

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Carl Munck Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Carl Munck Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Carl Munck Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Carl Munck Elementary

6001697

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Carl B. Munck Elementary School is a diverse learning community located in the Oakland Hills. Currently an Arts Anchor School, this grant supports our students' natural creative talents, which led to the creation and completion of three school-wide murals, and provides various performing arts opportunities throughout the school year. We offer on-site library services, technology media center, a dedicated math technology lab, physical education, art instruction, instrumental music (4th-5th grades, with song flutes for 3rd graders), chess club, debate club, and a wealth of other cultural activities. An active Parent Teachers Association (PTA) and Dad's Club aligns itself with the school's vision to provide fundraisers, programs and activities such as the Annual Walk-a-thon, fall harvest dance, cookie dough fundraiser, See's candy sales, Valentine's Dinner Dance, Silent Auction, school production, Multi-cultural Night, and Family Fun Day. The PTA coordinates room parents, supports the after school Chess Club, and Dragon Store, a store organized to provide incentives for good citizenship, attendance and other related behaviors and maintains the school website. This organization provides the funding source for two part-time library assistants. AspiraNet S.T.R.I.D.E., an after school program closely aligned to the school day program, partially funded by 21st Century and OFCY grant funds, provides homework/tutoring assistance, computers, arts and crafts, choral music, gardening, martial arts and yoga, leadership, respect and responsibility, sports, physical education and other enrichment opportunities. Family Reading Nights, Mat/Science Nights are held in partnership with the AspiraNet S.T.R.I.D.E After School Program

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.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

* Principal, Instructional Leadership Team, Caring Schools Community (CSC) Leadership Team, TSA, Teachers/Staff PLC's, After School Program Coordinator, and School Site Council (SSC) will monitor and analyze benchmark/performance based assessment data, SRI, Process Writing Assessment (PWA), CSC Surveys, and California Healthy Kid's Survey, diagnostic data, iReady technology-based intervention program, other subject-content formative and summative assessment data to identify success indicators, adjust strategies to improve and/or challenge students' to accelerated learning outcomes. Timeline: Determined by assessment calendar, bi-weekly PLC's, monthly meetings *Professional Learning Community (PLC's) bi-weekly develop grade and vertical level articulation aligned to identified instructional focus to address essential benchmark standards/performance based assessments, and social skills needs for all students to achieve academic success. Adaptive instructional practices monitored to provide differentiation with focused adjustments for ELL's, AA and Latino males, GATE, and intervention.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

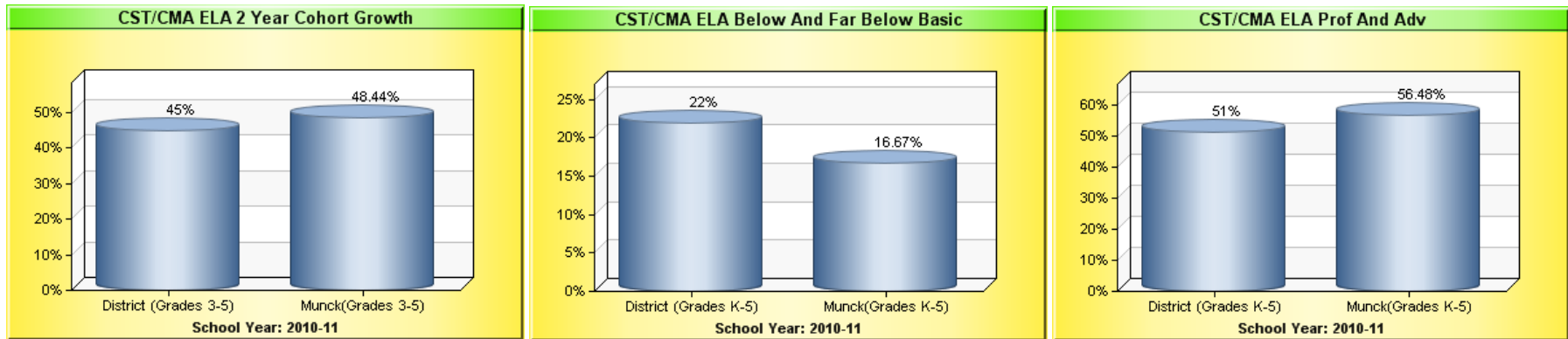
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- School-Wide ELA data indicated @ 2nd grade a decrease of 26% students at/or above benchmark, from the Benchmark 1 of 75% to Benchmark 2 of 49%.
- School-Wide ELA data indicated @ 3rd, 4th and 5th grades an increase of 27%, 7%, and 12%, respectively of students at/or above benchmark, from Benchmark 1 @34%, 43%, and 79% to Benchmark 2 @61%, 50%, 91%.

Data Analysis

- Instructional practices should incorporate more authentic writing to improve students' language mechanics, conventions and writing strategies skills set application.
- This school year, all grade levels participated in the Process Writing Assessment(PWA), utilized the instructional writing strategies provided through use of the PWA. In grade-level circuits, reviewed and scored students' work.
- Notably, instructional practices included increased use of writing tools, such as, vocabulary word maps, various story webs, modeled writing, and students engaged in writing beyond workbooks.
- Ongoing, daily use of PWA instructional writing strategies, school-wide instructional practices, use of sentence frames, paragraph models, grade-level and/or school-wide writing theme needed to continue developing students' writing capacity.
- Decrease workbook dependency, as majority instructional support tool, to use of class novels, literature circles, response to literature in writing and verbally, and focus on academic vocabulary development across subject-content.

Theory Action

- Provide all students, through integrated instructional units, access to Common Core Standards, which includes ELA integrated with major content areas, Social Studies, Math, and Science.
- Through a balanced approach to literacy, implement daily an instructional model, which focuses on academic vocabulary development, modeled, shared, and interactive reading/writing, guided writing through writing conferences (individual/small group)
- Students must master complex texts, understand the diverse literacy demand of different genres, and content areas, and navigate digital reading.
- As students move from learning to read, to reading to learn, they must be able to organize and apply their background knowledge, get information from text, and monitor and adjust their reading, as needed.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Focused PLC's used to												

