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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Carl B. Munck Elementary School **Site Number:** 168

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|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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



1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/23/2024

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, ParentSquare blasts, etc.)

Signatures:

<u>Denise Burroughs</u> <i>Principal</i>	<u><i>Denise I. Burroughs</i></u> Signature	 Benjamin Davis 8/15/2024 President, Board of Education	<u>4/23/2024</u> Date
<u>Susan Juarez</u> <i>SSC Chairperson</i>	<u><i>Susan Juarez</i></u> Signature	 Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	<u>4/23/2024</u> Date
<u>Monica Thomas</u> <i>Network Superintendent</i>	<u><i>Monica Thomas</i></u> Signature		<u>5/6/2024</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature		<u>5/6/2024</u> Date



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

2024-25 School Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 4/23/2024

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

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

Contact: Denise Burroughs	Position: Principal
Address: 11900 Campus Drive Oakland, CA 94619	Telephone: 510-531-4900 Email: denise.burroughs@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/23/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2023	Faculty	Reviewed and discussed the 2024-2025 Safety Plan
10/24/2023	SSC	Reviewed and accepted 2024-2025 Safety Plan
11/14/2023	ILT	Conducted meeting and reviewed and discussed, Educator Effectiveness Grant, CCSPP, and other practices alligned to our school goals.
11/28/2023	SSC	Reviewed fall revision and carryover allocations and Community Schools Grant Funding allocations.
12/12/2023	SSC	Discussed and approved Title I/IV Budget 2024-2025
1/9/2024	ILT	Discussed Budget 2024-2025 and Network 3 goals and strategies to boost student achievement in all areas.
1/10/2024	Faculty	Discussed Budget 2024-2025.
1/23/2024	SSC	Discussed and approved the 2024-2025 Budget engaging SSC in all aspects of the site budget.
2/7/2024	Faculty	Reviewed and discussed the goals of our SPSA and further strategies to increase academic development.
2/14/2024	Faculty	Reviewed and discussed proposed budget allocations and encouraged recommendations for spending to excelebrate and enrich academic growth.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program 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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$48,585.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$304,209.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$44,280	LCFF Discretionary (General Purpose Discretionary #0000)	\$7,950
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,230	LCFF Supplemental (LCFF Supplemental #0002)	\$85,050
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$3,075	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$30,141
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$48,585		\$255,624

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$304,209.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Carl B. Munck Elementary School		School ID: 168
CDS Code: 1612596001697	SSC Approval Date: 4/23/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Students have access to 80% effective teachers. Funding for instructional intervention support staff is insufficient. EEIP is funded by the number of teachers we have on site rather than our students' needs. All additional resources are conditional on the school being a part of a cohort eg. Cares, Early Literacy. We are a part of the early literacy Cohort, it only supports students in K-2 with a tutor for three hours a day. There is no funding to provide support for students in grades 3-5.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
63.7%	42.5%	24.6%	3.9%	6.2%	26.8%	76.5%	10.1%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
36.3%	11.2%	5.6%	0.6%	0.6%	0.6%	76.0%	1.1%	88.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If comprehensive PLC's focus on analyzing ELA & Math data gleaned from CEA, i-Ready Diagnostic Assessments and student tasks, support teachers/staff with collaboration, instructional planning, and intellectual subject-matter growth, then students will be able to become college, career and community ready.
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Identified School Need:	Increase percentage of students with ELA/Math i-Ready growth of one year or more on mastery standards.
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Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	58.8%	not available until fall 2024	not available until fall 2025	68.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	71.4%	not available until fall 2024	not available until fall 2025	81.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	62.5%	not available until fall 2024	not available until fall 2025	72.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-47.0	not available until fall 2024	not available until fall 2025	-37.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	46.3%	not available until fall 2024	not available until fall 2025	56.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-58.8	not available until fall 2024	not available until fall 2025	-48.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	21.0%	not available until fall 2024	not available until fall 2025	38.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.2%	not available until fall 2024	not available until fall 2025	30.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Focal student groups (low income/special education) demonstrate accelerated growth to close our equity gap. Conditions of special education, and low income students
Identified School Need:	Increase percentage of students (low income/special education) with ELA/Math i-Ready growth of one year or more on mastery standards

