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## Board Cover Memorandum

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
 Sondra Aguilera, Chief Academic Officer  
**Board Meeting Date** October 13, 2021  
**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Carl B. Munck Elementary School

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Carl B. Munck Elementary School  
**CDS Code:** 1612596001697  
**Principal:** Denise Burroughs  
**Date of this revision:** 4/27/2021

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/27/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

**Site Number:** 168

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                   |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers    |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/27/2021

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, media announcements, etc.) |
|---|---|--|

**Signatures:**

Denise J. Burroughs <i>Principal</i>	<u><i>Denise J. Burroughs</i></u> Signature	<u>5/25/2021</u> Date
Felicia Smith <i>SSC Chairperson</i>	<u><i>Felicia Smith</i></u> Signature	<u>5/25/2021</u> Date
Monica Thomas <i>Network Superintendent</i>	<u><i>[Signature]</i></u> Signature	<u>5/26/21</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature	<u>6/3/2021</u> Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/27/2020	SSC & SELLS Combined	Reviewed Budget Allocations and Carryover Funds
1/26/2021	SSC & SELLS Combined	Reviewed the 2021-2022 Budget Development Process/Budget Calendar Highlights
2/8/2021	Faculty	Discussed 2021-2022 SPSA, Budget and Enrollment Projections
2/23/2021	SSC & SELLS Combined	Reviewed and discussed SPSA priorities/strategies and determined funding expenditure allocations for the Title I & Title V Worksheet, as well as LCFF fund allocations.
3/3/2021	Faculty	Reviewed Budget Allocations, received feedback and determined how allocations would be spent.
3/9/2021	Instructional Leadership Team	With ILT reviewed data 2021-22 SPSA to determine implications for modifications from 2020-21 SPSA. Reviewed/received feedback with reference to 2021-22 SPSA Budget Priorities.
4/27/2021	SSC & SELLS Combined	SSC approved the 2021-2022 SPSA for Board Review and approval.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 primarily through one-time COVID relief funds to enable us 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,040.00
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	\$383,735.00

### 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)	\$54,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$14,100.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,440.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$143,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,600.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$59,040.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$324,695.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$383,735.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 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.

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES****Focus Area:****Priority Strengths****Root Causes of Strengths**

College/Career Readiness

**\*\*Diagnostic 1 (1st-2nd Grade Students only)**  
**Reading Window:** Overall percentage of students in tiers\*

**% in Tier 1 (at/above)**  
**(1st-2nd Grade): 14%**

**% in Tier 2 (one year below)**  
**(1st-2nd Grade): 50%**

**\*\*Diagnostic 2 Reading”: Overall % of students in tiers**

**% in Tier 1 (at/above)**  
**(Kindergarten (MOY) 1st Diagnostic) - at/above or early-on grade level): 92%**  
**(1st-2nd Grade): 39%**

**% in Tier 2 (one year below)**  
**(1st-2nd Grade): 53%**

**\*\*Change in % of Tiers (+/-) from BOY to MOY**

**% in Tier 1 (at/above)**  
**(1st-2nd Grade): +25%**

**% in Tier 2 (one year below)**  
**(1st-2nd Grade): +3%**

\*\*\*\*\*  
**Grades 3-5th: (Fall 2020) i-Ready Standards Mastery (Reading Lit)**

**4th Grade:**  
7% increase in (Tier 1) Proficient;  
3.1% increase in (Tier 2) progressing;  
6% decrease in (Tier 3) beginning  
as compared with the i-Ready Diagnostic Fall Data (BOY)

**Equity**  
African American SW Proficient:  
18.6 % (13 students )  
4th grade African American:28 % (7 students)  
African American SW Progressing:31.4 % (22 students)  
Latino SW: Progressing 33.3% (6 students)  
\*\*\*\*\*  
\*\*\*\*\*

**Grades 3-5th: (MOY 2021) i-Ready Standards Mastery (Reading Informational)**

**\*\*50% (18) 3rd grade students are at progressing Standard RI.3.3: Time , Sequence and Cause and Effect**  
**\*\*34.5% (10) 4th grade students are proficient in**

**Grades K-2: Diagnostic 1 (1st-2nd Grade Students only)**  
Domain Strengths HFW: +7%; Phonics: +9%; Voc: +8%; Info Text: +7%  
Fidelity to SIPPs small groups, mastery assessments (continuous progress monitoring), and daily use of EL Education reading lessons. Increased i-Ready usage in 1st and 2nd grade.

