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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School.

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

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

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

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

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School





## 2023-24 SPSA ENGAGEMENT TIMELINE

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

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/27/2022	SSC Establishment	Established our SSC and provided the essential training.
10/17/2023	Faculty Meeting	Presentation of 2023-2024 Safety Plan
10/25/2022	SSC	Presentation of the 2023-2024 Safety Plan & 2022-2023 SPSA review and modifications
11/7/2023	Faculty Meeting	Shared rationale and overview of site plan and 1st trimester academic cycle
11/8/2022	ILT	Discussed how to utilize the One-Time funds for Professional Development and Family Literacy Night preparation
11/29/2022	SSC	Fall Revision Title I & Title IV Carryover allocations
1/10/2023	ILT	Subject-Content Lead recap information from subject-content areas (ELA/Math)
1/24/2023	SSC	Reviewed and discussed the 2023-24 SPSA Part I: Needs Assessment and completed the Annual review of the 2022-2023 SPSA. Discussed and determined 2023-2024 Title I & Title IV allocation proposals.
2/28/2023	SSC	2023-2024 Budget Revision and continued development of the 2023-2024 SPSA Needs Assessment.
3/28/2023	SSC	2023-2024 SPSA accepted.

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

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$52,070.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$287,721.43

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$47,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$9,420	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,270	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$94,985	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,175	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$52,070</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$235,651</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$287,721</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

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

**School ID:** 168

#### School Description

Carl B. Munck Elementary is a diverse learning community located in the Oakland Hills. Our motto is "Together We Win" with a focus on team work, hence we refer to our team as, "Team Dragons," inclusive of all employees, students, parents and community. Instructional technology and an arts-centered focus are at the heart of our mission to ensure college and career readiness for students. Blended-learning and structured ELA & ELD acceleration models support all students' access to grade-level curriculum. We offer on-site library services, technology media center, art and music instruction which includes instrumental music for students in 4th & 5th grades, and choral music and song flutes for students in ETK/Kdg-3rd grades. Extended Transitional/Transitional Kindergarten and Kindergarten students also receive music instruction from their teachers. Engaged parents are crucial to the success of our students. An active Parent Teachers Association (PTA) aligns with the school's vision to provide fundraisers, programs and activities such as the Annual Walk-a-thon, Fall HarvestFest, Multicultural Night and other community building events. UJIMAA Foundation After School Program, provides academic homework hour, an enrichment block which may include technology media center, visual performing arts, sports, gardening, leadership and respect and responsibility. Family Reading/Math/Science nights, and parent workshops are held in partnership with the after school program and PTA.

#### School Mission and Vision

The collective Carl B. Munck community is united in our commitment to provide students with a caring and challenging learning environment which empowers them to become responsible and productive citizens in a global society. Our school community ensures a safe, nurturing environment that enables students to actively engage in powerful, rigorous learning, and consistently demonstrate their academic success by multiple measures. Our students thrive when they are thinking critically, creatively, and solving complex problems while also being respectful, responsible, caring and compassionate.

#### School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
54.5%	45.5%	11.4%	2.5%	1.0%	0.5%	76.2%	23.8%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
47.5%	5.5%	24.8%	3.0%	0.5%	2.5%	1.0%	9.4%

### 1B: STUDENT GOALS & TARGETS

<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>						
<b>School Goal for College, Career &amp; Community Readiness: Increase teacher collaboration for Math through comprehensive PLC's</b>						
<b>Early Literacy Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	53.1%	43.5%	<i>not available until Fall 2023</i>	63.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	41.9%	41.9%	<i>not available until Fall 2023</i>	51.9%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	33.3%	42.9%	<i>not available until Fall 2023</i>	60.4%
<b>English Language Arts Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-63.4	n/a	-37.8	<i>not available until Fall 2023</i>	-53.4
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	14.6%	23.8%	<i>not available until Fall 2023</i>	50.0%
<b>Mathematics/Science Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-66.9	n/a	-72.6	<i>not available until Fall 2023</i>	-56.9
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	25.0%	<i>not available until Fall 2023</i>	42.0%
CAST (Science) at or above Standard	All Students	13.8%	n/a	13.6%	<i>not available until Fall 2023</i>	27.6%



<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>						
<b>School Goal for Targeted Supports for Focal student groups demonstrate accelerated growth to close our equity Focal Student Groups: gap. Conditions of special education, and low income students</b>						
<b>Academic Measures &amp; Annual Targets for Focal Student Groups</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-128.6	n/a	-89.4	<i>not available until Fall 2023</i>	-108.6
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-70.2	n/a	-26.8	<i>not available until Fall 2023</i>	-55.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	7.7%	0.0%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-164.4	n/a	-128.5	<i>not available until Fall 2023</i>	-144.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-74.4	n/a	-83.7	<i>not available until Fall 2023</i>	-54.4
<b>Reclassification Measures &amp; Annual Targets</b>		<i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>				
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
ELL Reclassification	English Learners	0.0%	6.3%	11.8%	<i>not available until Fall 2023</i>	12.9%
LTEL Reclassification	Long-Term English Learners	n/a	n/a	n/a	<i>not available until Fall 2023</i>	n/a