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-113.8	not available until fall 2024	not available until fall 2025	-93.8
SBAC ELA Distance from Standard Met	African American Students	-61.9	not available until fall 2024	not available until fall 2025	-41.9
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	80.0%	not available until fall 2024	not available until fall 2025	80.0%
SBAC Math Distance from Standard Met	Special Education Students	-135.9	not available until fall 2024	not available until fall 2025	-115.9
SBAC Math Distance from Standard Met	Low-Income Students	-77.0	not available until fall 2024	not available until fall 2025	-57.0

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.7%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	n/a

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:	Multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.
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Identified School Need:	Increase percentage of families engaged in school events to include parent/teacher conferences, room parents and other activities.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	59.7%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	62.6%	not available until fall 2024	not available until fall 2025	20.0%
Chronic Absenteeism	African American Students	64.0%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.					
School Goal:	All adults are equipped with instructional tools, intellectual subject-matter and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.				
Identified School Need:	Students become college, career and community ready.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	78.5%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths

<p>LCAP Goal 1:</p>	<p><i>If comprehensive PLC's focus on analyzing ELA & Math data gleaned from CEA, i-Ready Diagnostic Assessments and student tasks, support teachers/staff with collaboration, instructional planning, and intellectual subject-matter growth, then students will be able to become college, career and community ready.</i></p>	<p><i>Use the data and the tools available in i-ready to lead instruction. Teachers use these tools effectively to address areas of need.</i></p> <p><i>To address Math growth, our focus will be to align needed growth standards to i-Ready teacher assigned lessons, with immediate data analysis to ensure students' have opportunity for re-engagement and mastery.</i></p> <p><i>*Grades K-2: Fidelity to SIPPs small groups, mastery assessments (continuous progress monitoring), & daily use of EL Education reading lessons. Literacy Tutors scheduled according to SIPPs placements with small groups for 30-45 minute sessions. Additionally, Literacy Tutors push-in to the applicable SIPP's students' classrooms to support during grade level ELA, or other subjects where reading support is needed. EEIP intervention support increased opportunities for small group ELA reading. Software licences to support academic enrichment: Learning A-Z, Studies Weekly Classroom, Spelling Connections supplemental instructional supplies.</i></p> <p><i>*ELA and math weekly PLC/Coaching with principal and TSA . Grade level teacher led PLC's focused on the instructional core, standards-aligned lessons/tasks and progress monitoring students' outcomes; sharing best practices and aligning i-Ready teacher-led instruction across grade-level circuit. Targeted coaching/feedback to shift teachers' instructional practices & use of available technology tools: online platforms; engagement strategies and to increase students' voices to do the heavy lifting.</i></p> <p><i>*Grades 3-5: Consistency to EL Education (ELA) instructional delivery (modeling/scaffolding/small group discussions, standards-driven learning objectives/targets; i-Ready is a priority with monitored student usage/feedback. Increased opportunities for small group ELA reading support through EEIP intervention. Literacy Tutors scheduled according to SIPPs placements with small groups for 30-45 minute sessions. Additionally, CORE Tutors push-in to the applicable SIPP's students' classrooms to support during grade level ELA, or other subjects where reading support is needed 30-40 minutes. Library technician supported the Team Dragons Lunch Book Club for 3rd-5th graders & provided opportunities for small group ELA guided reading, AND SIPP's. Software licences to support academic enrichment: Studies Weekly Classroom, Spelling Connections supplemental instructional supplies.