

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

October 28, 2015

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Susana Ramirez Director, Office of Accountability Partners

**Re:** 2015 - 2016 Single Plan for Student Achievement (SPSA)

File ID Number: 15-1872  
Introduction Date: 10/14/15  
Enactment Number: 15-1540  
Enactment Date: 10/14/15  
By: O.S.

**Action Requested:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Carl B. 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 2015-2016 Single Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

**2015-2016 Single Plan for Student Achievement (SPSA)**

**School:** Carl B. Munck Elementary School  
**CDS Code:** 1612596001697  
**Principal:** Denise Burroughs  
**Date of this revision:** 6/10/2015

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

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

|                        |   |                          |                                 |
|------------------------|---|--------------------------|---------------------------------|
| <b>Contact Person:</b> | Denise Burroughs                        | <b>Position:</b>         | Principal                       |
| <b>Address:</b>        | 11900 Campus Drive<br>Oakland, CA 94619 | <b>Telephone Number:</b> | 510-531-4900                    |
|                        |   | <b>Email Address:</b>    | denise.burroughs@ousd.k12.ca.us |

*The District Governing Board approved this revision of the SPSA on:* 10/28/2015

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

School Site Name:

CARL B. MUNCK ELEMENTARY

Site Number: 168

X

Title I Schoolwide Program



Local Control Funding Formula (LCFF) Base Grant



School Improvement Grant (SIG)

Title I Targeted Assistance Program



LCFF Supplemental Grant



21st Century

X

After School Education & Safety Program (ASES)



LCFF Concentration Grant

Date(s) plan was approved: Tue., 5/19/15

Fliers in students' home languages



Announcement at a public meeting



Other (Notices and Media Announcements, etc.)

Denise J. Burroughs, Principal

Denise J. Burroughs, Principal

Signature

5-19-15  
Date

Kim Hyde, SSC Chair

Kim Hyde, SSC Chair

Signature

5-19-15  
Date

Sara Stone

Sara Stone, Deputy Superintendent, Network 1

Signature

9/21/15  
Date

Susana Ramirez

Susan Ramirez, Director, State & Federal Programs

Signature

9/20/15  
Date

School Site Name: CARL B. MUNCK ELEMENTARY

Site Number: 168



**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)****School Site Name:** 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 Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

| Date       | Stakeholder Group     | Engagement Description   |
|------------|-----------------------|--|
| 10/20/2014 | SSC                   | Shared rationale and overview of Focused Annual Plan.  |
| 11/1/2014  | Students grades 6-7-8 | Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices. |

**TO BE COMPLETED:**

| Date       | Stakeholder Group | Engagement Description   |
|------------|-------------------|--|
| 12/9/2014  | ILT               | OUSD Budget Engagement/SPSA Timeline   |
| 12/18/2014 | Parent/Community  | Held a Community Budgeting Engagement Meeting                                      |
| 1/12/2015  | Faculty           | 2015-16 Budget Development Consultancy aligned to CBMunck "Big Rocks Annual Plan". |
| 1/13/2015  | ILT               | SPSA Guided by "Big Rocks Plan"  |
| 1/13/2015  | SSC               | Reviewed and discussed SPSA for 2015-16.   |
| 1/20/2015  | SSC               | Reviewed and discussed SPSA for 2015-2016  |
| 2/24/2015  | SSC               | Reviewed and discussed SPSA for 2015-2016  |
| 4/16/2015  | ILT               | 2015-2016 SPSA for input and recommendations.                                      |
| 4/21/2015  | SSC               | Reviewed and discussed SPSA for 2015-2016  |
| 5/19/2015  | SSC               | Reviewed and approved SPSA for 2015-2016   |

**2015-2016 Final Budget****Programs Included in This Plan**

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

| <b>State Programs</b>  | <b>Projected Budget</b> | <b>Final Budget</b> |
|--|-------------------------|---------------------|
| Local Control Funding Formula Base Grant<br>... <b>General Purpose Base #0000</b>        | \$8,865.00              | TBD                 |
| Local Control Funding Formula Supplemental Grant<br>... <b>LCFF Supplemental #0002</b>   | \$98,526.14             | TBD                 |
| Local Control Funding Formula Concentration Grant<br>... <b>LCFF Concentration #0003</b> | \$0.00                  | TBD                 |
| After School Education and Safety Program (FTE Only)<br>... <b>ASES #6010</b>            | \$96,879.17             | TBD                 |
| <b>TOTAL:</b>  | <b>\$204,270.31</b>     | <b>\$0.00</b>       |

| <b>Federal Programs</b>  | <b>Projected Budget</b> | <b>Final Budget</b> |
|--|-------------------------|---------------------|
| Title I, Part A: School-wide Program<br>... <b>Title I Resource #3010</b>                | \$44,557.03             | TBD                 |
| Title I, Part A: Targeted Assistance Program<br>... <b>Title I Resource #3010</b>        | \$1,112.52              | TBD                 |
| School Improvement Grant<br>... <b>SIG Resource #3180</b>                                | \$0.00                  | TBD                 |
| 21st Century Community Learning Centers (FTE only)<br>... <b>Title IV Resource #4124</b> | \$0.00                  | TBD                 |
| <b>TOTAL:</b>  | <b>\$45,669.55</b>      | <b>\$0.00</b>       |

