication regarding attendance to monitor progress, identify and solve problems, and celebrate successes.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	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.
3-2	II. Teachers will make contact with students/families to inquire about the well-being of students who miss school.	II. COST, SST, SART meetings, and Teacher/Parent Conferences will be held, as necessary to discuss applicable students' attendance, academic and social and emotional concerns.	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.
3-3	Teachers will have instructional practices that allow students to be engaged and to do the "Heavy -Lifting".	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 Specialist will call home to verify and/or ascertain why a student is absent. Attendance Specialist will prepare relevant SART and Tardy letters for meeting notification to parents and for reminders about tardiness.

Improvement Strategy #4:	Create a welcoming school environment that reflects the background of every family and challenges students with engaging content and rigorous instruction.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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4-1	<p>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 ETK/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.</p>	<p>IV. Faculty-Staff Bulletin will reflect updates on school culture strengths and/or challenges. Collaborate with kindergarten teachers to develop action plan for the ETK/K's parent/student orientation.</p>	<p>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 ETK/K-5 site, so students have opportunity to become familiar with that school-level environment.</p>
4-2	<p>Kinder transition orientation for incoming ETK/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.</p>	<p>Collaborate with kindergarten teachers to develop action plan for the ETK/K's parent/student orientation.</p>	<p>During the school year, transitional kindergarten students, who attend the CDC, are invited to participate in varied events at the ETK/K-5 site, so students have opportunity to become familiar with that school-level environment.</p>

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$2,500.00	After School Education & Safety (ASES)	Teacher Salary Stipends for after school observation and coaching; aligning service	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 ETK/K-5 site, so students have opportunity to become familiar with that school-level environment.	A1.6: After School Programs	1120				168-1
\$41,030.90	After School Education & Safety (ASES)	Contract with Ujimaa Foundation for afterschool 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 ETK/K-5 site, so students have opportunity to become familiar with that school-level environment.	A1.6: After School Programs	5825				168-2

\$52,542.01	After School Education & Safety (ASES)	After School Liasion to Ujima Foundation	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 ETK/K-5 site, so students have opportunity to become familiar with that school-level environment.	A1.6: After School Programs	5825	Extended Day Site Liasion	EDSLIA0006	1.00	168-3
\$5,000.00	General Purpose Discretionary	Clerical Extended/Overtime + Benefits	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 ETK/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				168-4
\$4,113.20	General Purpose Discretionary	STIP to support Teacher Professional Development	II. Classroom instruction will include small group instruction; balanced literacy reading structures; reading, writing, and math workshops; mini-lessons; close readings; independent or small group practice; and 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		TEACHER STIP	TCSTIP9999	0.08	168-5
\$18,749.95	General Purpose Discretionary	Supplies		A2.1: Implementation of CCSS & NGSS	4310				168-6
\$6,000.00	General Purpose Discretionary	Furniture Upgrade needed for instructional technology computer lab	III. Media Instructional Technology 2x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based projects, and academic acceleration (small group) to extend and support their learning.	A2.1: Implementation of CCSS & NGSS	4432				168-7

\$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-Align Learning Materials	5610					168-8
\$26,433.52	LCFF Supplemental	Instructional Technology Teacher for Enhancement/Intervention Prep: Increase to full FTE	II. Professional Learning Communities will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and applicable 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	2400	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0018	0.40		168-9
\$5,000.00	LCFF Supplemental	Teacher Salary Stipends + benefits to support family engagement events at site	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 ETK/K-5 site, so students have opportunity to become familiar with that school-level environment.	A6.5: Academic Parent-Teacher Communication & Workshops	1120					168-10
\$6,608.38	LCFF Supplemental	Material for Instructional Technology	III. Media Instructional Technology 2x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based projects, and academic acceleration (small group) to extend and support their learning.	A3.1: Blended Learning	4310					168-11
\$12,130.00	LCFF Supplemental	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					168-12

\$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					168-13
\$7,833.56	LCFF Supplemental	Instructional Technology Teacher for Enhancement/Intervention Prep: Increase to full FTE	III. Media Instructional Technology 2x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based projects, and academic acceleration (small group) to extend and support their learning.	A3.1: Blended Learning	5846					168-14
\$25,000.00	LCFF Supplemental	Surplus to be allocated for an ITL as a Tier 2 School	II. Professional Learning Communities will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and applicable 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	4399					168-15
\$6,169.80	Measure G: TGDS	STIP sub	II. Professional Learning Communities will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and applicable effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP9999	0.12		168-16
\$3,500.00	Measure G: TGDS	Teacher Salary Stipends	II. Professional Learning Communities will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and applicable effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.	A2.6: Teacher Evaluation	1120					168-17

\$401.91	Measure G: TGDS	Materials to support coaching material	II. Professional Learning Communities will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and applicable effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.	A2.6: Teacher Evaluation	4310				168-18
\$15,424.49	Supplemental Program Investment	Teacher Salary	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, particularly focus on concepts and procedures.	A2.1: Implementation of CCSS & NGSS	2400	TEACHER STIP	TCSTIP9999	0.30	168-19
\$850.51	Supplemental Program Investment	Supplies and Materials	II. Classroom instruction will include small group instruction; balanced literacy reading structures; reading, writing, and math workshops; mini-lessons; close readings; independent or small group practice; and differentiated GATE and ELL/Newcomers 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-Align Learning Materials	4310				168-20
\$24,260.00	Title I Basic	Interprogram School Psychologist	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	5734				168-21

\$4,082.38	Title I Basic	Instructional Technology Teacher-Enhancement/Intervention Prep: Purchase computers for learners	III. Media Instructional Technology 2x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based projects, and academic acceleration (small group) to extend and support their learning.	A3.1: Blended Learning	4420				168-22
\$949.15	Title I Parent Participation	Supplies and Materials for parent engagement workshops focused on literacy development	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 ETK/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				168-23

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: _____



School Site Council Membership Roster – Elementary

School Name: Carl Munck_____

School Year: _____2016-17_____

Chairperson: Kim Hyde	Vice Chairperson: Nancy Ottobre
Secretary: Rene M. Mastin	*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.
Kim Hyde				X
Nancy Ottobre		X		
Felicia Smith				X
Jalila Nelson				X
Mary Chan				X
Denise Burroughs	X			
Rene M. Mastin			X	
Rachelle Love		X		
Debra Robinson		X		
Lottie Lynch				X

Meeting Schedule (day/month/time)	4th Tuesday of Month at 4:30pm
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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;
- Parent/community members cannot be OUSD employees at the site.

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

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 25, 2016, 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

11-01-2016
(Date)



Kim Hyde, School Site Council Chair

11-03-2016
(Date)