</i></p> <p><i>*ELA and math weekly PLC/Coaching with principal and TSA . Grade level teacher led PLC's focused on the instructional core, standards-aligned lessons/tasks and progress monitoring students' outcomes; sharing best practices and aligning i-Ready teacher-led instruction across grade-level circuit. Targeted coaching/feedback to shift teachers' instructional practices & use of available technology tools: online platforms; engagement strategies and to increase students' voices to do the heavy lifting.</i></p> <p><i>*Grades 3-5: Math Teachers using more visuals when presenting lessons & are using more interactive websites and teaching platforms for math. There has been more student talk and sharing of ideas. Teachers aligning math master standards between Eureka Squared and i-Ready math.</i></p> <p><i>TK-2 Literacy: Mid-Year (Dec 2023/Jan 2024)</i></p> <p><i>Kdg: Sipp's-73.7% (14 of 17 students) passed 1 Mastery Test</i></p> <p><i>1st-2nd: 67.7% (21 of 31 students) passed 1 Mastery Test</i></p> <p><i>1st: 36.8% (7 of 19 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>2nd: 52.1% (12 of 23 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>3rd-5th Literacy: Mid-Year (Dec 2023/Jan 2024)</i></p> <p><i>3rd: 46.2% (12 of 26 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>4th: 35.7% (5 of 14 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>5th: 28.0% (8 of 25 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>1st-5th Math: Mid-Year (Dec 2023/Jan 2024)</i></p> <p><i>1st: 15.8% (3 of 19 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>2nd: 52.1% (12 of 23 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>3rd: 23.0% (6 of 26 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>4th: 21.4% (3 of 14 students) mid-above/early on grade level (i-Ready)</i></p> <p><i>5th: 16.0% (4 of 25 students) mid-above/early on grade level (i-Ready)</i></p>
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<p><i>LCAP Goal 2:</i></p>	<p><i>Focal student groups (low income/special education) demonstrate accelerated growth to close our equity gap. Conditions of special education, and low income students</i></p>	<p><i>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed, ELLs) reading on grade level, strong SIPP's instruction at Tier 1 level.</i></p> <p><i>ELA and math weekly PLC/Coaching with principal and TSA .</i></p> <p><i>Small guided reading/math groups at Tier 1 and Tier 2</i></p> <p><i>Increased opportunities for math literacy support through STEAM EEIP prep, and Early Literacy Tutors.</i></p> <p><i>Classroom supplemental instructional supplies.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.</i></p>	<p><i>Multiple opportunities for parent engagement through varied school-wide community events, along with an active SSC, PTA.</i></p> <p><i>Parent outreach by teachers 4th Wednesday of the month.</i></p> <p><i>Student of the Month Performance Assemblies where students present their learnings and talents, along with Family Literacy and Science Nights, After School Winter and Spring Programs, PTA events.</i></p> <p><i>Community School Program Manager (CSM) coordinates SARTs, COST/SST's/504 meetings, collaborates IEP Case Managers to coordinate and schedule IEP meetings. With principal, manages the Parent Square communication. CSM supports with chronic absentism, restorative justice, PBIS and parent engagement.</i></p> <p><i>Parent Engagement supplies such as Parent Literacy & Math Teaching & Learning Newsletter to support family home interactive learning. Open-door policy with principal available for parents and/or a "Message for the Principal Form," as needed.</i></p> <p><i>Software licences to support academic enrichment with at home learning: Studies Weekly Student Leadership (Green Team)</i></p> <p><i>Weekly Student Lunch Book Club hosted by the Library Technician</i></p>