## MAJOR IMPROVEMENT PRIORITIES

### MAJOR IMPROVEMENT PRIORITY #1: Balanced Literacy & Mathematics/STEM

*LCAP strategic priorities addressed by this Major Improvement Priority:*

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

### STUDENT GOAL(S) for Improvement Priority #1:

- Main Goal: By June 2016, all Kindergarten students will grow to Level D Instructional level, and first grade students will grow to Level K Instructional level, as measured by F&P Benchmark Assessment System.
- Related Goal: By June 2016, all second through fifth grade students will grow by 1.5 lexile reading score as measured by SRI & F&P Benchmark Assessment System.
- Related Goal: By June 2016, all students will meet end of year grade level proficiency on Math Common Core State Standards, as measured by the summative, District Benchmark Assessments and SBAC.
- Related Goal: By June 2016, all students third through fifth grade students will meet end-of-year grade level proficiency on Science Common Core State Standards, as measured by the summative, District SIRA Benchmark Assessments.

### STUDENT GOAL TARGET(S) for Improvement Priority #1:

| <i>Indicators for Student Goal(s)</i> | <i>Indicator Description</i>   | <i>Fall 2014 Baseline</i> | <i>2014-15 Target</i> | <i>2015-16 Target</i> |
|---------------------------------------|--|---------------------------|-----------------------|-----------------------|
| Fountas & Pinnell                     | F&P Running Records: All kindergarten students will grow to Level D instructional level, and first grade students will grow to Level K instructional level, as measured by F&P Benchmark Assessment System. 100% of K-5 students will make at least 1-1.5 lexile level growth. | n/a                       | 100%                  | 100%                  |
| SRI                                   | Scholastic Reading Inventory: All second through fifth grade students will grow by 1.5 lexile reading score as measured by SRI assessments.  | n/a                       | 100%                  | 100%                  |



|                            |  |     |     |     |
|----------------------------|--|-----|-----|-----|
| SBAC Math proficiency rate | 100% of all students will meet end of year grade level proficiency on Math Common Core State Standards, as measured by the summative, District Benchmark Assessments and SBAC.                           | n/a | 80% | 85% |
| Other: SIRA                | All students third through fifth grade students will meet end of year grade level proficiency on Science Common Core State Standards, as measured by the summative, District SIRA Benchmark Assessments. | n/a | 80% | 85% |

#### DATA ANALYSIS for Improvement Priority #1:

| Performance Strengths   | Performance Challenges  |
|---|---|
| 27% of all students enrolled in Reading Acceleration have made significant progress toward targeted growth representing a +21 average scale score gain.       | 4 of the 5-2nd grade students that were assessed on i-ready during the 11/1/14-12/31/14 window experienced negative growth in overall scale score.          |
| 40% of 3rd grade students enrolled in Reading Acceleration have made significant progress toward targeted growth representing a +33 average scale score gain. | As compared to other grades, 3rd grade students, only 18%, (7 of 38) scored Below on the Fall 2014 Fountas & Pinnell reading/running record assessment.     |
| 33% of 4th grade students enrolled in Reading Acceleration have made significant progress toward targeted growth representing a +12 average scale score gain. | 28% of all 3rd grade students were African-American males that scored Above Benchmark on the Fall 2014 Fountas & Pinnell reading/running record assessment. |
| 72% of all 2nd grade students, scored Below on the Fall 2014 Fountas & Pinnell reading/running record assessment.   | 67% of ELLs in grades 2-5 assessed on the Fall 2014 Fountas & Pinnell reading/running record, scored Above Benchmark.                                       |
| 52% of all 4th grade students, scored Below on the Fall 2014 Fountas & Pinnell reading/running record assessment.   | 28% of African-American male students scored At/Above Proficiency on the March 2015 EOU math benchmark (Performance Task)                                   |
| 85% of Kindergarten students scored At/Above Proficiency on the March 2015 EOU math benchmark (Performance Task)  | 8% of 5th grade students scored At/Above Proficiency on the March 2015 EOU math benchmark (Performance Task)  |

#### ROOT CAUSE ANALYSIS for Improvement Priority #1:

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

I. Students are expected to be engaged in rigorous tasks that are complex and challenging which result in authentic learning and active engagement.

II. Students are to be engaged in daily authentic classroom discussions grounded in evidence and argument supported by effective questions and prompts to support their thinking and writing across content areas.

III. Balanced literacy structures are expected to be executed with students receiving explicit instruction (mini-lessons), text at their Instructional level and opportunities provided for reading at Independent level.

IV: All students don't get the same, high-quality Balanced Literacy instruction. Teachers are struggling with the transition to the CCSS and to the specific planning requirements of Balanced Literacy (mini-lessons; Readers & Writers workshop). We have not differentiated our supports for teachers (literacy coach; grade-level planning time; observation & feedback) to implement high quality Readers Workshop.

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

- I. Instructional practices in 100% of Munck classrooms must consistently include rigorous, highly engaging teaching and learning strategies.
- II. Implementation of newly-adopted curriculum has created an additional need for increased teacher preparation, collaboration, and Professional Development in the areas of Balanced Literacy (Lucy Calkins), Fountas & Pinnell (reading/running records), Academic Discussion and higher-order reasoning strategies.
- III. Students need opportunity daily to work in small groups, where they will through productive struggle, academic discussions, peer feedback and teacher-guided scaffolds, meet CCSS Math, Science and ELA instructional targets.