plan thematic lessons aligned to Common Core Standards across and within grade level circuits. Teacher release time covered by substitutes to allow for collaborative PWA Scoring, District Assessments Analysis, Academic Conferences	School-wide instructional focus across and within grade level circuits	All Students	Monthly and aligned to District Assessment Calendar	Principal/TSA/Teachers	5/18/2012	168SQ11A1640	Substitute Release Time	7090-EIA - SCE	1154-TEACHERS SUBS FOR RELEASETIME		0	\$3,300.00
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level circuits. Teacher release time covered by substitutes to allow for collaborative PWA Scoring, District Assessments Analysis, Academic Conferences	School-wide instructional focus across and within grade level circuits	All Students	Monthly and aligned to District Assessment Calendar	Principal/TSA/Teachers	5/18/2012	168SQ11A1641	TSA monitor and support PLC/PD/Data Analysis	3010-Title I		T10TSA0240	0	\$0.00
Use SRI data to identify non-fictional leveled books	Students will have access to non-fictional leveled books for independent reading	All Students	Daily	Principal/Teachers	5/18/2012	168SQ11A1639	Promote classroom libraries that provide guided reading and independent-leveled reading through whole class novel reading, literature circles, small reading groups, student-led literature circles and book clubs. Purchase fiction/non-fictional leveled books	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$2,000.00
Tier I intervention support, where 80-90% of students receive support using multiple and flexible in-class groupings	Teachers implement with fidelity to ensure all students are able to navigate grade level curriculum	All Students	Daily	Principal/Teachers	5/18/2012	168SQ11A4753		N/A			0	\$0.00
Tier II Intervention Support to 5-10% students not succeeding at Tier 1 support	District Assessment, Formative Assessment, Teacher recommendation aligned to data analysis-observation-student work	FBB, BB	bi-weekly & monthly PLC	Principal/TSA/Teachers	5/18/2012	168SQ11A1642	Monitor/Coordinate and provide Tier II response to intervention structure for students-Small group support (30 minutes/2x per week) using research-based instructional practices and Reading A-Z materials. Meet monthly in PLC with classroom teachers, reading tutor, and instructional assistant to analyze intervention data, adjust Tier II groups. Coordinate PD schedule and identify related PD	3010-Title I		T10TSA0240	0.4	\$26,010.96

							opportunities for teachers and support staff to support Tier II intervention for students.						
Teachers' continuous learning is supported through use of regularly scheduled, structured professional development and professional learning communities (PLC's), Family Reading/Math/Science Night, through funding for extended contracts, which covers time needed beyond contractual hours.	Formative Assessments, District Assessments	All Students	Bi-monthly	Principal, Teachers	5/18/2012	168SQ11A1643	Provide for extended contracts to compensate hours beyond contractual hours	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS			0	\$5,200.00
RTI II Small Group Intervention for 5-10% students indicated by lack of growth at Tier I.	Formative Assessments, District Assessments, Teacher recommendation	FBB, BB	Bi-Weekly	Principal/TSA/Teachers	5/18/2012	168SQ11A1644	Learning for Life reading tutor to provide targeted intervention, in-school tutoring	7090-EIA - SCE	5825-CONSULTANTS			0	\$10,439.00
RTI II Small Group Intervention for 5-10% students indicated by lack of growth at Tier I.	Formative Assessments, District Assessments, Teacher recommendation	FBB, BB	Bi-Weekly	Principal/TSA/Teachers	5/18/2012	168SQ11A1645	Instructional Assistant to provide targeted Tier II small group intervention support and assist students, as needed, in classrooms.	7090-EIA - SCE		K12IA0106		0.4	\$19,727.03
RTI II Small Group Intervention for 5-10% students indicated by lack of growth at Tier I.	Formative Assessments, District Assessments, Teacher recommendation	FBB, BB	Bi-Weekly	Principal/TSA/Teachers	5/18/2012	168SQ11A1646	Instructional Assistant to provide targeted Tier II small group intervention support and assist students, as needed, in classrooms.	3010-Title I		K12IA0106		0.4	\$19,727.03
ELL Instructional support provided by classroom teacher and small group targeted ELD support.	CELDT, District Assessments, Formative Assessments	English Learners	Daily/4x-week	Principal/TSA/Teachers	5/18/2012	168SQ11A1647	ELD small group support provided 4x-week Learning for Life	7091-EIA - LEP	5825-CONSULTANTS			0	\$4,500.00
Use SRI data to identify non-fictional leveled books	Students will have access to non-fictional leveled books for independent reading	English Learners	Daily	Principal/Teachers	5/18/2012	168SQ11A1649	Purchase non-fictional leveled books	7091-EIA - LEP	4200-BOOKS-OTHER THAN TEXTBOOKS			0	\$600.00
Identify ELD instructional materials to support ELL	CELDT, District Assessments	English Learners	As needed through school year	Principal/TSA/Teachers	5/18/2012	168SQ11A1650	Purchase identified ELD instructional materials	7091-EIA - LEP	4310-SUPPLIES			0	\$770.36
Identify ELD instructional materials to support ELL	CELDT, District Assessments	English Learners	As identified through school year	Principal	5/18/2012	168SQ11A4752		N/A				0	\$0.00
Through technology, develop culturally responsive instructional strategies to support ELL's.	CELDT, District Assessments	English Learners	School Year 2012-2013	Principal	5/18/2012	168SQ11A1651	ELL technology instructional support as supplementary curriculum for ELD	7091-EIA - LEP	4420-Computer \$500-4,999			0	\$2,500.00
Classroom supplies and													

materials to support a balanced literacy program and literacy across the curriculum (Math, Science, Social Studies, Visual and Performance Art, Physical Education)	Instructional differentiation, culturally responsive strategies, rigorous strategies	All Students	School Year 2012-2013	Principal	5/18/2012	168SQI1A1652	Purchase classroom supplies and materials	7090-EIA - SCE	4310-SUPPLIES		0	\$4,732.68
Supplemental Equipment Maintenance for instructional use equipment	Instructional Equipment Access	All Students	School Year 2012-2013	Principal	5/18/2012	168SQI1A1653	Maintain equipment for instructional use	7090-EIA - SCE	5610-EQUIP MAINTENANCE AGREEMT		0	\$3,000.00
Classroom supplies and materials to support a balanced literacy program and literacy across the curriculum (Math, Science, Social Studies, Visual and Performance Art, Physical Education)	Instructional differentiation, culturally responsive strategies, rigorous strategies	All Students	School Year 2012-2013	Principal	5/18/2012	168SQI1A1660	Purchase classroom supplies and materials	3010-Title I	4310-SUPPLIES		0	\$149.24