<p><i>LCAP Goal 4:</i></p>	<p><i>All adults are equipped with instructional tools, intellectual subject-matter and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.</i></p>	<p><i>Weekly Wednesday PD/PLC's with one Wednesday designated so teachers outreach to parents and self-direct their collaboration and learning with their colleagues. PD/PLC's are data driven and mastery standards-aligned to student task outcomes and informal classroom observations.</i></p> <p><i>ELA and math weekly PLC/Coaching with principal and TSA. PLC coverage provided by STIP Substitute teacher.</i></p> <p><i>An active social committee plans fun and engaging staff activities, which includes a "Happy Friday" raffle give-away.</i></p> <p><i>Focused data-driven PD/PLC's intended for practical and intellectual application; extra weekly prep period; use of email and Google calendar to notice staff, as needed; "Happy Friday" raffle, TSA and Early Literacy Coach supports.</i></p> <p><i>Provided in-class coaching supports and data inquiry analysis immediately upon completion of the SIPPS Mastery Assessments, DIBELS and I-Ready Diagnostics.</i></p> <p><i>Extended contracts for core-subject lead teachers to support with professional development for colleagues and for teacher-driven focal students extended day tutoring: 2x/week.</i></p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>

<p><i>LCAP Goal 1:</i></p>	<p><i>If comprehensive PLC's focus on analyzing ELA & Math data gleaned from CEA, i-Ready Diagnostic Assessments and student tasks, support teachers/staff with collaboration, instructional planning, and intellectual subject-matter growth, then students will be able to become college, career and community ready.</i></p>	<p><i>Grades K-2: Consistent teacher assigned/monitored targeted lessons based on student usage data and lesson outcomes. Consistent monitoring of student groups during assigned i-Ready time. Implications: use i-Ready instructional tools for re engagement lessons in math. Complete quick quiz after instruction.</i></p> <p><i>Monitor instructional strategies for small group math support through of EEIP Math/Literacy teacher intervention support Classroom supplemental instructional supplies.</i></p> <p><i>Grades 3-5th: (Fall 2022) IAB (Math). Need fidelity to use i-Ready student independent lesson usage/ results: teacher must target lessons assigned based on students' needs for targeted Math standards. Consistent monitoring of student groups during assigned i-Ready time. Need fidelity to Eureka Math Squared pacing. Progress monitor students' Eureka Math Squared data: use embedded curriculum assessments (quizzes; End of Math Module Assessments);</i></p> <p><i>i-Ready quizzes and diagnostics Math conferences and small-group work with Tier 2 students needed. Encourage student discourse; Math Talks; productive struggle; student-led questioning prompts and challenges to peers. Re-engage students with targeted standards; support students in one-to-one/small group conferences; Make learning visible with use of realia, technology and hands-on materials and focus on Math priority standards with depth.</i></p> <p><i>3rd-5th IAB Operations & Algebraic Thinking: Beginning of Year (Aug-Dec 2022)</i></p> <p><i>3rd: 42.9% (6 students) below standard</i></p> <p><i>4th: 61.5% (16 students) below standard</i></p> <p><i>5th: 42.9% (12 students) below standard</i></p> <p><i>Math IAB Dec 2022 -Feb 2023</i></p> <p><i>3rd: 33.3% (5 students) below standard</i></p> <p><i>4th: 36% (9 students) below standard</i></p> <p><i>5th: 28.6% (8 students) below standard</i></p>
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<p><i>LCAP Goal 2:</i></p>	<p><i>Focal student groups (low income/special education) demonstrate accelerated growth to close our equity gap. Conditions of special education, and low income students</i></p>	<p><i>Inconsistent instructional follow up (fluency/prosody reading; vocabulary development; comprehension) at Tier 1 level.</i></p> <p><i>Participation in the Early Literacy Cohort with teacher coaching supports to develop SIPPs small group instruction reading block aligned to student group data.</i></p> <p><i>There is a need to offer increased opportunities for small group ELA Reading and Math support through use of EEIP Math Literacy intervention teacher, and early literacy tutors.</i></p> <p><i>Classroom supplemental instructional supplies.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.</i></p>	<p><i>Severe Chronic Absenteeism@ 11.0% (22-23) (19 Students)</i></p> <p><i>3) of the (19) students from one family are often absent due to medical condition. (2) of the (19) students with severe special needs that impacts their attendance. (14) of the (19) students with ongoing chronic absence problems, due in part to family challenges, such as transportation and basic home routines.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>All adults are equipped with instructional tools, intellectual subject-matter and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.</i></p>	<p><i>Embedded curriculum aligned professional development</i></p> <p><i>Need to increase availability of District-wide or Network-wide PD either by grade levels or grade level circuits</i></p> <p><i>Extended contracts, support teachers with professional development to provide intervention practices for students.</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	71.2%	not available until fall 2024	not available until fall 2025	44.9%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Carl B. Munck Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Differentiated professional development aligned to grade level circuits: 3rd-5th with focus on data inquiry aligned to the i-Ready Math diagnostics and standards mastery results; analyzing targeted standards to determine students' domain growth learning focus. Teachers increased their knowledge of Eureka Math Squared and i-Ready Instructional Tools learning progressions to ensure logical content development. Teachers also identified the relevance of the learning expectations to support student engagement and motivation. Though differentiated PD/PLC's by grade level circuits, all grade levels were integrated for Math PD's, which were aligned with the aforementioned Math instructional tools.