**MAJOR IMPROVEMENT STRATEGY #1**

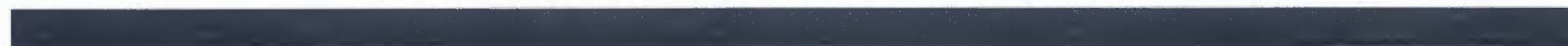
---

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



| <b><i>Teaching Practices:</i></b>  | <b><i>Leadership Practices:</i></b>  | <b><i>Organizational Practices:</i></b>   |
|--|--|---|
| <p>I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas.</p>  | <p>I. Instructional Leadership Team (Principal, TSA, Curriculum Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, to guide classroom instructional practices. Work with staff to define what common core aligned rigorous instruction looks like, sounds like, and produces from students. Create Four T's, Talk, Text, Time and Task monitoring tool, which will support common core aligned instructional feedback. Support teacher/staff professional development to build Caring School Community and Positive Behavior Intervention Program (PBIS) model with class meetings, buddy classes, and with consistent feedback and community support, to include, but not limited to training lessons and resources related to race, ethnicity, class, family structure, religion, physical, mental ability and gender.</p> | <p>I. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels) meet 1st and 3rd Wednesdays for collaboration, data into action, data-driven instructional planning across subject-content curriculum for integrated teaching and learning. 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.</p> |
| <p>II. Classroom instruction will include balanced literacy reading structures, reading, writing, and math workshops, mini-lessons, cloze readings, independent or small group practice, differentiated GATE instruction to accelerate student learning.</p> | <p>II. Principal and TSA will conduct bi-weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student-learning goals. Specific targeted feedback will include the noted components under teaching practices.</p>  | <p>II. Professional Learning Communities and supplemental teacher release time for Academic Conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.</p>   |

|  |  |  |
|--|--|--|
| <p>III. All teachers will administer reading records using Fountas &amp; Pinnell Reading Benchmark Assessment system. 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.</p> | <p>III. The instructional leadership team will continue to develop structure for celebrating best practices and students growth results. Celebrations examples could include: PA announcements; data link to school's website, which would include photos learning in action; School Message Announcements; bulletin boards and recognitions during the monthly performance awards assembly.</p> | <p>III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.</p> |
| <p>IV. All teachers will post daily learning objectives/"teaching points", and grade level Common Core State Standards and track each student's reading, writing, and math growth and meet with students (monthly) to set learning goals and targeted outcomes toward college and career readiness.</p>  | <p>IV. Principal and TSA will conduct bi-weekly informal observations and provide verbal and written feedback to support consistent, effective classroom structures that accelerate student achievement.</p>   |  |



|   |
|---|
| <b>MAJOR IMPROVEMENT PRIORITY #2:                      School Culture</b> |
|---|

*LCAP strategic priorities addressed by this Major Improvement Priority:*

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)



## STUDENT GOAL(S) for Improvement Priority #2

- Main Goal: All students will, 95% of the time, maintain and follow expected school culture norms, as outlined in the Home & School Compact and School Handbook.
- Related Goal: All students, families and community members daily will feel part of the school community through positive reciprocal relationships and interactions with school faculty and staff, as measured by the Carl B. Munck monitoring protocol developed the ILT and CHKS data.
- Related Goal: All students will be highly engaged in school and feel connected to an adult, with parents and community welcomed, as partners, in students' academic and social emotional learning development, as measured by the CHKS and informal walkthroughs and site visits feedback.
- Related Goal: All students who attend the after school program will develop holistically and be college and career ready based upon CHKS data in the areas of academic and social/emotional goals.

## STUDENT GOAL TARGET(S) for Improvement Priority #2

| <i>Indicators for Student Goal(s)</i>   | <i>Indicator Description</i>   | <i>Fall 2014 Baseline</i> | <i>2014-15 Target</i> | <i>2015-16 Target</i> |
|---|--|---------------------------|-----------------------|-----------------------|
| Suspension  | Reduce office referrals, suspension data by .2%  | 2.10%                     | 1.90%                 | 1%                    |
| Other: CHKS, Site Monitoring Protocol Tool  | Increase parent survey participation by:   | 49.70%                    | 40%                   | 45%                   |
| Other- CHKS, Site Monitoring Protocol Tool, Informal Instructional Walkthroughs & Site Visit Feedback                     | Reduced chronic absence rate by: 4.6%; Increase yes, some of the time and all of the time responses by 20% that students are happy to be at this school.   | 11.40%                    | 10.30%                | 5%; 20%               |
| Other SRI F&P SBAC Math & Literacy Proficiency Rate Average Daily Attendance  | Attendance(see above), students will have access to extended learning time which will provide project-based learning activities, homework assistance in partnership with parents, creative arts, information technology skills development and civic engagement. | see above                 | see above             | see above             |
| Other: Administrative Assistant support for SPSA monitoring, SSC compliance, Safety compliance, and other support duties. | Administrative Assistant support for SPSA monitoring, SSC compliance, Safety compliance, and other support duties. Applicable SPSA, SSC and SSC compliance requirements met by deadlines.  | n/a                       | n/a                   | n/a                   |



## DATA ANALYSIS for Improvement Priority #2

| Performance Strengths  | Performance Challenges   |
|--|--|
| 69% of students surveyed for the 2015 CHKS state that they are happy to be at this school.   | Based upon the 2015 CHKS, 10% of students feel they do not receive positive feedback when they have done a good job. |
| 80% of students surveyed for the 2015 CHKS state that they feel part of the Carl Munck school community.   | 38% of students feel they do not help make class rules or choose things to do at school.                             |
| 92% of students surveyed for the 2015 CHKS state that they are planning to attend college after high school.   |  |
| 67% of students surveyed for the 2015 CHKS state that they feel safe at school.  |  |
| 60% of students report that Munck teachers and other grown-ups care about them most or all of the time. 33% of students report that as some of the time. |  |
| 91% of students believe that teachers and other adults believe that they can do a good job.  |  |

## ROOT CAUSE ANALYSIS for Improvement Priority #2

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

- I. All students must clearly understand or follow expected school culture norms with consistency.
- II. All students, and their families must feel part of the school community through positive reciprocal relationship and interactions with school faculty and staff.
- III. All students and their families must consistently feel welcomed as equal "partners" within the Carl B. Munck community.