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>						
<b>School Goal for Student &amp; Family Engagement:</b> Multiple student and family engagement through varied school-wide events/activities.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	69.5%	83.5%	79.8%	<i>not available until Fall 2023</i>	93.0%
Out-of-School Suspensions	All Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	13.3%	15.9%	68.1%	<i>not available until Fall 2023</i>	14.0%
Chronic Absenteeism	African American Students	11.7%	15.7%	66.7%	<i>not available until Fall 2023</i>	11.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>						
<b>School Goal for High-Quality Staff:</b> All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive, creative, and supportive learning environment.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	71.4%	76.8%	79.2%	<i>not available until Fall 2023</i>	85.0%

<b>1C: STRENGTHS, CHALLENGES &amp; ROOT CAUSES</b>		
Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College, Career & Community Readiness

**TK-2 Literacy: Mid-Year (Dec 2022/Jan 2023)**

**Kdg: Sipp**s-88.2% (15 of 17 students) passed 1 **Mastery Test**  
**1st-2nd:** 74% (32 of 43 students) passed 1 **Mastery Test**  
**1st:** 33.4% (7 of 21 students) mid-above/early on grade level (**i-Ready**)  
**2nd:** 34.4% (11 of 32 students) mid-above/early on grade level (**i-Ready**)

**3rd-5th Literacy: Mid-Year (Dec 2022/Jan 2023)**

**3rd:** 64.3% (9 of 14 students) mid-above/early on grade level (**i-Ready**)  
**4th:** 36.0% (9 of 25 students) mid-above/early on grade level (**i-Ready**)  
**5th:** 25.0% (7 of 28 students) mid-above/early on grade level (**i-Ready**)

**3rd-5th (IAB Literary Text): Beginning of Year (Aug-Dec 2022)**

**3rd:** 57.1% (8 students of 14) above/near standard  
**4th:** 65.3% (17 students of 26) above/near standard  
**5th:** 60.7% (17 students of 28) above/near standard

**3rd-5th (IAB Operations & Algebraic Thinking): Beginning of Year (Aug-Dec 2022)**

**3rd:** 50.0% (5 students of 14) above/near standard  
**4th:** 30.8% (8 students of 26) near standard  
**5th:** 53.6% (15 students of 28) near standard

**Grades K-2:** Fidelity to SIPP's small groups, mastery assessments (continuous progress monitoring), & daily use of EL Education reading lessons. Literacy Tutors scheduled according to SIPP's placements with small groups for 30-45 minute sessions. Additionally, Literacy Tutors push-in to the applicable SIPP's students' classrooms to support during grade level ELA, or other subjects where reading support is needed. EEIP intervention support increased opportunities for small group ELA reading. Software licences to support academic enrichment: Learning A-Z, Studies Weekly Classroom, Spelling Connections supplemental instructional supplies.

ELA and math weekly PLC/Coaching with principal and TSA . Grade level teacher led PLC's focused on the instructional core, standards-aligned lessons/tasks and progress monitoring students' outcomes; sharing best practices and aligning i-Ready teacher-led instruction across grade-level circuit. Targeted coaching/feedback to shift teachers' instructional practices & use of available technology tools: online platforms; engagement strategies and to increase students' voices to do the heavy lifting.

**Grades 3-5:** Consistency to EL Education (ELA) instructional delivery (modeling/scaffolding/small group discussions, standards-driven learning objectives/targets; i-Ready is a priority with monitored student usage/feedback. Increased opportunities for small group ELA reading support through EEIP intervention. Literacy Tutors scheduled according to SIPP's placements with small groups for 30-45 minute sessions. Additionally, Literacy Tutors push-in to the applicable SIPP's students' classrooms to support during grade level ELA, or other subjects where reading support is needed 30-40 minutes. Library technician supported the Team Dragons Lunch Book Club for 3rd-5th graders & provided opportunities for small group ELA guided reading. Software licences to support academic enrichment: Learning A-Z, Studies

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, SPED) reading on grade level.</p>	<p>ELA and math weekly PLC/Coaching with principal and TSA .</p> <p>Small guided reading/math groups at Tier 1 and Tier 2 (SIPPs)</p> <p>Offered increased opportunities for small group ELA reading support through use of EEIP intervention support, and Early Literacy Tutors.</p> <p>Classroom supplemental instructional supplies.</p>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p>Multiple opportunities for parent engagement through varied school-wide community events, along with an active SSC, PTA.</p> <p>Parent outreach 4th Wednesday of the month.</p>	<p>Student of the Month Performance Assemblies (virtual, when needed) where students present their learnings and talents, along with Family Literacy and Science Nights, After School Winter and Spring Programs, PTA events.</p> <p>Community School Program Manager (CSM) coordinates SARTs, COST/SST's/504 meetings calendared and held, collaborative IEP Team. Manages the Parent Square communication. CSM supports with restorative justice, PBIS and parent engagement.</p> <p>Parent Engagement supplies such as Parent Literacy &amp; Math Teaching &amp; Learning Newsletter to support family home interactive learning. Open-door policy with principal available for parents and/or a "Message for the Principal Form," as needed.</p> <p>Software licences to support academic enrichment with at home learning: Learning A-Z, Studies Weekly Student Leadership (Junior Coaches/Green Team) Weekly Student Lunch Book Club hosted by the Library Technician &amp; STEAM Student Lunch Club hosted by the EEIP Technology/Literacy Teacher.</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Weekly Wednesday PD/PLC's with one Wednesday designated so teachers outreach to parents and self-direct their collaboration and learning with their colleagues. PD/PLC's are data driven and aligned to student outcomes and informal classroom observations.</p> <p>ELA and math weekly PLC/Coaching with principal and TSA. Math Literacy prep release provided by ESSER funded prep teacher.</p> <p>An active social committee plans fun and engaging staff activities, which includes a "Happy Friday" raffle give-away.</p>	<p>Focused data-driven PD/PLC's intended for practical application; extra weekly prep period; use of email and Google calendar to notice staff, as needed; "Happy Friday" raffle, TSA and Early Literacy Coach supports.</p> <p>Provided in-class coaching supports and data inquiry analysis immediately upon completion of the SIPPS Mastery Assessments, ORF and I-Ready Diagnostics and Standards Mastery Assessments.</p> <p>Extended contracts for core-subject lead teachers to support with professional development for colleagues</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>