There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, academic mentor, and academic reading partners.

Software licences to support academic enrichment: Freckle, Learning A-Z, Studies Weekly

Classroom supplemental instructional supplies.  
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**ELA Grades 3-5: (Fall 2020) i-Ready Standards Mastery (Reading Lit)**  
Consistency to the 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.

There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, academic mentor, and academic reading partners.

Software licences to support academic enrichment: Freckle, Learning A-Z, Studies Weekly

Classroom supplemental instructional supplies.  
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**ELA Grades 3-5: (MOY 2021) i-Ready Standards Mastery (Reading Lit)**  
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 intended to shift teachers’ instructional practices and use of available technology tools: online platforms; engagement strategies and to increase students’ voices to do the heavy lifting.

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**ELA Grades 3-5: (MOY) i-Ready Standards Mastery (Math)**  
Teachers are using more visuals when presenting lessons and are using more interactive websites and teaching platforms for math. There has been more student talk and sharing of ideas.



<i>Focal Student Supports</i>	Targeted early literacy growth with increase in focal students (AA, Latinx) reading on grade level.	<p>Participation in the Early Literacy Cohort with teacher coaching supports to develop SIPPS small group instruction reading block aligned to student data. Small guided reading/math groups at Tier 1.</p> <p>There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, academic mentor, and academic reading partners.</p> <p>Classroom supplemental instructional supplies.</p>
<i>Student/Family Supports</i>	Multiple parent engagement through varied school-wide community events, along with an active SSC, PTA.	<p>Monthly Student of the Month Performance Assemblies, where students present their learnings and talents, along with Family Literacy and Science Nights, After School Winter and Spring Programs, PTA events, SARTs, COST/SST's/504 meetings calendared and held, collaborative IEP Team.</p> <p>Parent Teaching &amp; Learning Newsletter to support family home interactive learning.</p> <p>Software licences to support academic enrichment with at home learning: Freckle, Learning A-Z, Studies Weekly</p>
<i>Staff Supports</i>	Weekly 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. An active social committee plans fun and engaging staff activities, which includes a "Happy Friday" raffle give-away.	<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, RI, ORF and I-Ready Diagnostics and Standards Mastery Assessments.</p> <p>Extended contracts, support teachers with professional development to provide intervention practices for students.</p>
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

**School Year 2020-2021**

**Diagnostic 1 (1st-2nd Grade Students only)Reading**

**Window:** Overall percentage of students in tiers

**% in Tier 3 (2 or more years below)**  
(1st-2nd Grade): 36%

**Diagnostic 2 "2nd Reading:** Overall % of students in tiers

**% in Tier 3 (2 or more years below)**  
(**Kindergarten** (1st Diagnostic - MOY- **Percent in Tier 3**  
(1 year below): 8%  
(1st-2nd Grade): 7%

**Change in % of Tiers (+/-) from BOY to MOY**  
(1st-2nd Grade): -29%

**Grades 3-5th: (Fall 2020) i-Ready Standards Mastery (Reading Lit)**

**3-5 ELA**

**5th Grade:**

No change in (Tier 1 Proficient  
No change in (Tier 2) Progressing  
No change in Tier 3) Beginning  
as compared with the i-Ready Diagnostic Fall Data (BOY)

**3rd Grade:**

9% decrease in (Tier 1) Proficient  
9% decrease in (Tier 2) Progressing  
4% increase in (Tier 3) Beginning

**Equity:**

Latino SW: Proficient 0%  
African American SW Beginning:45.7 %(32 students) (3 students did not take)  
Latino SW Beginning :50 % (9 students) (3 students did not take the assessment)  
4th grade African American:28 % (7 students)  
4th grade Latino:100% (1 student)

**Grades 3-5th: (Fall 2020) i-Ready Standards Mastery (Math)**

**Overall: Grade 3**

Proficient: 9.8% ( 4)  
Progressing: 24.4% (10)  
Beginning 51.2% (21)