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

1. School-wide consistent implementation/modeling of behavior expectations, which include preventative measures to minimize behavior antecedents. Adults must consistently model expected student behaviors through example.
2. Continued development of the school culture and climate committee and ILT engagement needed, which will provide avenue for steps to ensure all students, families and community members have equitable access.

## MAJOR IMPROVEMENT STRATEGY #2

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

| <b><i>Teaching Practices:</i></b>   | <b><i>Leadership Practices:</i></b>   | <b><i>Organizational Practices:</i></b>   |
|---|---|---|
| I. All teachers/staff/ASP staff will model school culture expectations with the positive behaviors expected from students   | I. Instructional Leadership Team will determine a monitoring protocol for surfacing climate and culture data for self-monitoring, strengths and/or challenging evidence.  | I. All faculty/staff/ASP and SSC will analyze the climate and cultural data to determine actions needed for growth, or celebrations.  |
| II. Through Caring Schools Community tools and other similar responsive classroom strategies, teachers/staff/ASP staff facilitate students building their capacity to meet expected school culture norms and positive behaviors.  | II. Principal will monitor data collected through campus and classroom walkthroughs, provide feedback, as applicable, which resulted from the walkthrough evidence collected in the monitoring protocol. Provide professional development on positive classroom management strategies and culturally responsive pedagogy, to support teachers use of pre-referral strategies. | II. Restorative Justice circles and other positive assertive discipline support used with fidelity, as preventive tools to reduce students' loss of instructional time in classrooms.   |
| III. Refer to and use identified pre-referral best practices which include Restorative Justice strategies to reduce punitive actions intended to change students' behaviors.  | III. Principal and TSA will conduct weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student learning goals. Specific targeted feedback will include the noted components under teaching practices.  | III. Recognitions for meeting school culture norm expectations and academic growth will be recognized at the monthly Performance Awards Assembly.   |
| IV. Engage families as partners, through periodic classroom newsletters, emails, and classroom web pages or blogs, which updates classroom learning goals, outcomes, and activities. Kinder transition orientation for incoming TK/K's and their parents, so they begin to make connections with school culture and climate and become familiar with the K-5 school environment and classrooms. | IV. Faculty-Staff Bulletin will reflect updates on school culture strengths and/or challenges. Collaborate with kindergarten teachers to develop action plan for the TK/K's parent/student orientation.   | IV. Learning for Life After School Program, PTA, Dad's Club, 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, pre-k students, who attend the CDC, are invited to participate in varied events at the TK/K-5 site, so students have opportunity to become familiar with that school-level environment. |



**MAJOR IMPROVEMENT PRIORITY #3: Attendance**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #3**

- 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.
- 95% of all students will maintain timely arrival at school to reduce tardiness of 30 plus minutes.

**STUDENT GOAL TARGET(S) for Improvement Priority #3**

| <i>Indicators for Student Goal(s)</i> | <i>Indicator Description</i>  | <i>Fall 2014 Baseline</i> | <i>2014-15 Target</i> | <i>2015-16 Target</i> |
|---------------------------------------|---|---------------------------|-----------------------|-----------------------|
| Average Daily Attendance              | 95% of students maintain positive daily attendance                  | 93%                       | 95%                   | 95%                   |
| Chronic Absence                       | Reduce chronic absence percentage by 10% to maintain at 5% or less. | 11.40%                    | 10.30%                | 10%                   |

**DATA ANALYSIS for Improvement Priority #3**

| <b>Performance Strengths</b>   | <b>Performance Challenges</b>  |
|--|--|
| 156 of 277 students, or 56.3%, of all students attended school 95% of the time, (Satisfactory Attendance). | In the 2014-2015 school year, 12% of all African-American male students had chronic absence (10% or more)            |
| The Carl Munck ADA rate for the 2014-2015 school year is .6% below the 95% districtwide goal.              | In the 2014-2015 school year, 14.8% of 277 students (41 students) had chronic absence (10% or more of school days)   |
| 6 of 33, or 18% of students with disabilities had Chronic Absences between August 2014 and May 2015.       | August 2014-May 2015, 22 of 177 (12.4%) African-American students had Chronic Absence of 10% or more of school days. |



Carl Munck's rate for Severe Chronic Absence is .7% compared to the OUSD overall rate of 2%.

### ROOT CAUSE ANALYSIS for Improvement Priority #3

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

- I. High levels of student attendance are achieved when students are expected to be engaged in rigorous tasks that are complex and challenging which result in authentic learning, project-based or thematic learning, active school and classroom engagement.
- II. Consistent delivery of Balanced Literacy and Common Core State Standards Instructional Practices and delivery.