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

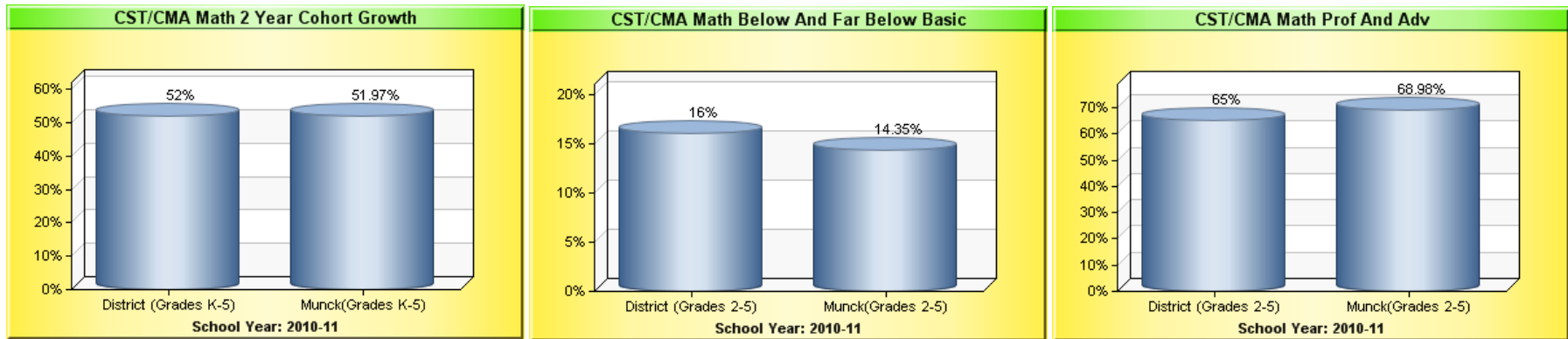
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

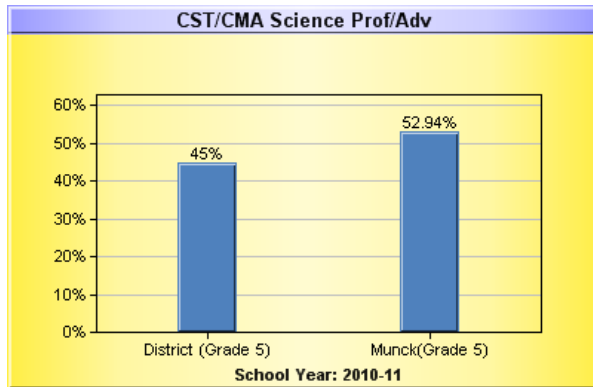
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- By comparison to CST Cohort Match data, students at/above benchmark on Math Benchmarks 1 & 2, average 56% to the CST Cohort average of 68%, for grade levels 3-5.
- At the 2nd grade level, students at/above benchmark on Math Benchmarks 1 & 2 averaged 61%. One class of students where the 1st Benchmark indicated 23% at/above benchmark, digressed to 14% on Benchmark 2.

Data Analysis

- Though five of eight classes reflected growth from Math Benchmark 1 to 2, as compared to the CST cohort data, Benchmark 1 scores were, on the average, -21% lower.
- At grade 2, standards N.S. 4.0 (Fractions & Decimals), N.S. 5.0 (Model & Solve Money Problems), & Alg. Func. 1.0 (Relationships to Create & Solve addition/subtraction problems) indicated instructional focus area needed.
- At grade 3, standards N.S.2.0 (Addition, Subtraction, multiplication, division), N.S. 3.0 (Relationship between whole numbers, fractions & decimals) indicated instructional focus needed.
- At grade 4, standards N.S. 1.0 (Place Value, Decimals to 2 decimal places & relation to simple fractions), N.S. 3.0 (Addition, subtraction, multiplication, & division), Meas&Geom 1.0 (Perimeter & Area) indicated instructional focus needed.
- At grade 5, standards N.S. 2.0 (Addition, subtraction, multiplication, division of fractions & decimals), N.S. 1.0 (Computation & relationships w/ large/small numbers, positive integers, fractions, & Meas&Geom 1.0 (Compute volumes & areas of simple

Theory Action

- All students must have access to rigorous Science and Mathematics instruction, which creative, critical thinking to identify problems and solutions.
- To gain subject-matter competence in both Mathematics and Science, students will benefit from engaging, interactive learning environments that develop the capacity to apply what they learn to real-life problems and the world around them.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunity for teachers to collaborate in PLC's and/or explore an electronic STEM related websites, such as Silicon Valley Mathematics	Teacher developed formative and summative assessments, Student work	All Students	Monthly PLC's throughout	Principal/Teachers	3/27/2012	168SQI1B2131	Teachers plan for students to have hands-on, project-based learning experiences resulted	N/A			0	\$0.00

Initiative (SVMI), or Inside Mathematics to further develop their capacity to deliver STEM instruction.	and projects, District Benchmarks, CST		school year				from teachers' PLC collaborative planning within and vertical grade levels.						
Science Instruction delivered with consistency weekly for 90 minutes, grades 3-5, and 60 minutes, grades K-2, integrated with writing, academic vocabulary, literacy development, and activities targeted to develop students' real-world application, creativity and critical thinking skills.	Teacher developed formative and summative assessments, Student work and projects, District Benchmarks, CST	All Students	Weekly during school year	Principal/Teachers	3/27/2012	168SQI1B2132	Students are engaged in project-based, integrated subject-content lessons and activities, in the classroom and through field trip experiences.	N/A				0	\$0.00
Math instruction moves towards Common Core Standards, which affords students instructional strategies, (i.e., Number Talks, Mental Math, Math Journals) that develops their capacity for open-ended questions/responses, critical thinking and problem solving.	Teacher developed formative and summative assessments, Student work and projects, District Benchmarks, MARS, CST	All Students	Daily throughout school year	Principal/Teachers	3/27/2012	168SQI1B2133	Daily math instruction is aligned to Common Core Standards and students dialogue with peers, small groups, where they are encouraged to think-aloud, capture their thinking in writing, and have opportunity to demonstrate real-world application.	N/A				0	\$0.00
Identify and determine technology best practices in Math and Science to access computer technologies where students may, with teacher guidance and independently, in-school and at home, continue their Math and Science learning.	Teacher developed formative and summative assessments, Student work and projects, District Benchmarks, CST	All Students	School year	Principal/Media Lab Assistant/Teachers/After School Program	3/27/2012	168SQI1B2138	Extend learning in Math and Science	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

Data Analysis

- Kindergarten teachers have established partnership/relationship with Pre-School Program housed at Hintil CDC.
- Pre-School students invited to school assemblies and picture day
- Annual Kindergarten Day, organized by Kindergarten Teachers, held for incoming pre-schoolers and their parents @K-5 site.
- 5th graders provided middle school brochures and tour invitations. Montera Middle School visits and holds an information assembly, then 5th grade students and their parents visit the school and participate in a bar-b-que
- 5th grade teachers team teach, one Math and Science, the other English Language Arts and Social Studies, students experience interaction with other instructors throughout the week, Art, P.E., Computers, and Instrumental Music, which prepares them for

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Determine District strategy to support Pre-K transition to the K-5 current structure, at a site where the CDC has operated independently from the K-5 structure. Pre-K's have its own laws and governance.	Increase in number of Pre K's transitioning to K-5 program because of program inter-relationship..	Pre-Kindergarten	Determined by transition plan	CDC Regional Coordinator, Principal, Pre-K teachers, Kindergarten Teachers	4/30/2012	168SQ11C4018	Establish a transition protocol and timeline	Centralized Services			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