<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<p><b>3rd-5th IAB Operations &amp; Algebraic Thinking: Beginning of Year (Aug-Dec 2022)</b>  3rd: 42.9% (6 students) below standard  4th: 61.5% (16 students) below standard  5th: 42.9% (12 students) below standard</p> <p><b>Math IAB Dec 2022 -Feb 2023</b>  3rd: 33.3% (5 students) below standard  4th: 36% (9 students) below standard  5th: 28.6% (8 students) below standard</p>	<p><b>Grades K-2:</b> Consistent teacher assigned/monitored targeted lessons based on student usage data and lesson outcomes. Consistent monitoring of student groups during assigned i-Ready time. Implications: use i-Ready instructional tools for re engagement lessons in math. Complete quick quiz after instruction.</p> <p>Monitor instructional strategies for small group math support through of EEIP Math/Literacy teacher intervention support Classroom supplemental instructional supplies.</p> <p><b>Grades 3-5th:</b> (Fall 2022) IAB (Math). Need fidelity to use i-Ready student independent lesson usage/ results: teacher must target lessons assigned based on students' needs for targeted Math standards. Consistent monitoring of student groups during assigned i-Ready time. Need fidelity to Eureka Math Squared pacing. Progress monitor students' Eureka Math Squared data: use embedded curriculum assessments (quizzes; End of Math Module Assessments);  i-Ready quizzes and diagnostics Math conferences and small-group work with Tier 2 students needed. Encourage student discourse; Math Talks; productive struggle; student-led questioning prompts and challenges to peers. Re-engage students with targeted standards; support students in one-to-one/small group conferences; Make learning visible with use of realia, technology and hands-on materials and focus on Math priority standards with depth.</p>
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<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, Strong Sippis Instruction however, inconsistent instructional follow up (fluency/prosody reading; vocabulary development; comprehension) at Tier 1 level.</p>	<p>Participation in the Early Literacy Cohort with teacher coaching supports to develop SIPP's small group instruction reading block aligned to student group data.</p> <p>There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, and early literacy tutors.</p> <p>Classroom supplemental instructional supplies.</p>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p>Severe Chronic Absenteeism@ 11.0% (22-23) (19 Students)</p>	<p>(3) of the (19) students from one family are often absent due to medical condition. (2) of the (19) students with severe special needs that impacts their attendance. (14) of the (19) students with ongoing chronic absence problems, due in part to family challenges, such as transportation and basic home routines.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Embedded curriculum aligned professional development</p>	<p>Need to increase availability of District-wide or Network-wide PD either by grade levels or grade level circuits</p> <p>Extended contracts, support teachers with professional development to provide intervention practices for students.</p>

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

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

## **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.



## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Carl B. Munck Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

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

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

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

Students' have access to instructional technology: RAZ Kids, leveled reading program, Freckle software program, which targeted all core subjects: Reading (Complex text and citing evidence, Math Social Studies and Science reading passages/performance tasks.

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

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

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

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

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

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b> <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support	College/Career Readiness	Supplemental materials supported students' academic development beyond the core-curriculum.	All students (100%) have access to supplemental curriculum and instructional materials to reinforce instruction, used during small group independent work and for additional academic data to enhance students' spelling, writing and complex text skill levels. Based on iReady ELA/Math, IAB data indicating 1 or more grade level improvement is an indicator of the supplemental curriculum and materials benefit to our students.	Feedback from teachers indicate they find valuable use, as indicated to align academic instructional supports to individual students' needs.
Parent Education Curriculum Newsletters (ELA & Math/Science) Materials/Supplies	Student Connectedness to School	Provide access to Literacy and Math home activities to support their child's academic and social emotional growth.	The parent newsletters supports family engagement at home with students' academics and social emotional learning. The newsletter has been provided to 100% of enrolled families.	Based on feedback from parents, they have found these newsletters useful and have appreciated having subject-content ideas and activities to work at home with the child(ren).