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

- I. High engagement strategies must be consistently implemented in all classrooms, and some students struggle to remain motivated to learn.
- II. Some students struggle to remain motivated to learn. This may adversely impact students' desire to attend school.
- III. Parents/Guardians ensure students attend school daily and on time even when traveling from areas outside of the Munck boundaries.

### MAJOR IMPROVEMENT STRATEGY #3

**Parents/Guardians will ensure students attend school daily and on time. Teachers/staff will intentionally build positive relationships with students, ensure rigor and highly engaged instruction, which will include project-based or thematic learning, so that all students feel welcomed and a part of the classroom and school-wide community and are excited about learning.**

| <b><i>Teaching Practices:</i></b>   | <b><i>Leadership Practices:</i></b>  | <b><i>Organizational Practices:</i></b>  |
|---|--|--|
| I. Teachers/staff will intentionally build positive relationships with students, ensure rigor and highly engaged instruction so that all students feel welcomed and a 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.  | I. Students with improved, good and perfect attendance will be recognized at the monthly performance awards assembly.  |
| II. Teachers will make contact with students/families to inquire about the well-being of students who miss school.  | II. Principal will coordinate and guide the COST and SART, which includes members of the Attendance Team, to meet with parents of chronically absent students. | II. A bulletin board in the main hallway will provide an ongoing visual representation of attendance data and students who meet the awards criteria noted above. |

|  |  |   |
|--|--|---|
|  | III. Principal and TSA will conduct weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student learning goals. Specific targeted feedback will include the noted components under teaching practices. | III. Attendance Clerk will call home to verify and/or ascertain why a student is absent. Attendance Clerk will prepare relevant SART and Tardy letters for meeting notification to parents and for reminders about tardiness. |
|  |  | IV. COST, SST, and SART meetings will be held, as necessary, bi-weekly to discuss applicable students' attendance, academic and social and emotional concerns.  |

### Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

#### Title I Centralized Services

| Centralized Services      | Title I Projected Allocation |
|---------------------------|------------------------------|
| Professional Development  | \$745,469                    |
| Early Childhood Education | \$1,964,450                  |
| Mental Health Services    | \$175,000                    |
| Literacy                  | \$800,000                    |
| Summer School             | \$400,000                    |

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children



| <b>School:</b> Carl B. Munck Elementary School  |                                       |                             |                            |                   |             |                |     |     |               |                      |   |                                     |
|---|---------------------------------------|-----------------------------|----------------------------|-------------------|-------------|----------------|-----|-----|---------------|----------------------|---|-------------------------------------|
| <b>BUDGET ACTIONS &amp; FUNDING:</b> IMPROVEMENT PRIORITY #1 (Balanced Literacy & Mathematics/STEM)   |                                       |                             |                            |                   |             |                |     |     |               |                      | <a href="#">Click here for the full list of LCAP strategies</a> |                                     |
| Key Practice  | School Goal Indicator                 | Targeted LCAP Student Group | Budget Action              | Budget Resource   | Object Code | Position Title | UPC | FTE | Budget Amount | Budget Action Number | Title I Schoolwide Action?                                      | Associated LCAP Strategy            |
| I. All teachers will design and implement, rigorous and engaging lessons across subject-content areas.  | SBAC Math proficiency rate            | Low-Income Students         |                            |                   |             |                |     |     |               | 168-1A               | Targeted Approaches   |                                     |
| II. Classroom instruction will include balanced literacy reading structures, reading, writing, and math workshops, mini-lessons, cloze readings, independent or small group practice, differentiated GATE instruction to accelerate student learning.   | SBAC Math proficiency rate            | Low-Income Students         | Books other than textbooks | Title I Basic     | 4200        | n/a            | n/a | n/a | \$3,652.53    | 168-1B               | Targeted Approaches   | A2.1: Implementation of CCSS & NGSS |
| III. All teachers will administer reading records using Fountas & Pinnell Reading Benchmark Assessment system. 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. | SRI/F&P                               | Low-Income Students         | Books other than textbooks | LCFF Supplemental | 4200        | n/a            | n/a | n/a | \$1,413.42    | 168-1C               | Targeted Approaches   | A2.1: Implementation of CCSS & NGSS |
| IV. All teachers will post daily learning objectives/"teaching points", and grade level Common Core State Standards and track each student's reading, writing, and math growth and meet with students (monthly) to set learning goals and targeted outcomes toward college and career readiness.  | Other: SRI/F&P, SBAC Math Proficiency | Foster Youth                |                            |                   |             |                |     |     |               | 168-1D               | Targeted Approaches   |                                     |