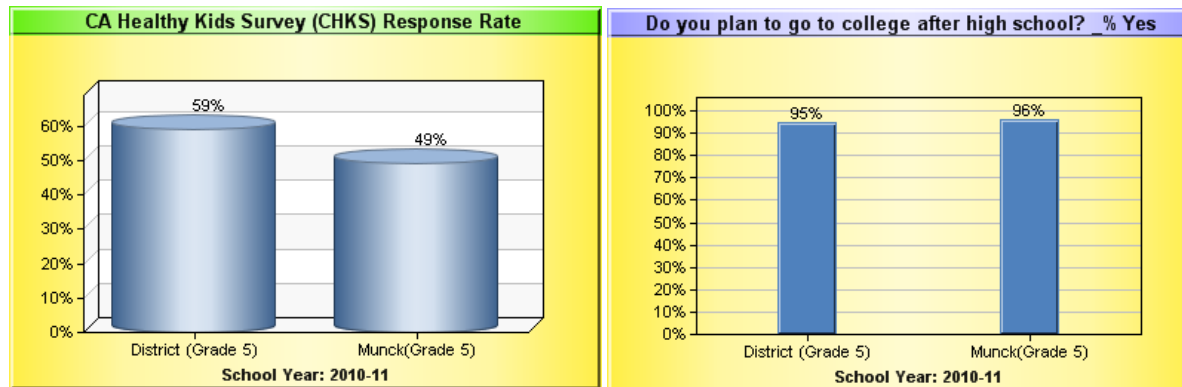
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Implement differentiated instruction for GATE students.	CST	GATE	2012-2013	Principal and Teachers	5/18/2012	168SQ1E4754	Provide high-interest and challenging extension activities integrated into classroom instructional program.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

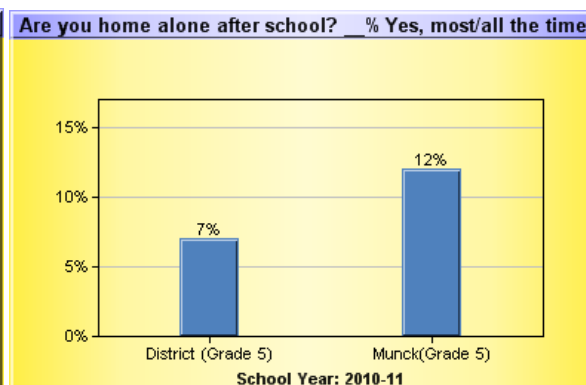
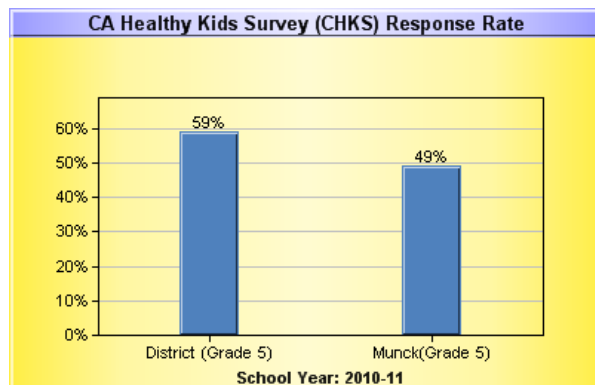
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

A quality school...

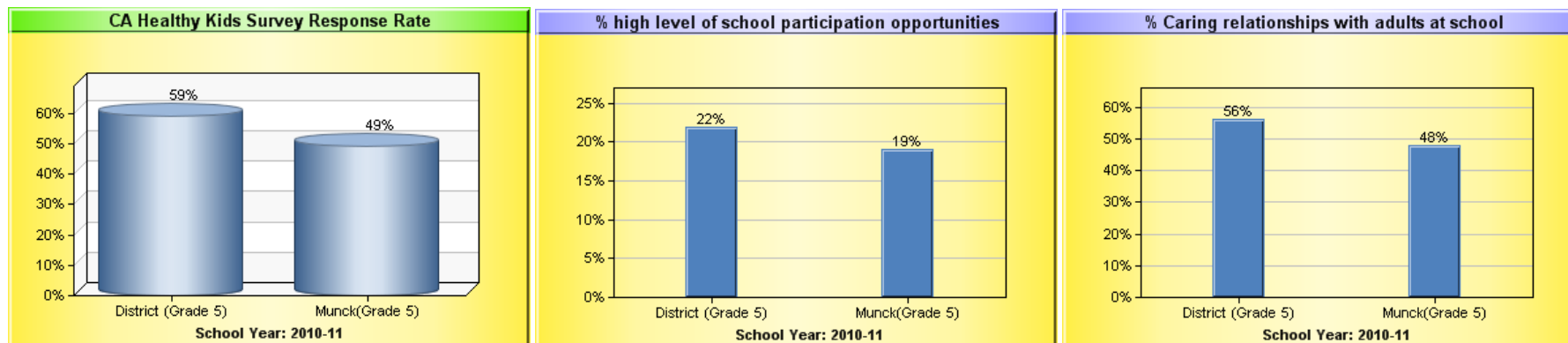
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

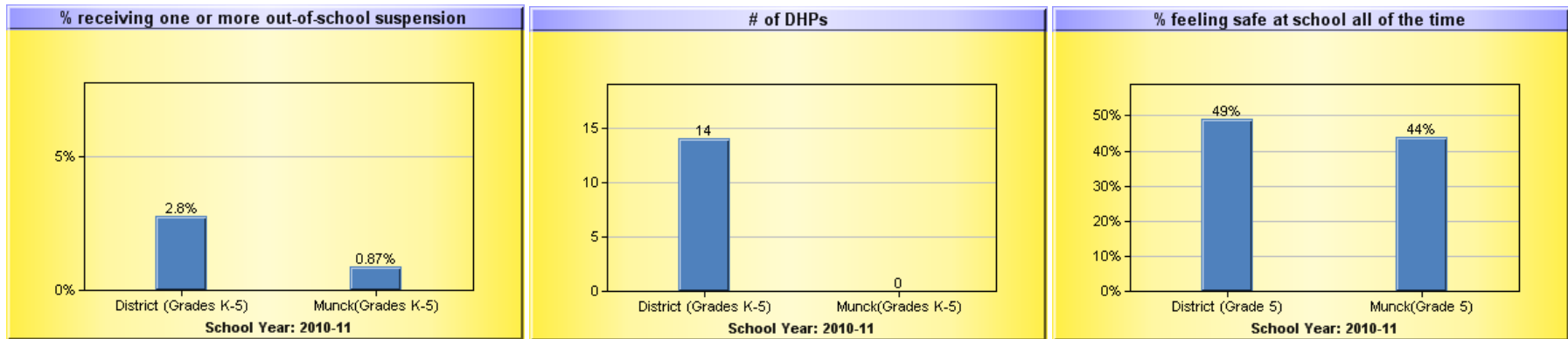
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- 48% students reported on California Healthy Kids Survey indicated caring relationships with someone at school vs. 56% District-wide.
- 44% students reported on California Healthy Kids Survey indicated feeling safe all the time at school vs. 49% District-wide