Standard 3.OA. A.1  
Proficient: 14.6% ( 6)  
Progressing: 31.7% (13)  
Beginning 39% (16)

Standard 3.OA. A.2  
Proficient: 17.1% (7)  
Progressing: 19.5% (8)  
Beginning 48.8% (20)

**Overall : Grade 4**

Proficient: 6.9% ( 2)  
Progressing: 34.5% (10)  
Beginning 55.2% (16)

**Grades K-2:**

Domain areas of Growth: Info Text(Tier 3): +5%; Phonics (Tier 3): +6%

Need fidelity to use i-Ready student independent lesson usage/ results: teacher targeted lessons assigned 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 info text and phonics. Complete quick quiz after instruction.

There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, academic mentor, and academic reading partners.

Software licences to support academic enrichment: Freckle, Learning A-Z, Studies Weekly

Classroom supplemental instructional supplies.

**Grades 3-5th: (Fall 2020) i-Ready Standards Mastery (Reading Lit)**  
**3-5 ELA**

**Grades 3-5:**

New to EL Education (ELA) pilot, access to grade level anchor texts, learning curve with varied links to instructional materials. Increase student engagement and decrease teachers doing the heavy lifting. Acknowledge students' prior knowledge and integrate the learning.i-Ready assessment/structure/format of reading passages/questions. Student standards-aligned tasks productivity with teacher feedback

There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, academic mentor, and academic reading partners.

Software licences to support academic enrichment: Freckle, Learning A-Z, Studies Weekly

Classroom supplemental instructional supplies.

**Grades 3-5th: (Fall 2020) i-Ready Standards Mastery (Math)**  
**Overall: Grade 3**

March 2020 shift to distance learning; created learning disruption

3rd grade teacher transitions-both classes experienced change to the teacher assigned at the beginning of the school year. Instructional alignment to the Math software used for students' asynchronous assignments; Need fidelity to use i-Ready student independent lesson usage/ results: teacher targeted lessons assigned based on student usage data and lesson outcomes. Consistent monitoring of student groups during assigned i-Ready time.

<i>Focal Student Supports</i>	Targeted early literacy growth with increase in focal students (AA, Latinx) reading on grade level, though inconsistent, daily fidelity to the SiPPS instruction impacts this growth target.	Participation in the Early Literacy Cohort with teacher coaching supports to develop SiPPs small group instruction reading block aligned to student group data  There is a need to offer increased opportunities for small group ELA reading support through use of EEIP intervention support, academic mentor, and academic reading partners.  Classroom supplemental instructional supplies.
<i>Student/Family Supports</i>	Chronic Absenteeism@ 15.6% Excessive tardies. Distance learning engagement	Lack of Social Emotional learning both onsite and limited in distance learning.  Parent Teaching & Learning Newsletter to support family home interactive learning.  Software licences to support academic enrichment with at home learning: Freckle, Learning A-Z, Studies Weekly
<i>Staff Supports</i>	Embedded curriculum aligned professional development	Need to increase availability of District-wide or Network-wide PD either by grade levels or grade level circuits  Extended contracts, support teachers with professional development to provide intervention practices for students.

## 1C: 20-21 STUDENT GOALS & TARGETS

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

**School Goal for May 2024:** All 3rd-5th grade students will make 15 points DF3 growth towards grade-level standards, as measured by SBAC and K-2nd, 5% points, as measured by i-Ready

**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	90.0%	95%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	50.0%	65.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	50.0%	55.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-63.4 (Spring 2019)	n/a	-13.8
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	Coming soon	45.0%
IAB I-Ready Standards Mastery ELA at or above Standard	All Students	#N/A	#N/A	50 %	55.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	N/A	N/A	N/A

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	54.0
IAB Math at or above Standard	All Students	TBD	12.5%	31.0%	41.0%
CAST (Science) at or above Standard	All Students	TBD	13.8%	n/a	28.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	N/A	N/A	N/A

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

**School Goal for May 2024:**

Decrease number of 3-5th grade students on Reading Inventory-multiple years below grade level by -5% points.  
All 3rd-5th grade students will show growth by -15 points from DF3 on SBAC -ELA/Math