The Early Literacy Cohort teachers (Kdg - 2nd), received differentiated professional development during the 2nd Wednesday District Early Literacy PD, which included focus on foundational reading skills and EL-Education, in-class room supports/feedback, and data inquiry cycles with focus on the interval growth targets. SIPPS small-group instruction aligned to students' data results.

The intermediate teachers (3rd-5th), received differentiated professional development during the 2nd Wednesday District EL Education PD, which included focus on foundational reading skills, ALL Block implementation, and EL-Education, in-class supports/feedback, and data inquiry cycles with focus on the interval growth targets. SIPPS small-group instruction aligned to students' data results.

Progress monitoring student growth, daily, weekly and with use of OUSD curriculum-embedded assessments, standards mastery, with academic data conferences focused towards instructional planning and adjustments. Active engagement with the Early Literacy Cohort (K-2nd), differentiated professional development and PLC's, ETK supported with TK Coaching and differentiated professional development/PLC's. Grades 3rd-5th differentiated professional development/PLC's.

Alignment of professional development to targeted instructional goals, which included focus on understanding how to create learning intentions and success criteria for organized, effective instruction, Instructional Planning with Focus on use of OUSD Curriculum Blueprints/EL Education, Eureka Math Squared, Complex Texts ,I-Ready Instructional Tools and Informational Assessment Analysis Standards Mastery/CAASPP Test Administration training.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Site will continue to grow towards meeting the identified strategies/activities to achieve this goal.
Adjust focal students' instructional alignment targeted towards students' individual needs.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support	College/Career Readiness	Supplemental materials supported students' academic development beyond the core-curriculum.	All students (100%) have access to supplemental curriculum and instructional materials to reinforce instruction, used during small group independent work and for additional academic data to enhance students' spelling, writing and complex text skill levels. Based on i Ready ELA/Math, IAB data indicating 1 or more grade level improvement is an indicator of the supplemental curriculum and materials benefit to our students.	Feedback from teachers indicate they find valuable use, as indicated to align academic instructional supports to individual students' needs.
Parent Education Curriculum Newsletters (ELA & Math/Science) Materials/Supplies	Student Connectedness to School	Provide access to Literacy and Math home activities to support their child's academic and social emotional growth.	The parent newsletters supports family engagement at home with students' academics and social emotional learning. The newsletter has been provided to 100% of enrolled families.	Based on feedback from parents, they have found these newsletters useful and have appreciated having subject-content ideas and activities to work at home with the child(ren).
Community School Program Manager (CSM) .30% FTE	Chronic Absenteeism	Manage chronic absenteeism: coordinate and conduct Student Attendance Review Team (SART) meetings; parent communication regarding students' absenteeism and support with Parent Square Notifications.	Noticeable decrease in chronic absentism with daily positive attendance rate average at 90%.	Based on the average attendance rate at 90%, will continue to pursue reduction of the chronic absentism and SART meetings and parent communication aligned to support with school attendance challenges.
N/A	N/A	N/A	N/A	N/A

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Carl B. Munck Elementary School

SCHOOL ID: 168

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

If comprehensive PLC's focus on analyzing ELA & Math data gleaned from CEA, i-Ready Diagnostic Assessments and student tasks, support teachers/staff with collaboration, instructional planning, and intellectual subject-matter growth, then students will be able to become college, career and community ready.

Identified Need:

Increase percentage of students with ELA/Math i-Ready growth of one year or more on mastery standards.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-2	For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's) of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-3	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	All Students	Academic	Tier 1 - Universal
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		Focal student groups (low income/special education) demonstrate accelerated growth to close our equity gap. Conditions of special education, and low income students		
Identified Need:		Increase percentage of students (low income/special education) with ELA/Math i-Ready growth of one year or more on mastery standards		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.	Low Income Students	Academic	Tier 2 - Supplemental
2-2	Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas. Small focal groups to support students' differentiation needs in Math.	Low Income Students	Academic	Tier 2 - Supplemental
2-3	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Special Education Students	Academic	Tier 3 - Intensified
2-4	Ensure students with disabilities have access to school-wide events and programming with designated supports.	Special Education Students	SEL / Mental Health	Tier 3 - Intensified

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal:		Multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.		
Identified Need:		Increase percentage of families engaged in school events to include parent/teacher conferences, room parents and other activities.		