<p>Teacher on Special Assignment (TSA) .21.08% FTE</p>	<p>College/Career Readiness</p>	<p>TSA provided professional development and PLC coaching; served on the Instructional Leadership Team; managed small-group interventions/assessments and SIPP's small groups; instructional data analysis and planning; supported teachers with needed curriculum materials. Served as Testing coordinator for SBAC/ELPAC</p>	<p>TK-2 Literacy: Mid-Year (Dec 2022/Jan 2023) Kdg: Sipps-88.2% (15 of 17 students) passed 1 Mastery Test 1st-2nd: 74% (32 of 43 students) passed 1 Mastery Test 1st: 33.4% (7 of 21 students) mid-above/early on grade level (i-Ready) 2nd: 34.4% (11 of 32 students) mid-above/early on grade level (i-Ready)</p> <p>3rd-5th Literacy: Mid-Year (Dec 2022/Jan 2023) 3rd: 64.3% (9 of 14 students) mid-above/early on grade level (i-Ready) 4th: 36.0% (9 of 25 students) mid-above/early on grade level (i-Ready) 5th: 25.0% (7 of 28 students) mid-above/early on grade level (i-Ready) 3rd-5th (IAB Literary Text): Beginning of Year (Aug-Dec 2022) 3rd: 57.1% (8 students of 14) above/near standard 4th: 65.3% (17students of 26) above/near standard 5th: 60.7% (17 students of 28) above/near standard</p>	<p>A teacher on special assignment (TSA) is integral to the work of improving students' instructional outcomes. Hence, it is crucial to maintain this position to continue academic and social emotional growth for students.</p>
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

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

**School ID:** 168

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** CCSS/NGSS Standards-Based Planning

**School Theory of Change:**

If we provide all students access to rigorous Science and Mathematics instruction, then they will expand their creative, critical thinking to identify problems and solutions and be accountable for their thinking and responses. If we provide students access to subject matter competence in both Mathematics and Science, and engaging, interactive learning environments that develop the capacity to apply what they learn to real-life, then students will meet the CCSS expectations. If we ensure that science (NGSS) is taught at the required applicable grade-level Science weekly instructional minutes, then students (low-income students, English learners, and foster youth) will improve their conceptual understanding of grade-level concepts and Science and Engineering Practices of the Next Generation Science Standards (NGSS) and be prepared for the CAST.

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Teachers identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing, Science); teachers ensure they are teaching mastery standards aligned to grade level proficiency targets. Teachers employ differentiated instructional strategies to meet the needs of all learners, with focus on the Math SBAC Claims: Concepts/Procedures, Solve/Model/Analyze, and Communicating Reasoning.</p> <p>Teachers will implement core curriculum by unpacking the tasks of each unit in order to identify the content and the cognitive demand of each task. Instructional planning will stem from a concrete understanding of what the students are expected to learn at that grade level, and in each unit.</p> <p>Teachers will plan lessons that ensure equitable engagement by using TPT and CFU's.</p> <p>Teachers ask questions to promote productive and equitable conversation and engage students in rich, collaborative discussions about text and tasks.</p>	<p>Professional Development calendar aligned to deepening knowledge of CCSS's and mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA, CSM and/or Leadership Team lead site-based PD aligned to site-based focus areas.</p> <p>Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students, low-income, Foster and Homeless Youth, ELL/Newcomers, GATE and African American males. Regular next steps feedback and monitoring to ensure implementation.</p>	<p>All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive, creative, and supportive learning environment.</p>	Tier 1
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1-2	<p>Teachers identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing, Science); teachers ensure they are teaching anchor standards aligned to grade level proficiency targets. Teachers employ differentiated instructional strategies to meet the needs of all learners, with focus on the Math SBAC Claims: Concepts/Procedures, Solve/Model/Analyze, and Communicating Reasoning.</p> <p>Teachers will implement core curriculum by unpacking the Tasks of each unit in order to identify the content and the cognitive demand of each task. Instructional planning will stem from a concrete understanding of what the students are expected to learn at that grade level, and in each unit.</p>	<p>Professional Development calendar aligned to deepening knowledge of CCSS's and mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas.</p> <p>Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students, low-income, Foster and Homeless Youth, ELL/Newcomers, GATE and African American males. Regular next steps feedback and monitoring to ensure implementation.</p>		Tier 1
1-3	<p>Implement NGSS FOSS lessons, no less than the required applicable Science grade-level instructional minutes. Teachers will administer assessments including classroom formative assessments and all site/district mandated assessments. They will utilize the data and student errors/miscues to guide instruction and determine student learning.</p>	<p>Regular Observation and Feedback Professional Development on FOSS and NGSS Standards. Teachers will analyze, reflect on student data and work samples and plan to adjust instruction. Leadership will analyze current prep/music schedules to create collaborative release times, so teachers may meet in grade level teams.</p>	<p>Lesson plans show evidence of scheduled Science instructional blocks. Analyze FOSS MAP Assessment data for 3-5 to provide feedback to students. Engage and support students with goal-setting and develop growth-mindsets towards developing inquiry, investigative thinking and application to real-world scenarios.</p>		Tier 1