|   |  |                     |  |                   |      |                               |     |     |               |        |                     |                                     |
|---|--|---------------------|--|-------------------|------|-------------------------------|-----|-----|---------------|--------|---------------------|-------------------------------------|
| I. Instructional Leadership Team (Principal, TSA, Curriculum Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, to guide classroom instructional practices. Work with staff to define what common core aligned rigorous instruction looks like, sounds like, and produces from students. Create Four T's, Talk, Text, Time and Task monitoring tool, which will support common core aligned instructional feedback. Support teacher/staff professional development to build Caring School Community and Positive Behavior Intervention Program (PBIS) model with class meetings, buddy classes, and with consistent feedback and community support, to include, but not limited to training lessons and resources related to race, ethnicity, class, family structure, religion, physical, mental ability and gender. | SRI/F&P                                    | Low-Income Students | Teacher salaries stipends, includes benefits | Title I Basic     | 1120 | n/a                           | n/a | n/a | \$10,413.42   | 168-1E | Teacher PD          | A2.1: Implementation of CCSS & NGSS |
| II. Principal and TSA will conduct bi-weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student-learning goals. Specific targeted feedback will include the noted components under teaching practices.  | Other: SRI/F&P, SBAC Math Proficiency Rate | Low-Income Students | TSA Salary includes Benefits                 | LCFF Supplemental | 1119 | Teacher on Special Assignment | n/a | 0.5 | \$47,284.39   | 168-1F |                     | A2.1: Implementation of CCSS & NGSS |
| III. The instructional leadership team will continue to develop structure for celebrating best practices and students growth results. Celebrations examples could include: PA announcements; data link to school's website, which would include photos learning in action; School Message Announcements; bulletin boards and recognitions during the monthly performance awards assembly.   | SRI/F&P                                    | Low-Income Students | Teacher salaries stipends                    | Title I Basic     | 1120 | n/a                           | n/a | n/a | See #1 above) | 168-1G | Targeted Approaches |                                     |
| IV. Principal and TSA will conduct bi-weekly informal observations and provide verbal and written feedback to support consistent, effective classroom structures that accelerate student achievement.   | SRI/F&P                                    | Low-Income Students | TSA Salary                                   | LCFF Supplemental | 4399 | Teacher on Special Assignment | n/a | n/a | \$3,714.48    | 168-1H |                     | A2.1: Implementation of CCSS & NGSS |

|  |  |                           |   |                               |      |                  |     |      |             |        |            |  |
|--|--|---------------------------|---|-------------------------------|------|------------------|-----|------|-------------|--------|------------|--|
| I. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels) meet 1st and 3rd Wednesdays for collaboration, data into action, data-driven instructional planning across subject-content curriculum for integrated teaching and learning. 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. | Fountas & Pinnell                              | Low-Income Students       |   |                               |      |                  |     |      |             | 168-1I | Teacher PD |  |
| II. Professional Learning Communities and supplemental teacher release time for Academic Conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations.   | Other: SRI, F&P, SBAC Math Proficiency Rate    | African American Students | Teacher substitute release time for academic conferences/instructional planning collaboration | LCFF Supplemental             | 1150 | n/a              | na/ | n/a  | \$3,990.00  | 168-1J | Teacher PD | A2.1: Implementation of CCSS & NGSS        |
| III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.  | Other: SRI/F&P SBAC Math Proficiency Rate      | English Language Learners | Instructional Technology/Academic Acceleration Teacher  | LCFF Supplemental             | 1105 | Teacher Salaries | n/a | 0.35 | \$14,272.64 | 168-1K |            | A2.1: Implementation of CCSS & NGSS        |
| III. Media Instructional Technology 1x/week for 50 minutes instructional block provides students access to additional reading and math applications and academic acceleration (small group) to extend and support their learning.  | Other: SRI/F&P SBAC Math Proficiency Rate      | African American Students | Instructional Technology/Academic Acceleration Teacher  | General Purpose Discretionary | 4399 | Teacher Salaries | n/a | n/a  | \$2,366.10  | 168-1L |            | A2.1: Implementation of CCSS & NGSS        |
| IV. Instructional Technology: Updated Computer Equipment   | SRI/F&P  | Low-Income Students       | Computer Purchase   | LCFF Supplemental             | 4420 | n/a              | n/a | n/a  | \$4,000.00  | 168-1M |            | A2.1: Implementation of CCSS & NGSS        |
| V. Availability of equipment for instructional materials   | Other: SRI/F&P SBAC Math Proficiency Rate SIRA | Low-Income Students       | Maintain copy equipment   | General Purpose Discretionary | 5610 | n/a              | n/a | n/a  | \$3,000.00  | 168-1N |            | A2.1: Implementation of CCSS & NGSS        |
| VI. Supplies & Materials for instructional support   | SRI/F&P  | Low-Income Students       | Supplies & Materials for instructional support  | LCFF Supplemental             | 4310 | n/a              | n/a | n/a  | \$8,851.21  | 168-1O |            | A2.3: Standards-Aligned Learning Materials |

|  |   |                        |  |               |      |     |     |     |          |        |                     |  |
|--|---|------------------------|--|---------------|------|-----|-----|-----|----------|--------|---------------------|--|
| Vi. Supplies & Materials for instructional support | Other: SRI/F&P<br>SBAC Math<br>Proficiency Rate<br>SIRA | Low-Income<br>Students | Supplies & Materials for instructional support | Title I Basic | 4310 | n/a | n/a | n/a | \$175.08 | 168-1P | Targeted Approaches | A2.3: Standards-Aligned Learning Materials |
|--|---|------------------------|--|---------------|------|-----|-----|-----|----------|--------|---------------------|--|

| BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (School Culture)  |   |                             |                            |                               |             |                |     |     |               |                      |                            |   |
|---|---|-----------------------------|----------------------------|-------------------------------|-------------|----------------|-----|-----|---------------|----------------------|----------------------------|---|
| Key Practice  | School Goal Indicator   | Targeted LCAP Student Group | Budget Action              | Budget Resource               | Object Code | Position Title | UPC | FTE | Budget Amount | Budget Action Number | Title I Schoolwide Action? | Associated LCAP Strategy                  |
| I. All teachers/staff/ASP staff will model school culture expectations with the positive behaviors expected from students   | Other: CHKS, Site Monitoring Protocol Tool  | African American Students   |                            |                               |             |                |     |     |               | 168-2A               |                            |   |
| II. Through Caring Schools Community tools and other similar responsive classroom strategies, teachers/staff/ASP staff facilitate students building their capacity to meet expected school culture norms and positive behaviors.  | Other: CHKS, Site Monitoring Protocol Tool  | Low-Income Students         |                            |                               |             |                |     |     |               | 168-2B               |                            |   |
| III. Refer to and use identified pre-referral best practices which include Restorative Justice strategies to reduce punitive actions intended to change students' behaviors.  | Other- CHKS, Site Monitoring Protocol Tool, Informal Instructional Walkthroughs & Site Visit Feedback                     | Low-Income Students         |                            |                               |             |                |     |     |               | 168-2C               |                            |   |
| IV. Engage families as partners, through periodic classroom newsletters, emails, and classroom web pages or blogs, which updates classroom learning goals, outcomes, and activities. Kinder transition orientation for incoming Tk/K's and their parents, so they begin to make connections with school culture and climate and become familiar with the K-5 school environment and classrooms. | Other: CHKS, Site Monitoring Protocol Tool  | Latino Students             |                            |                               |             |                |     |     |               | 168-2D               | K Transition               |   |
| V. Administrative Assistant support for SPSA monitoring, SSC compliance, Safety compliance, and other support duties.   | Other: Administrative Assistant support for SPSA monitoring, SSC compliance, Safety compliance, and other support duties. | Low-Income Students         | Clerical Salaries Stipends | General Purpose Discretionary | 2420        | n/a            | n/a | n/a | \$3,498.90    | 168-2E               |                            | A2.9: Targeted School Improvement Support |



[illegible]

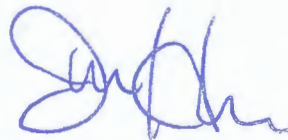
|   |   |                     |                         |  |      |     |     |     |             |        |                        |   |
|---|---|---------------------|-------------------------|--|------|-----|-----|-----|-------------|--------|------------------------|---|
| III. Recognitions for meeting school culture norm expectations and academic growth will be recognized at the monthly Performance Awards Assembly.   | Other: Administrative Assistant support for SPSA monitoring, SSC compliance, Safety compliance, and other support duties. | Low-Income Students |                         |  |      |     |     |     |             | 168-2L |                        |   |
| IV. Learning for Life After School Program, PTA, Dad's Club, 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, pre-k students, who attend the CDC, are invited to participate in varied events at the TK/K-5 site, so students have opportunity to become familiar with that school-level environment. | Other SRI F&P SBAC Math & Literacy Proficiency Rate Average Daily Attendance  | Low-Income Students | Extending Learning Time | After School Education & Safety (ASES) | 5825 | n/a | n/a | n/a | \$93,779.17 | 168-2M | Extended Learning Time | A1.6: After School Programs                             |
| V. Quality Support ASP Coach to support after school academic program alignment to students' learning goals.  | Other SRI F&P SBAC Math & Literacy Proficiency Rate Average Daily Attendance  | Low-Income Students | Extended Learning Time  | After School Education & Safety (ASES) | 1120 | n/a | n/a | n/a | \$3,100.00  | 168-2N | Extended Learning Time | A1.6: After School Programs                             |
| VI. 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. Provide parent academic newsletters through subscriptions, and continue to develop and build Caring School Community 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.  | Other SRI F&P SBAC Math & Literacy Proficiency Rate Average Daily Attendance  | Low-Income Students | Family Engagement       | Title I Parent                         | 4310 | n/a | n/a | n/a | \$1,112.52  | 168-2O | Family Engagement      | A3.3: Family Engagement focused on Literacy Development |



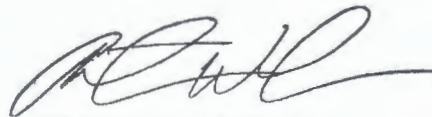
|   |   |                     |   |                   |      |     |     |     |             |        |                     |                                 |
|---|---|---------------------|---|-------------------|------|-----|-----|-----|-------------|--------|---------------------|---------------------------------|
| VII. School Psychologist to serve students with small group social skills development, coordinate, convene, and chair the COST/SST/504 meetings with principal, resource specialist general education teacher, parents and mental health interns. | Other- CHKS, Site Monitoring Protocol Tool, Informal Instructional Walkthroughs & Site Visit Feedback | Low-Income Students | COST/SST/504 Team convenes monthly, or as needed to support student referrals at the Tier III level, social skills development and other life challenges, i.e., major illness, family tragedy, emotional. | Title I Basic     | 5734 | n/a | n/a | 0.3 | \$30,316.00 | 168-2P | Targeted Approaches | A2.2: Social Emotional Learning |
| VIII. Use of mental health provider interns (2) to optimize the educational environment in support of academic achievement  | Other- CHKS, Site Monitoring Protocol Tool, Informal Instructional Walkthroughs & Site Visit Feedback | Low-Income Students | Purchase the services of mental health interns for school year 2015-2016 (2)  | LCFF Supplemental | 5739 | n/a | n/a | n/a | \$15,000.00 | 168-2Q |                     | A2.2: Social Emotional Learning |