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Chronic Absenteeism: Engage parents through regular communication, establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	All adults are equipped with instructional tools, intellectual subject-matter and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.			
Identified Need:	Students become college, career and community ready.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers will participate in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.	All Students	Academic	Tier 1 - Universal

4-2	Principal and TSA provide differentiated classroom support/PD, as well as on schoolwide priorities and needs such as; evidence based writing, math content shifts (focus, coherence, rigor), intellectual development in Eureka Math Squared applications (concepts/procedures, solve/model/analyze, and communicating reasoning) and targets).	All Students	Academic	Tier 1 - Universal
4-3	Teachers will become knowledgeable about students with disabilities Individual Educational Plans (IEP) and provide differentiated instructional strategies aligned to the learning goals.	All Students	Academic	Tier 3 - Intensified

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Ensure Black student identities are visible on campus and in classrooms, strengthen connections with Black families and whole community for new Black families. ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5. Establish student Focal groups for reclassification on ELPAC.	English Learner Students	Academic	Tier 1 - Universal
6-2	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$1,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.	168-1
4310 - Materials and Supplies	\$6,450	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.	168-2
4310 - Materials and Supplies	\$8,611	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.	168-3
Teacher STIP	\$35,825	LCFF Supplemental	1105	Certificated Teachers' Salaries	9685	STIP Teacher	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's) of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	168-4
TSA Classroom 10Mos	\$40,614	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.3	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	168-5

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$10,435	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, I-Ready, and small group differentiated instruction in all classrooms.	168-6
TSA Classroom 10Mos	\$33,845	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	168-7
4310 - Materials and Supplies	\$1,230	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, I-Ready, and small group differentiated instruction in all classrooms.	168-8
5825 - Consultants	\$3,075	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-9
5825 - Consultants	\$10,499	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-10
Site Liaison Extended Day	\$121,984	After School Education & Safety (ASES)	2205	Classified Support Salaries	2428	Site Liaison, Extended Day	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	168-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$5,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	168-12
5200 - Professional Development Conference	\$10,000	Educator Effectiveness Grant	5200	Travel And Conferences	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Teachers will participate in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.	168-13
4311 - Family Engagement	\$2,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-14
5826 - Transportation	\$3,650	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	168-15
5829 - Admissions	\$6,600	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	168-16
Teacher Education Enhancement	\$25,489	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-17

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Reading Tutor	\$43,714	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New	Early Literacy Tutor	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas. Small focal groups to support students' differentiation needs in Math.	168-18
Teacher STIP	\$53,738	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	9685	STIP Teacher	0.6	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's) of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	168-19
TSA Classroom 10Mos	\$61,853	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.45	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	168-20
Prog Mgr Community Schools11	\$105,664	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8709	11-Month Community School Manager	0.7	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Chronic Absenteeism: Engage parents through regular communication, establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	168-21

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$110,664	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-22
4310 - Art Instructional Supplies	\$4,652	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-23
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	168-24
Library Technician	\$119,022	Measure G, Library Support	2205	Classified Support Salaries	8423	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas. Small focal groups to support students' differentiation needs in Math.	168-25



Title I, Part A School Parent and Family Engagement Policy

2023-2024

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Carl B. Munck Elementary School

Agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- On Back-to-School Night, teachers will present an overview of California Common Core State Subject-Content Standards and curriculum focus and materials used, progress-monitoring process, school-wide behavior zone expectations.
- Teachers will review and discuss academic achievement progress-growth/social emotional development during parent/teacher/student conferences

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Teachers will engage families as partners, through periodic classroom newsletters, emails, Class Dojo, ZOOM (virtual contact), which updates classroom learning goals, outcomes and activities.
- Leadership will coordinate family engagement activities, which include Family Literacy (Reading) Night and Science Night, California Common Core State Standards, Literacy and Math workshops.
- Community Partners, which includes the PTA and After School Program, will integrate school culture activities that will bring the school community together for learning celebrations and building school culture.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the rights of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Schedule a Title 1 meeting to discuss the intent and goals of the Title 1 Program for Carl B. Munck Elementary School