Theory Action

- As we remain focused on Caring School Community vision and execute principles, students will indicate at higher percentages that they have caring relationships with adults and feel safe, at the site.
- All stakeholders embrace the caring schools community attributes contributed during the CSC visioning professional development.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Professional development for all faculty and staff using Caring Schools Community principles to continue benefits for students.	Students feeling that they have access to caring adults at the site, as indicated by Health Kids Survey, Caring School Survey.	All Students	Throughout School Year	CSC Lead Teachers/Principal/All Faculty & Staff	3/31/2012	168SQI2A2504	Professional Development led by CSC Coach/Facilitator	Funded by Community Partner			0	\$0.00
Arts integration used to create student engagement, creativity and critical thinking integrated with literacy.	Increased opportunity for student engagement, critical thinking, creativity, and self-esteem.	All Students	Throughout school year	Principal/Teachers/Community Partner	3/31/2012	168SQI2A2506	Arts Integration during school day, partnership with ArtEsteem, resident artists.	Non-SSC approved			0	\$0.00
Monthly Awards/Performance Assembly showcases students' visual and performing arts skills, and provides recognition for academic and social	Encourages positive student behaviors and appreciations for those who exemplify efforts to	All Students	Throughout school year	Principal/Teachers/Staff/ASP/Students	3/31/2012	168SQI2A2508	Academic and social skills	Non-SSC approved			0	\$0.00

development through a school-wide presentation before peers.	support positive school climate.											
Social skills lunch groups integrate general education and full-inclusion students for peer support. Pen pals and CSC Buddies bridges primary grade level with intermediate grade level.	Students build cross grade-level supportive relationships.	All Students	Throughout school year	Principal/Teachers/Students	3/31/2012	168SQI2A2510	Students build cross grade-level supportive relationships	Funded by Community Partner			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

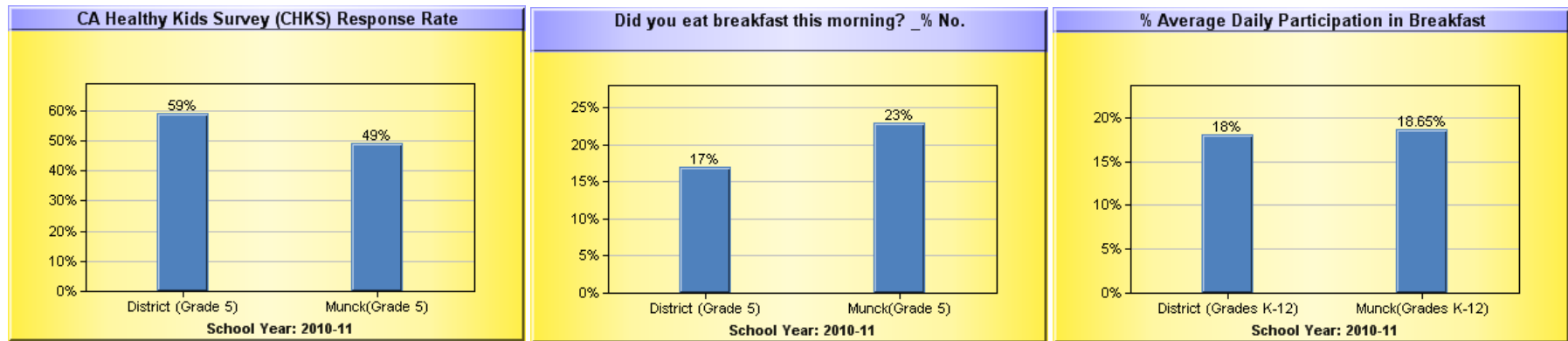
School Quality Standards relevant to this Strategic Priority

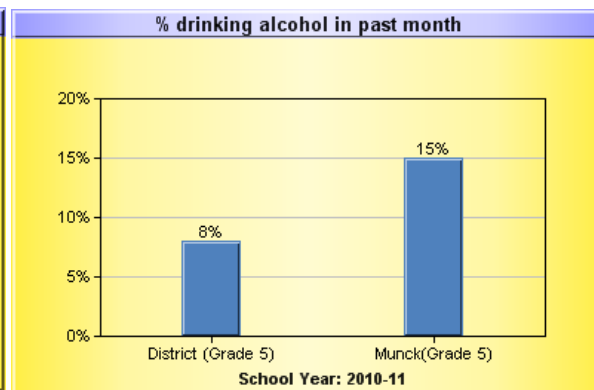
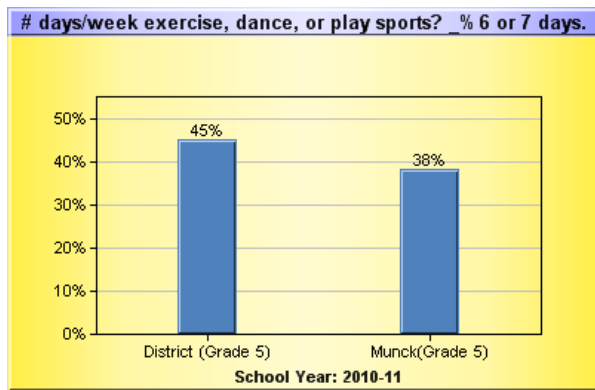
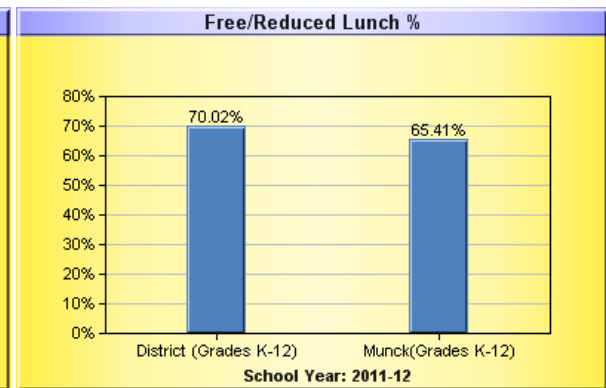
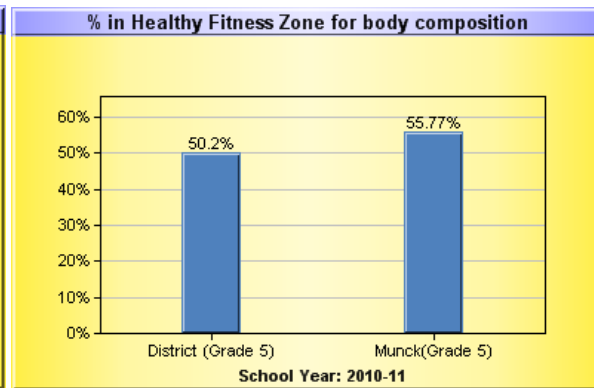
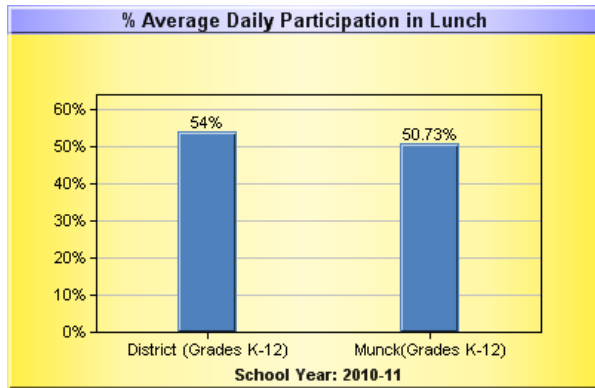
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student Success Team (SST) convenes, as necessary, to support student referrals at the Tier III level, social skills development and other life challenges, i.e. major illness, family tragedy, emotional.	Teacher referrals and parent requests	All Students	School Year 2012-2013	Principal, Teachers, School Psychologist, Resource Specialist	5/18/2012	168SQI2B1654	School Psychologist to serve students with small group social skills development, Coordinate, convene and chair the Student Success Team (SST) meeting with principal, general ed. teacher, resource specialist, and parents	3010-Title I		PSYCHL0023	0.4	\$30,469.15
Educate school-wide community about the OUSD School Wellness Policy and OUSD healthy snack requirements and suggestions.	School-wide all members of the community will decrease intake of "popular unhealthy snacks and increase healthy food choices, as required and	All Students	August 2012 - June 2013	Wellness Coach, Parents, PTA, Faculty and Staff	5/18/2012	168SQI2B4751		N/A			0	\$0.00