1-4	Teachers use academic discussions, student-generated questions and discourse, OUSD Mathematical and Science instructional practices to build students' conceptual understanding of complex problems across subject-content, close and text-evidenced based reading and writing.	Provide professional development and coaching for building teachers' capacity to deliver Math and Science content shifts: Focus, Coherence, Rigor; DOK Questioning in Math, close reading and complex text and evidence-based writing. Tap into on-site teacher expertise to deliver professional development.	Classroom walk throughs to observe application of professional learning with feedback/commendations.  Particularly during the walk throughs, note whether students are engaged in academic discourse, generating their own wondering, engaged in note taking, partner and group work.	All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.	Tier 1
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<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Priority:</b>	CCSS/NGSS Standards-Based Planning and Implementation
<b>School Theory of Change:</b>	<p>If we focus on lesson planning to ensure that student tasks are aligned to CCSS, then teachers will be better able to identify what students can and cannot do and students will be more prepared to demonstrate mastery on common core standards, reading foundational skills, which include ELA integrated with major content areas, Social Studies, Math, and Science. They will be equipped to meet the demands of the common core.</p> <p>If teachers consistently implement EL Education Modules, K-2 EL Labs and ALL block with fidelity, collaborate during PLC's to analyze student formative assessments, receive feedback and support by school leadership team in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in i-Ready Standards Mastery, IAB's and SBAC.</p>
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	<p>Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.</p> <p>Implement EL ED standards-based curriculum with integrity; daily practice with complex text,, academic language using EL Education protocols and conversation cues, and writing with evidence.</p> <p>Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.</p>	<p>Professional development to support teachers with what common core aligned rigorous literacy instruction looks like, sounds like, and produces from ALL students.</p> <p>Provide PD on EL Education language dives; foundational literacy skills and DIBELS to progress monitor students' reading growth and development.</p> <p>Principal, TSA, CSM, support PLC's to provide opportunity for teachers to collaborate in the areas of teacher-driven data inquiry, formative assessments, student work analysis, integrated teaching and learning, adjust acceleration groups.</p> <p>Provide professional development opportunities through PD/PLC, coaching and feedback.</p>	<p>Assess students at least 3X /year for all students; those students not initially proficient will be assessed every 30 days to monitor and track student progress and use data to create differentiated Acceleration groups to move students toward grade level proficiency.</p> <p>School-wide implement guided reading schedule, observation tracker, lessons plans and coaching.</p> <p>SIPPS Assessments (TK-2nd)</p> <p>i-Ready, Raz Kids, EL Education, Standards Mastery (2nd-5th)</p> <p>i-Ready diagnostics &amp; standards mastery assessments and/or SBAC Interim Assessments (3rd-5th)</p>	<p>All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.</p>	<p>Tier 1</p>



2-2	Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of all students. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.	Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation.	Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students. Regular next steps feedback and monitoring to ensure implementation.		Tier 1
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2-3	<p>Use supplemental technology curriculum (RAZ Kids, (Eureka Math, ELA, Science, Social Studies (adaptive, differentiated programs, with diagnostic pre-tests and benchmark assessments) and supplemental materials to include, Spelling Connections, Studies Weekly and Learning Standards Plus, which promotes student growth and engagement for all learners), Google Read &amp; Write) to support personalized learning in ELA, Eureka Math, Science and Social Studies.</p> <p>Teachers will be able to quickly analyze student needs and focus their instruction aligned to Common Core Standards. With student data results, teachers will monitor students' growth, use Common Core resources available through the technology to assign ELA, Math, Science and Social Studies targeted practice focused on a standard, identify and group students and support students with acquisition of computer skills for taking online assessments.</p>	<p>Instructional Leadership Team (Principal, TSA, CSM, Subject-Content Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, in support of classroom instructional practices, design and deliver applicable professional development, and tap into site-based teacher instructional strategies. Weekly PLC's to collaboratively analyze student language progress and plan instruction.</p> <p>Media Instructional Technology (EEIP) 1x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based (Google Apps, Coding Basics, Scratch Coding, Web Quests), and academic acceleration (small group), (RAZ Kids) to extend and support their learning.</p>	<p>Weekly/monthly monitor student progress data reports generated through use of the supplemental technology curriculum and blended learning opportunities.</p> <p>Provide feedback to acceleration/intervention instructors to make adjustments to the instruction, aligned to data results. PD/PLC's agendas, student ELA data</p>	<p>Focal student groups demonstrate accelerated growth to close our equity gap. Conditions of special education, and low income students</p>	Tier 1
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2-4	<p>"Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of all student groups. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response.</p> <p>"</p>	<p>Professional development to support teachers with what common core aligned rigorous literacy instruction looks like, sounds like, and produces from ALL students.</p> <p>Provide PD on EL Education language dives; foundational literacy skills and DIBELS to progress monitor students' reading growth and development.</p> <p>Principal, TSA, CSM support PLC's to provide opportunity for teachers to collaborate in the areas of teacher-driven data inquiry, formative assessments, student work analysis, integrated teaching and learning, adjust acceleration groups.</p> <p>Provide professional development opportunities through PD/PLC, coaching and feedback.</p>			
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	School-Wide Acceleration Strategy
<b>School Theory of Change:</b>	If we ensure that all adults are equipped with instructional tools and best practices to deliver rigorous, CCSS/NGSS aligned lessons and student tasks in a positive, creative, and supportive learning environment, then all students will learn and grow at their proximal zone of development, remain engaged in their learning, and attend school daily, with little, or no behavior disruptions.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	<p>Teachers will deliver explicit direct, culturally responsive instructional practices that allow students to be actively engaged in their learning.</p> <p>Teachers will organize learning environments that provide learning centers, alternate seating arrangements, small groups, and the ability for students to have mobility and positive peer interactions.</p>	<p>Principal ,TSA and CSM will conduct weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student learning goals.</p> <p>Specific targeted feedback will include the noted components under teaching practices. Progress monitoring through academic conferences with teachers, where they present students' portfolios and are able to articulate where students are towards meeting grade level standards.</p>	<p>Observation/feedback resulted from walk throughs; teacher feedback regarding professional development and observation walkthroughs. Student feedback about their learning and school experience, along with their academic work productivity.</p>	<p>All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.</p>	Tier 1
3-2	<p>Teachers will implement a school-wide acceleration and progress monitoring plan, which will provide a 30-minute differentiated block across grade levels for all students.</p>	<p>Leadership: Principal, TSA, CSM, ILT will work in partnership with teachers to monitor the schoolwide acceleration and progress monitoring plan and identify instructional materials to support all learners. TSA will be integral support for this differentiated instructional block.</p>	<p>Administer baseline assessment, then ongoing (daily, weekly, bi-weekly, monthly, as determined by student needs), progress monitor student growth through collection of anecdotal notes, teacher observation, quizzes, questioning prompts, and writing exemplars.</p>	<p>All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.</p>	Tier 1