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Teachers will review and discuss academic achievement progress-growth/social emotional development during parent/teacher/student conferences
- Teachers will engage families as partners, through periodic classroom newsletters, emails, Class Dojo, and ZOOM (virtual contact), which updates classroom learning goals, outcomes and activities.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Through monthly newsletters, flyers, Parent Square, Class Dojo, PTA communique, and other technology to communicate and distribute information to parents.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parent Teacher (students) Association (PTA)
- Membership/Officers-PTA Board/Room Parents/Committee Volunteers
- PTA Sponsored Events

- School Site Council: Participate as elected member
- Volunteers
- Family Literacy & Science Nights
- After School Program Showcases (Winter/Spring)

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Parent/Student Publications: "Helping Children Learn" Monthly Newsletters
- Access to instructional software: Reading A-Z: RAZ Kids; Studies Weekly
- Distance Learning: Teachers' ZOOM synchronous/asynchronous instruction, Google Classrooms, SEESAW, Class Dojo

■ **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Active PTA partnership
- School Site Council
- Parent/teacher/student conferences

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Parents have opportunities to request scheduled formal meetings with teachers, principal, as well as, informal meetings at times that are mutually convenient.
- PTA General Meetings held in the evenings and by ZOOM (virtual meetings)

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Posting School Site Council Meetings notifications, which includes the agenda.
- Annual Title 1 Meeting Presentation

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Parents have opportunities to request scheduled formal meetings with teachers, principal, as well as, informal meetings at times that are mutually convenient.
- PTA General Meetings held in the evenings and by ZOOM (virtual meetings)
- Establishment of the School Site Council and Site English Language Learner Subcommittee
- Active PTA partnership
- School Site Council
- Parent/teacher/student conferences
- Actively provide translation support, as needed, including use of translation technology tools. (Google Translate)

The school provides support for parent and family engagement activities requested by parents by:

- PTA Parent Engagement Surveys

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- After School Program Agency: Winter Showcase & Spring Showcase Programs

- Oakland Promise: K2College

Adoption

This policy was adopted by the Carl B. Munck Elementary School on September 6, 2023, and will be in effect for the period of September 6, 2023, through August 31, 2024.

The school will distribute this policy to all parents on or before September 8, 2023.

Denise J Burroughs
Name of Principal

Denise J. Burroughs
Signature of Principal

9/6/2023
Date



School-Parent Compact

Carl B. Munck Elementary School

2023-2024

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2023-2024 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
- 4) Provide parents reasonable access to staff.**
 - **Encourage parents to visit the school to get a better idea of their child's learning experience.**
 - **We will welcome and treat you with respect as a partner in your child's education.**
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- I will send my child to school on time every day
- I will ensure my child gets adequate sleep and has a healthy diet.
- 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.
- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- I will read to my child or have my child read for at least 20 minutes every day.
- I will limit the amount of time my child watches television or plays video games to no more than 1 hour per day.

Student Responsibilities

I agree to carry out the following responsibilities to the best of my ability:

- Get to class on time every day.
- I will come to school ready to learn.
- I will follow school positive behavior zones expectations, always be respectful, be responsible and be safe.
- I will not use inappropriate language.
- I will not take part in bullying, including cyber-bullying.
- I will respect the cultural diversity of others.
- 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.

This Compact was adopted by **Carl B. Munck Elementary School** on September 6, 2023, and will be in effect for the period of August 31, 2023 through August 31, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 8, 2023.

Denise J. Burroughs

Denise J. Burroughs, Principal

9/6/2023



Carl B. Munck ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Susan Juarez
Vice Chairperson:	Faustena Byrd-Linarez
Secretary:	Rene' Mastin

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Denise Burroughs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bridgette Lott*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Faustena Byrd-Linarez*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rene' Mastin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Susan Juarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Laurie Burrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Carl Pezold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Seghen Maascio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Virtually on the 4th Tuesday at 4:30 pm of Each Month
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SSC Legal Requirements (EC Sections 65000-65001):

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