	suggested by OUSD Wellness Policy.											
Goal for 2012-2013, Wellness Coach, along with PTA representative, plan for implementation of a salad bar, an after school cooking demonstration class, and other health related activities. Increase opportunities for decreased seat time, physical activity throughout the school day, and focused physical education instruction. Provide instructional alignment continue students' connection with after	Daily salad bar, physically active students	All Students	August 2012 - June 2012	Wellness Coach, PTA Rep. After School Program, Teachers, Staff, Principal	5/18/2012	168SQ12B4017	Wellness Coach, PTA representative and After School Program leads strategic action	Funded by Community Partner			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

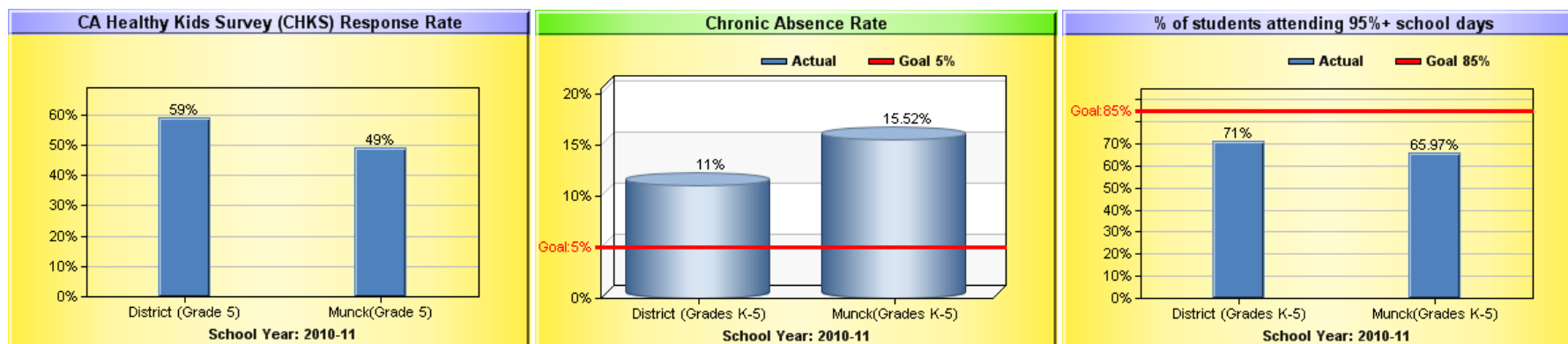
A quality school...

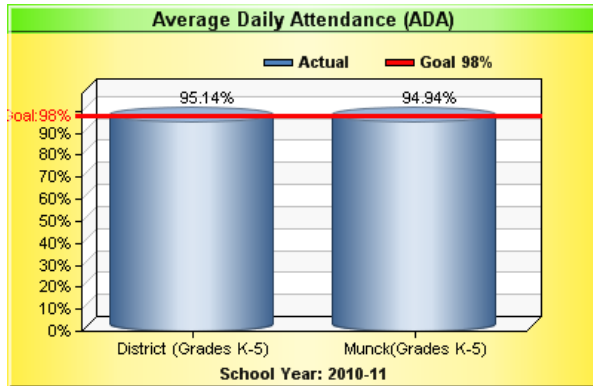
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- For school year 2011, the average daily attendance (ADA) was 94.9% compared to the District ADA of 95.14%. The District ADA goal for elementary schools is 98%.
- The chronic absence rate averaged 15.52% compared to the District average of 11%. Percent attending 95% school days: 65.97% compared to District: 71%. District goal: 85%

Data Analysis

- Most chronically absent students were at the K-3 grade levels. Often parents report their children as ill, on extended vacation, and/or transportation challenges.
- Daily challenged by excessive tardies, up to thirty-eight on some days, weather contingent. Being an 80% commuter school brings various attendance and tardiness challenges.

Theory Action

- Promote outreach and education of all parents, focused on the K-3 grade levels, where impacted by chronic absences.
- Educate parents about Average Daily Attendance (ADA) and the impact on school budget and staffing, and the social emotional impact for students who arrive tardy and miss significant amounts of instructional time due to absences.
- Assistant Attendance Clerk and Teachers aggressively follow-up when students begin patterns of being absent and tardy to school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Assistant Attendance Clerk FTE increased to District minimum of .50 FTE.	Daily attendance aggressively maintained to meet attendance goal.	All Students	Daily	Principal, Assistant Attendance Clerk	4/1/2012	168SQI2C2819	Increased time for attendance maintenance, SARTS, daily phone calls.	Non-SSC approved			0	\$0.00
Form attendance team to include Assistant Attendance Clerk, Office Manager, Principal and Parent Liaison. Engage parents and community in supporting improving	Daily attendance and tardiness improves after parent education events and	All Students	Monthly/Quarterly	Attendance Team	4/1/2012	168SQI2C2828	Site Attendance Team convenes bi-weekly to review attendance/tardiness data, set goals and plan strategic approach.	N/A			0	\$0.00

student attendance (K-3 focus) through parent events.	notifications.											
Empower students through incentives, in addition to monthly perfect attendance awards, include daily or weekly PA announcements for classes with highest daily or weekly attendance.	Consistent daily attendance and improved chronic absent/tardy rate.	All Students	Throughout school year: daily/weekly/monthly	Site Attendance Team	4/1/2012	168SQI2C2839	Incentives for individual students, by classroom, and recognitions noted in school newsletter, staff bulletin. Partner with parent groups to provide recognition for classrooms that meet weekly goal of 98% attendance and most improved attendance/tardiness.	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