3-3	<p>Increase student engagement to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room.</p> <p>Focus goal to identify additional opportunities for family engagement with PTA support.</p> <p>Meet with chronically absent students to ascertain their thoughts about school, academics and how they feel when miss school.</p>	<p>Leadership to determine school-wide leadership opportunities for student engagement and input (Junior coaches; Student Leadership Council; lunch monitors, campus beautification, for example.</p> <p>Target 1st Trimester implementation.</p>	Evidence of implementation through formulation of student leadership opportunities with assigned adult advisors.	Multiple student and family engagement through varied school-wide events/activities.	Tier 1
3-4	ETK/Kindergarten transition for incoming students and their parents, so they begin to make connections with school culture and climates, become familiar with the K-5 school environment and classrooms and teachers gain awareness of students' families, home cultural and backgrounds.	Leadership will work with ETK/Kindergarten teachers to determine best date/time for this event.	Outreach will net incoming parent/ETK/Kindergarten attendance at the transition event.	Multiple student and family engagement through varied school-wide events/activities.	Tier 1

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

<b>School Priority:</b>	Provide professional development/PLC collaboration learning experiences aligned to differentiated adult growth needs that support student academic and social emotional growth.
<b>School Theory of Change:</b>	If we ensure that all adults are equipped with instructional tools and best practices to deliver rigorous, CCSS/NGSS aligned lessons and student tasks in a positive, creative, and supportive learning environment, then all students will learn and grow at their proximal zone of development, remain engaged in their learning, and attend school daily, with little, or no behavior disruptions.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will participate in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.	Principal and TSA provide differentiated classroom support/PD, as well as on schoolwide priorities and needs such as; evidence based writing, math content shifts (focus, coherence, rigor), DOK in math, and planning SBAC claims (concepts/procedures, solve/model/analyze, and communicating reasoning) and targets).	Observation/feedback resulted from walk throughs; teacher feedback regarding professional development and observation walkthroughs	All adults are equipped with instructional tools and best practices to deliver rigorous, aligned lessons and student tasks in a positive , creative, and supportive learning environment.	Tier 1
4-2	Teachers will become knowledgeable about students with disabilities Individual Educational Plans (IEP) and provide differentiated instructional strategies aligned to the learning goals.	Leadership will solicit support for IEP professional development and resources to increase teachers' knowledge and awareness of students with disabilities academic needs.	Progress monitoring SWD academic and social emotional growth	Focal student groups demonstrate accelerated growth to close our equity gap. Conditions of special education, and low income students	Tier 1

4-3	Teachers will engage families as partners, through periodic classroom newsletters, emails, school website, and classroom web pages or blogs, which updates classroom learning goals, outcomes, and activities.	Leadership will coordinate a minimum of three family engagement activities, which include Family Reading & Science Night, and Common Core State Standards Literacy & Math workshops. Principal, Teacher leaders, After School Program, PTA, and other community partners will integrate school culture activities, which will bring the school community together for learning celebrations and building school culture.	CHKS data; verbal feedback from constituents; increased parent participation	Multiple student and family engagement tthrough varied school-wide events/activities.	Tier 1
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<b>CONDITIONS FOR BLACK STUDENTS (<a href="#">instructions &amp; resources</a>)</b>	
<b>School Priority:</b>	Love and Affirm
<b>School Theory of Change:</b>	<p>If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p> <p>If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.</p> <p>If our school environment provides learning about Black history, culture and identity that celebrates and affirms Blackness. Including integrating Black culture and history in everyday learning, not just for Black students, but for all students of color to affirm Blackness. Then Black students can freely express and embody their Blackness however it looks like for them.</p>
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Professional development related to anti-racism and implicit bias.	<p>Provide professional development for staff related to anti-racism and implicit bias</p> <p>Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.</p>	<p>Observations</p> <p>Participate in central PD</p> <p>Reading fluency for AA students</p> <p>Proficiency rates on local and state assessments</p> <p>Informal or Formal Learning Walk Data</p>		Tier 1
5-2	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	OP2.1: Rigor and Relevance: Provide standards-aligned curriculum that is engaging, affirming, and meaningful, building towards college and career pathways; train all educators to use core materials.		Tier 1
5-3	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	OP1.2 Equity Practices: Provide foundational PD and spaces for on-going professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue		Tier 1