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-128.6 (Spring 2019)	n/a	-108.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-70.2 (Spring 2019)	n/a	-50.0
Grades 3–5 at or above Mid-Grade (i-Ready)	Students with Disabilities	#N/A	Please choose a focal student group at left.	5%	10.0%
Grades 3–5 at or above Mid-Grade (i-Ready)	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	38.0%	53.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	25.3%	Coming soon	10.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-164.4 (Spring 2019)	n/a	-144.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-71.1 (Spring 2019)	n/a	-51.0
IAB Math at or above Standard	Students with Disabilities	n/a	0.0%	5.0%	10.0%
IAB Math at or above Standard	African-American Students	n/a	13.3%	35%	45.0%

**Instructional Focus Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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ELL Reclassification	English Learners	Reclassify 16%	7.1%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	25.0%

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

**School Goal for May 2024:** 100% of students will express a feeling of connectedness to community by responding "most of the time" or "all of the time" to the question, "Do you feel close to people at this school?"

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	80.8%	n/a	93.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	13.3%	n/a	13.0%
Chronic Absence	African-American Students	-2pp	11.7%	n/a	13.0%
UCP Complaints	All Students	n/a	n/a	n/a	0.00%

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

**School Goal for May 2024:** Provide professional development/PLC collaboration learning experiences aligned to differentiated adult growth needs that support student academic and social emotional growth.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	100.0%	100.0%
Teacher Retention	All Teachers	n/a	76.8% (Fall 2020)	90.0%	90.0%

**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, African-American students, and Latino/a 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 LCAP goals and to the specific purposes of each funding program.

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

**SPSA Year Reviewed:** 2020-21

**SPSA Link:** [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority: School-Wide Acceleration Strategy**

**Theory of Change:**

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.

**Related School Goal:**

All students build relationships to feel connected and engaged in learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Attendance team met virtually weekly and/or bi-weekly to discuss attendance and identify COST and/or SART referrals. SART meetings held, bi-weekly, as needed, which provided opportunity for families to dialogue about their attendance challenges and receive feedback with regards to community resources. During COST and SST meetings, the team included attendance data review, where attention to attendance matters were discussed with families in the SST meeting. COST meetings held, at least two times/month, to review new referrals and/or update data on active students in COST Tool. Student Success Team (SST) meetings held, at least monthly, or with increased frequency, if needed.

Students have access to instructional technology, which supports their access to CCSS/NGSS aligned lessons and tasks, RAZ Kids, Freckle, online learning tools for blended and personalized learning, robotics, coding and maker design activities, along with general choral music, instrumental music, performance music instruction by Living Jazz, themed art instruction, and project-based learning. Professional development/PLC's are differentiated, as needed and led by teacher leaders, TSA, Early Literacy Coach and Principal.

**What evidence do you see that your practices are effective?**

Effective practices are indicated by the positive schoolwide climate displayed through the School Motto " Together We Win - TEAM DRAGONS", Happy Fun Friday music and games for students, morning meetings, restorative conversations, Student of the Month/Performance Award Assembly, active Social Committee and Staff Fun Friday Raffles and PTA. Throughout the school year, held Family Reading Night and Family Science Night, both inclusive of parent workshops about the importance of reading/CASSP ELA content, exposure to instructional software used by students, and computer science coding with how to access code.org to experience what students are learning in the Media Lab. Ongoing instructional technology professional development so teachers could implement blended learning and increased exposure to online assessments using the Chromebooks. Most staff, teachers and classified, assume leadership roles to support the overall school vision and mission for a positive, supportive learning environment.

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

Continue goal to meet directly with chronically absent students to ascertain their thoughts about school, academics and how they feel when their absent. 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.