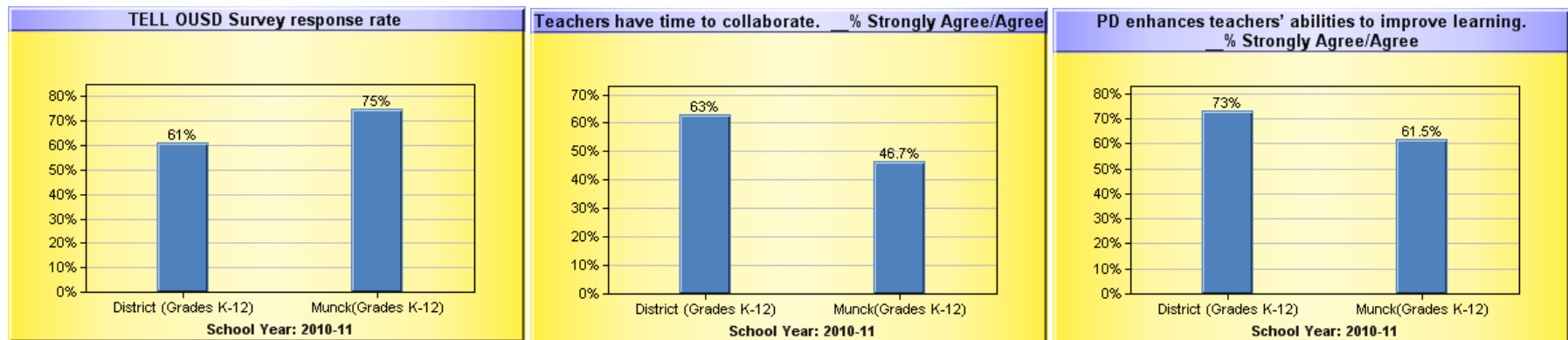
A quality school...

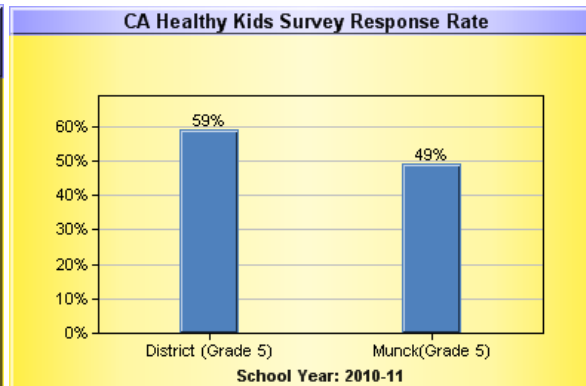
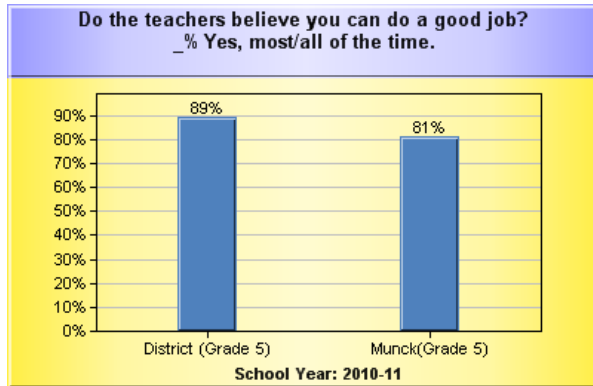
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Data Analysis

- Leadership capacity: Caring Schools Community Leadership Team: Lead Teachers meet to analyze and plan CSC PD and Feedback Walk Throughs. Student-of-the-Month, Annual Dr. Martin L. King, Jr Oratorical Site Competition teacher lead and coor
- Teacher liaison to Student Success Team, Elected teachers to School Site Council and Faculty Council
- Science Lead Teachers coordinate Science Fair, FOSS kits rotation and materials, and attend District meetings/PD. Updates provided to Faculty during monthly Faculty meetings.
- Academic Liaison coordinates After School Program academic component with principal and after school coordinator. Seeks input from faculty during monthly faculty meetings and through surveys.
- Interested classified support staff and after school instructors provided Teach Tomorrow in Oakland contact information for opportunity to seek access and support towards professional growth to credentialed teacher.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Focused PLC's used to plan thematic lessons aligned to Common Core Standards across and within grade level circuits. Teacher release time covered by substitutes to allow for collaborative PWA Scoring, District Assessments Analysis, Academic Conferences	School-wide instructional focus across and within grade level circuits	All Students	Monthly and aligned to District Assessment Calendar	Principal/TSA/Teachers	4/30/2012	168SQI3A2527	Build instructional capacity towards Common Core Standards launch.	N/A			0	\$0.00
Instructional Leadership Team (ILT), curriculum lead teachers(ELA, Math, Science), TSA, Academic Liaison and Principal coordinate PLC's, Professional Development, and Data Analysis, focal student initiative for faculty, staff and after	Coordinated school-wide planning and PD	All Students	Aug. - June	Principal, TSA, Lead Teachers, After School Site Coordinator, Academic Liaison	4/30/2012	168SQI3A2534	Build school-wide capacity for Balanced Literacy and Common Core transition	Non-SSC approved			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent participation and engagement Family Reading, Science, and Math Nights	Family engagement	All Students	School Year 2012-2013	Principal/ASP Site Coordinator	3/31/2012	168SQI4A1655	Purchase and materials to execute event	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$375.35
Parent engagement through School Site Council Meetings/Parent Workshops	Parent participation and engagement	All Students	School Year 2012-2013	Principal	3/31/2012	168SQI4A1656	Provide meeting refreshments for Title I related meeting	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$500.00
Teachers provide parent targeted workshop for FBB & BB students	Parents have access to strategies and tools to support their children	FBB, BB	School Year 2012-2013	Principal/Teachers	3/31/2012	168SQI4A1658	Extended contract for teacher provided parents of students identified as FBB & BB	9901-Title I - Parent Participation	1120-TEACHERS SALARIES STIPENDS		0	\$294.50
Provide parent workshop which identifies positive discipline strategies.	Students benefit from positive discipline strategies to support their social emotional development.	All Students	School Year 2012-2013	Principal-Parents	3/31/2012	168SQI4A1659	Positive discipline to build respect, responsibility, and avoid power struggles provided by certified positive discipline trainer-Lori Onderwyzer	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$500.00
ELL's Parent engagement through School Site Council Meetings/Parent Workshops/Family Reading, Math, and Science Nights	Parent engagement and involvement to support their child's academic and social	English Learners	School Year 2012-2013	Principal-SSC	3/31/2012	168SQI4A1661	Provide meeting refreshments for SSC-ELAC related meeting	7091-EIA - LEP	4311-MEETING REFRESHMENTS		0	\$500.00

	development											
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Carl Munck Elementary