5-4	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.	Tier 1
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## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	English Learner Reclassification
<b>School Theory of Change:</b>	If we provide Integrated ELD lessons daily, to include comprehension strategies, juicy sentences, oral language, reading and writing scaffolds, realia, visual aids, graphic organizers, along with protected time (designated ELD) delivered with fidelity that supports ELL students, then we can provide a transformative approach to their English Language Development, which will ensure they have opportunity to achieve and sustain expected grade level proficiency across subject-content
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1					Tier 1
6-2	Teachers will engage in backward design focused on addressing content-language demands and UDL principles. Teachers will implement protected, designated ELD daily, (30 minutes), as well as integrated ELD instructional practices.	Provide professional development support in ELA/ELD Standards, designated/integrated instructional practices and progress monitoring ELL's English Language Development.	Observable instructional practices will be noticeable through the rigorous engagement of ELL's in the classrooms, academic discourse, intentional engagement strategies and protocols implementation, small group work and inquiry-based learning aligned to CCSS & NGSS.		Tier 1
6-3	Teachers will make data informed decisions for instruction in order to teach intentionally utilizing inquiry-based instruction, collaborative learning, and direct instruction. They will use culturally and linguistic responsive pedagogy to promote learning and strategically support students and ensure equitable access for all students.	Provide PLC time for collaboration and data analysis. Provide PD in effective PLC practices and various methods of assessment. Maintain an up-to-date internal system of comprehensive student data for teachers. Principal and TSA will monitor PLC's and facilitate the development of effective PLC's.	Observable instructional practices will be noticeable through the rigorous engagement of ELL's in the classrooms, academic discourse, intentional engagement strategies and protocols implementation, small group work and inquiry-based learning aligned to CCSS & NGSS.		Tier 1

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION
Site Liaison, Extended Day	\$112,572	After School Education & Safety (ASES)	2205	Classified Support Salaries	2428	Site Liaison, Extended Day	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase student engagement to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room. Focus goal to identify additional opportunities for family engagement with PTA support.  Meet with chronically absent students to ascertain their thoughts about school, academics and how they feel when miss school.
after school program	\$18,674	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Professional Development calendar aligned to deepening knowledge of CCSS's and mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas.  Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.
extend contract	\$5,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Professional Development calendar aligned to deepening knowledge of CCSS's and mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas.  Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION
contract	\$10,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	<p>Professional development to support teachers with what common core aligned rigorous literacy instruction looks like, sounds like, and produces from ALL students.</p> <p>Provide PD on EL Education language dives; foundational literacy skills and DIBELS to progress monitor students' reading growth and development.</p> <p>Principal, TSA, support PLC's to provide opportunity for teachers to collaborate in the areas of teacher-driven data inquiry, formative assessments, student work analysis, integrated teaching and learning, adjust acceleration groups.</p> <p>Provide professional development opportunities through PD/PLC, coaching and feedback.</p>
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	<p>Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.</p> <p>Implement EL ED standards-based curriculum with integrity; daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.</p> <p>Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.</p>

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION
Early Literacy Tutor	\$40,293	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8004	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.  Implement EL ED standards-based curriculum with integrity; daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.  Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.
supplies/ material	\$7,920	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement a school-wide acceleration and progress monitoring plan, which will provide a 30-minute differentiated block across grade levels for all students.
equipment maintaince agreement	\$1,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Copier Miantenance	Copier Maintenance
11-Month Community School Manager	\$57,016	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	8709	11-Month Community School Manager	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers will implement a school-side acceleration and progress monitoring plan which will provide a 30-minute differentiated block across grade levels for all students

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION
instructional supplies	\$2,334	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	<p>Use supplemental technology curriculum (RAZ Kids, Freckle (Math, ELA, Science, Social Studies (adaptive, differentiated programs, with diagnostic pre-tests and benchmark assessments) and supplemental materials to include, Spelling Connections, Studies Weekly and Learning Standards Plus, which promotes student growth and engagement for all learners), Google Read &amp; Write) to support personalized learning in ELA, Math, Science and Social Studies.</p> <p>Teachers will be able to quickly analyze student needs and focus their instruction aligned to Common Core Standards. With student data results, teachers will monitor students' growth, use Common Core resources available through the technology to assign ELA, Math, Science and Social Studies targeted practice focused on a standard, identify and group students and support students with acquisition of computer skills for taking online assessments.</p>
To be allocated in Fall 2023.	\$35,635	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	<p>Principal, TSA, and CSM will conduct weekly informal observations; feedback and coaching around noted teaching practices, rigor, and high engagement to meet student learning goals.</p> <p>Specific targeted feedback will include the noted components under teaching practices. Progress monitoring through academic conferences with teachers, where they present students' portfolios and are able to articulate where students are towards meeting grade level standards.</p>

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	
Library Technician	\$107,978	Measure G, Library Support	2205	Classified Support Salaries	8423	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	<p>Use supplemental technology curriculum (RAZ Kids, Freckle (Math, ELA, Science, Social Studies (adaptive, differentiated programs, with diagnostic pre-tests and benchmark assessments) and supplemental materials to include, Spelling Connections, Studies Weekly and Learning Standards Plus, which promotes student growth and engagement for all learners), Google Read &amp; Write) to support personalized learning in ELA, Math, Science and Social Studies.</p> <p>Teachers will be able to quickly analyze student needs and focus their instruction aligned to Common Core Standards. With student data results, teachers will monitor students' growth, use Common Core resources available through the technology to assign ELA, Math, Science and Social Studies targeted practice focused on a standard, identify and group students and support students with acquisition of computer skills for taking online assessments.</p>	
Early Literacy Tutor	\$5,756	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8004	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	<p>Professional development to support teachers with what common core aligned rigorous literacy instruction looks like, sounds like, and produces from ALL students.</p> <p>Provide PD on EL Education language dives; foundational literacy skills and DIBELS to progress monitor students' reading growth and development.</p> <p>Principal, TSA, CSM support PLC's to provide opportunity for teachers to collaborate in the areas of teacher-driven data inquiry, formative assessments, student work analysis, integrated teaching and learning, adjust acceleration groups.</p> <p>Provide professional development opportunities through PD/PLC, coaching and feedback.</p>	168-13