| Key Practice   | School Goal Indicator    | Targeted LCAP Student Group | Budget Action | Budget Resource | Object Code | Position Title | UPC | FTE | Budget Amount | Budget Action Number | Title I Schoolwide Action? | Associated LCAP Strategy |
|--|--------------------------|-----------------------------|---------------|-----------------|-------------|----------------|-----|-----|---------------|----------------------|----------------------------|--------------------------|
| I. Teachers/staff will intentionally build positive relationships with students, ensure rigor and highly engaged instruction so that all students feel welcomed and a part of the classroom and school-wide community and are excited about learning.                      | Average Daily Attendance | Low-Income Students         |               |                 |             |                |     |     |               | 168-3A               |                            |                          |
| II. Teachers will make contact with students/families to inquire about the well-being of students who miss school.   | Chronic Absence          | African American Students   |               |                 |             |                |     |     |               | 168-3B               |                            |                          |
| I. Principal, along with the Attendance Team members will analyze and monitor chronic absence data.  | Chronic Absence          | African American Students   |               |                 |             |                |     |     |               | 168-3C               |                            |                          |
| II. Principal will coordinate and guide the COST and SART, which includes members of the Attendance Team, to meet with parents of chronically absent students.   | Chronic Absence          | African American Students   |               |                 |             |                |     |     |               | 168-3D               |                            |                          |
| 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. | Average Daily Attendance | Low-Income Students         |               |                 |             |                |     |     |               | 168-3E               |                            |                          |

|   |                          |                           |  |  |  |  |  |  |  |        |  |  |
|---|--------------------------|---------------------------|--|--|--|--|--|--|--|--------|--|--|
| I. Students with improved, good and perfect attendance will be recognized at the monthly performance awards assembly.   | Average Daily Attendance | Low-Income Students       |  |  |  |  |  |  |  | 168-3F |  |  |
| II. A bulletin board in the main hallway will provide an ongoing visual representation of attendance data and students who meet the awards criteria noted above.  | Average Daily Attendance | Low-Income Students       |  |  |  |  |  |  |  | 168-3G |  |  |
| III. Attendance Clerk will call home to verify and/or ascertain why a student is absent. Attendance Clerk will prepare relevant SART and Tardy letters for meeting notification to parents and for reminders about tardiness. | Average Daily Attendance | Low-Income Students       |  |  |  |  |  |  |  | 168-3H |  |  |
| IV. COST, SST, and SART meetings will be held, as necessary, bi-weekly to discuss applicable students' attendance, academic and social and emotional concerns.  | Chronic Absence          | African American Students |  |  |  |  |  |  |  | 168-3I |  |  |



**James Harris**  
President, Board of Education



**Antwan Wilson**  
Secretary, Board of Education



## **Carl Munck Elementary School School Parental Involvement Policy**

### **Part 1 General Expectations**

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

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

1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
  - That parents play an integral role in assisting their child's learning
  - That parents are encouraged to be actively involved in their child's education at school
  - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
  - The carrying out of other activities, such as those described in section 1118 of the Elementary Secondary Education Act (ESEA).

- 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**

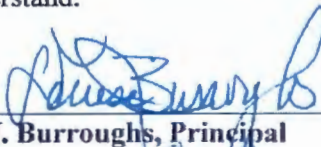
Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

- 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

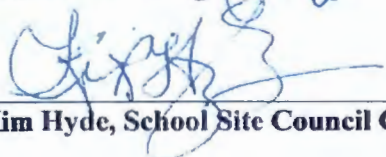
### **Part 4 Adoption**

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 October 28, 2014, 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 1, 2014. It will be made available upon request to the local community on or before November 1, 2014. The Carl B. Munck's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

  
\_\_\_\_\_  
Denise J. Burroughs, Principal

10-28-14  
(Date)

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

10-28-14  
(Date)

## Carl B. Munck Elementary School Home and School Compact

### District and Site Staff Pledge

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

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

**Teacher:** \_\_\_\_\_

### Parent Pledge

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

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

**Parent:** \_\_\_\_\_

### Student Pledge

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

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

**Student:** \_\_\_\_\_



## School Site Council Membership Roster – Elementary

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

**School Year:** 2014-15

|  |   |
|--|---|
| <b>Chairperson :</b><br>Kim Hyde         | <b>Vice Chairperson:</b><br>Nancy Ottobre |
| <b>Secretary:</b><br>Rene M. Mastin      | <b>*LCAP Parent Advisory Nominee:</b>     |
| <b>*LCAP EL Parent Advisory Nominee:</b> | <b>*LCAP Student Nominee:</b>             |

Place "X" in Appropriate Members Column

| Member's Name    | Principal | Classroom Teacher | Other Staff | Parent/Comm. |
|------------------|-----------|-------------------|-------------|--------------|
| Denise Burroughs | X         |                   |             |              |
| Karen Haynes     |           |                   | X           |              |
| Nancy Ottobre    |           | X                 |             |              |
| Rachelle Love    |           | X                 |             |              |
| Rene M. Mastin   |           | X                 |             |              |
| Kim Hyde         |           |                   |             | X            |
| Anna McGehee     |           |                   |             | X            |
| Tara Miller      |           |                   |             | X            |
| Kim Houston      |           |                   |             | X            |
| Sharon Rhone     |           |                   |             | X            |
|                  |           |                   |             |              |
|                  |           |                   |             |              |

|   |  |
|---|--|
| <b>Meeting Schedule</b><br>(day/month/time) | 4th Tuesday of each month unless council determines otherwise. |
|---|--|

### SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.

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

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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.