Principal: DENISE BURROUGHS

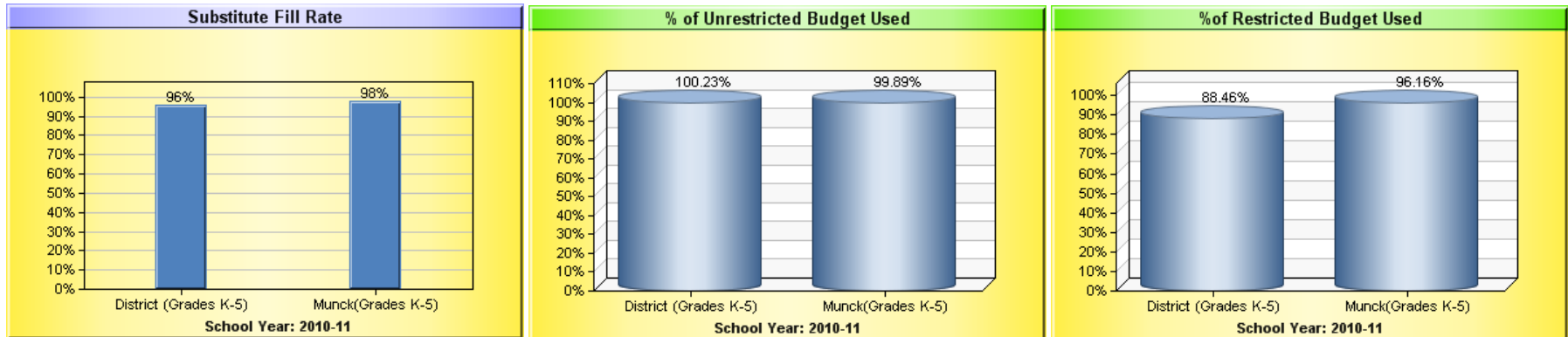
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

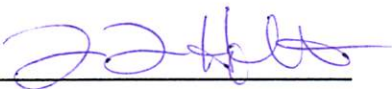
**School Site: Carl B. Munck Elementary
Site Number: 168**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on n/a.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/24/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

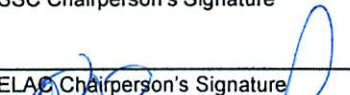


SSC Chairperson's Signature

Linda Holt

SSC Chairperson's Name (printed)

5-3-12
Date

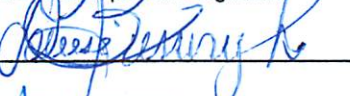


ELAC Chairperson's Signature

n/a

ELAC Chairperson's Name (printed)

Date




Principal Signature

Denise J. Burroughs

Principal's Name (printed)

5-3-12
Date

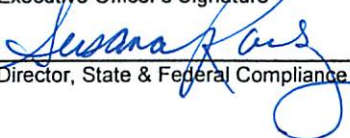


Executive Officer's Signature

Kimi Kean

Executive Officer's Name (printed)

5/11/12
Date



Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council

Membership Roster – Elementary School

School Name: Carl B. Munck Elementary

School Year 2011-2012

Chairperson: Linda Holt	Vice Chairperson: Debra Nelson
Secretary: René M. Mastin	DAC Rep: Amanda Alston

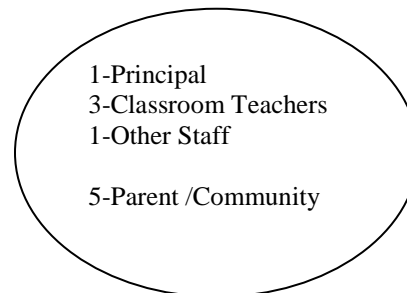
Check Appropriate Representation

Members' Names	Mailing Address (with zip code)	Principal	Classroom Teacher	Other Staff	Parent/Comm
Denise Burroughs	11900 Campus Drive, 94619	x			
René Mastin	11900 Campus Drive			x	
Aileen T. Chang	11900 Campus Drive		x		
Joy Harrison	11900 Campus Drive		x		
Amanda Seaton	11900 Campus Drive		x		
Linda Holt	11900 Campus Drive				x
Jaliza Eagles	11900 Campus Drive				x
Debra Nelson	11900 Campus Drive				x
Carol Robinson	11900 Campus Drive				x
Bobby Wu	11900 Campus Drive				x
Alternates					

SSC Legal Requirements:

Members **MUST** be selected/elected by peer groups;

- (1) There must be an equal number of school staff and parent/community members;
- (2) Majority of school staff membership must be classroom teachers;
- (3) Parent/community members cannot be employees at the site.



Carl Munck Elementary School School Parental Involvement Policy

Part 1 General Expectations

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

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 1. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
 - That parents play an integral role in assisting their child's learning
 - That parents are encouraged to be actively involved in their child's education at school
 - That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 - The carrying out of other activities, such as those described in section 1118 of the *Elementary Secondary Education Act (ESEA)*.

Part 2 Description of How the School will implement required School Parental Involvement Policy Components

- 1) Carl B. Munck will take the following actions to involve parents in the joint development and joint agreement of its School Parental involvement Policy and its Schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Schedule a meeting of Title 1 parents to discuss the T-1 program and to disseminate T-1 materials
 - Schedule a meeting to review the T-1 program and policy and assess the needs through data analysis using the current State testing results.
- 2) Carl B. Munck will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Carl B. Munck will make the policy available to parents of participating children and the local community.
- 3) Carl B. Munck will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - Teachers will send communication indicating skill areas for parents to work on with their students.
- 4) Carl B. Munck will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title 1
 - About the requirements of Title 1
 - Of their rights to be involved
 - Of their right to participate in the development of the District's Title 1 Plan
- 5) Carl B. Munck will hold a flexible number of meetings at varying times throughout the year
 - *To more effectively inform Title 1 parents regarding the academic needs of the children in addition to strategies to improve academic achievement in reading and/or math.*

- 6) Carl B. Munck will provide information about Title 1 programs to parents of participating children in a timely manner:
 - Through the “Dragon Gazette” 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 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 25, 2011, 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 15, 2011. It will be made available upon request to the local community on or before January 1, 2012. 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

(Date)

Linda Holt, School Site Council Chair

(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: _____