**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	
Early Literacy Tutor	\$18,446	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6821	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, i-Ready, and small group differentiated instruction in all classrooms.  Implement EL ED standards-based curriculum with integrity; daily practice with complex text., academic language using EL Education protocols and conversation cues, and writing with evidence.  Targeted acceleration with differentiation instruction to include guided reading, i-Ready and language dives, in reading for all students. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.	168-14
family engagment matericals	\$1,270	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Increase student engagement to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room. Focus goal to identify additional opportunities for family engagement with PTA support.  Meet with chronically absent students to ascertain their thoughts about school, academics and how they feel when miss school.	168-15
11-Month Community School Manager	\$42,762	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	8709	11-Month Community School Manager	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Principal, TSA, and CSM 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. Progress monitoring through academic conferences with teachers, where they present students' portfolios and are able to articulate where students are towards meeting grade level standards.	168-16



**PROPOSED 2023-24 SCHOOL SITE  
BUDGET**

**Site Number:** 168

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

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	
instructional supplies	\$4,863	Title I, Part A Schoolwide Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will deliver explicit direct, culturally responsive instructional practices that allow students to be actively engaged in their learning.  Teachers will organize learning environments that provide learning centers, alternate seating arrangements, small groups, and the ability for students to have mobility and positive peer interactions.	168-17
teaching new/expanded program( music,dance,steam, art)	\$3,175	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will make data informed decisions for instruction in order to teach intentionally utilizing inquiry-based instruction, collaborative learning, and direct instruction. They will use culturally and linguistic responsive pedagogy to promote learning and strategically support students and ensure equitable access for all students.	168-18
Early Literacy Tutor	\$18,446	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	6821	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Instructional Leadership Team (Principal, TSA, CSM, Subject-Content Teacher Leaders) will engage in "Data into Action, Data-Driven Inquiry Cycles" to provide student data analysis feedback summaries for teachers, in support of classroom instructional practices, design and deliver applicable professional development, and tap into site-based teacher instructional strategies. Weekly PLC's to collaboratively analyze student language progress and plan instruction.  Media Instructional Technology (EEIP) 1x/week for 50 minutes instructional block provides students access to digital reading and math applications, inquiry-based (Google Apps, Coding Basics, Scratch Coding, Web Quests), and academic acceleration (small group), (RAZ Kids) to extend and support their learning.	168-19



## **Title I, Part A School Parent and Family Engagement Policy**

**2022-2023**

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

### **Carl B. Munck Elementary School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

## **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

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

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

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

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

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

## **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

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

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

**OUSD Family Engagement Standard 4: Learning at Home**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- PTA Parent Engagement Surveys

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

- Ujimaa After School Program Winterfest & Springfest Programs

- Oakland Promise: K2College
- Living Jazz
- Junior Center of Art and Science
- Closing The Divide (Computer Literacy)
- Americorp (Environment, Food & Garden) Partnership

**Adoption**

This policy was adopted by the Carl B Munck Elementary School on August 31, 2022 and will be in effect for the period of August 31, 2022 through August 31, 2023.

**The school will distribute this policy to all parents on or before September 9, 2022.**

Denise J Burroughs \_  
**Name of Principal**

*Denise J Burroughs*  
**Signature of Principal**

*August 31, 2022*  
**Date**



## **School-Parent Compact**

### **[Carl B. Munck Elementary School]**

## **2022-23**

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

*This School-Parent Compact is in effect for the 2022-23 school year.*

#### **School Responsibilities**

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

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

### **Parent Responsibilities**

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

- I will send my child to school on time every day
- I will ensure my child gets adequate sleep and has a healthy diet.
- I will promptly respond to messages from my child's school.
- I will attend Back-to-School Night, Parent/Teacher/Student Conferences/Open House, and other school events.
- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- I will read to my child or have my child read for at least 20 minutes every day.
- I will limit the amount of time my child watches television or plays video games to no more than 1 hour per day.

### **Student Responsibilities**

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

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

This Compact was adopted by **Carl B. Munck Elementary School** on (August 31, 2022), and will be in effect for the period of August 31, 2022 through August 31, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 9, 2022.

*Denise J. Burroughs*

*Date: 8/31/2022*

Denise J. Burroughs, Principal





Strategic Resource Planning (SRP)

**Carl B. Munck ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**2022-2023**

**SSC - Officers**

Chairperson:	Susan Juarez, Parent
Vice Chairperson:	Sheila Deputy, Teacher
Secretary:	Rene' M. Mastin, CSM

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Denise J. Burroughs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Susan Juarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Holly Shogbesan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Laurie Burrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Sheila Deputy*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Faustena Byrd-Linarez*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Blu Pride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Rene' Mastin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Robyn Walker (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

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