**20-21 Standards-Based Instruction Priority: CCSS/NGSS Standards-Based Planning**



<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Overall, the focus here was to support teacher growth and development in Math instruction, particularly with performance tasks and constructive responses, consistent use with Math Talks, opportunities for students to engage in academic discourse, exchange of Math thoughts and ideas, Math journals, manipulatives and visual aids. Professional development targeted rigor, math practices, math domains, claims and OUSD CCSS Math Curriculum Guide; how to use the guide for instructional planning, as well as, attention to the varied tasks to ensure students had learning opportunities and practical application with performance and constructive responses. Professional development was targeted to support teachers and leadership with recognition and application of what constituted instruction focused on developing students "conceptual understanding."	
<b>What evidence do you see that your practices are effective?</b>	
Mid-Year 2020-2021 Math Standards Mastery Data indicators: 3rd Grade: 48% (2) students above/near standard 4th Grade: 69% (20) students near standard 5th Grade: 73% (22) students above/near standard Overall: 62% (62) students above/near standard Targeted focal students who were near standard, may have resulted in increase of students at/above or distance from standard on SBAC. Progressed monitored students' mastery, in concepts and procedures, solve/model/analyze, and communicating reasoning. Ongoing observations/feedback of Math instruction in action. Utilized blended/personal learning with instructional software (Freckle) (ST math) to afford small, guided groups during the Math period.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Goal remains static, with intended target for Math growth through support of a Math Instructional Coach, or TSA focused on Tier 2 Math intervention/professional development/PLC's and coaching and focus on STEAM instructional practices.	
<b>20-21 Language &amp; Literacy Priority: CCSS/NGSS Standards-Based Planning and Implementation</b>	

<p><b>Theory of Change:</b></p>	<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 and ALL block with integrity, 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 F&amp;P RI, IAB's and SBAC.</p>
<p><b>Related School Goal:</b></p>	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>Differentiated professional development aligned to grade level circuits: 3rd-5th with focus on data inquiry aligned to the IAB Fall results; analyzing targeted standards to determine what students need to know. Teachers increased their knowledge of sequencing learning progressions to ensure it's logical for both content and language development and learning intentions.</p> <p>Teachers also identified the relevance of the learning expectations to support student engagement and motivation. At least one of the PD/PLC's included all the grade levels to ensure the Early Literacy Cohort teachers (Kdg-2nd), received the PD, which was aligned with use of a handbook titled, ""The Teacher Clarity Playbook-A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction.""</p> <p>The Early Literacy Cohort teachers (Kdg - 2nd), received differentiated professional development with the Early Literacy Coach, 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.</p> <p>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.</p> <p>Progress monitoring student growth, teachers daily, weekly and with use of OUSD assessments, Standards Masterey, with academic data conferences focused towards instructional planning and adjustments. Active engagement with the Early Literacy Co-hort (K-2nd), differentiated professional development and PLC's, ETK supported with TK Coaching and differentiated professional development/PLC's. Grades 3rd-5th diffentiated professional development/PLC's.</p> <p>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, guided by the resource, The Teacher Clarity Playbook, Grades K-12: A Hands-On Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction, Instructional Planning with Focus on use of OUSD Curriculum Blueprints/EL Education, Complex Texts ,I-Readysstandards Mastery and Informational Assessment Analysis S tndards Mastery/CASSP Test Administration training.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	

<p>Evidence of effective instructional practices are indicated by the 2020-2021:  Fall 20 Standards Mastery :  3rd: ELA-Literary Text: 9.8% (4) above; 26.8% (11) near; Math: 39.8% (4) above; 26.8% (11) near;  4th: ELA-Literary Text: 24.1% (7) above; 41.4% (12) near; Math: 6.9% (2) above; 34.5% (10) near;  5th: ELA-Literary Text: 13.3% (4) above; 30% (9) near; Math: 13.4% (4) above; 6.7% (2) near;  Overall: 15% (15) above; 33% (33) near; Math: 10% (10) above; 23% (23) near;  Mid-Year 2020-2021: ELA Informational Text: 9% (9) Above; 45% (45) Near; 38% (38) Below  Early Literacy Mid-Year 20-21:  Kdg: Letter Naming Fluency: 85% of 34 (23) at benchmark  SIPPS Mastery: 85% of 34 (29) at benchmark  1st: I-Ready: 45.2% of 31 (14) at benchmark  SIPPS Mastery 35% of 31 (12) at benchmark  2nd: i-Ready : 45.4% of 32 (15) at benchmark  SIPPS Mastery: 31% of 35 (11) at benchmark</p>	
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>	
<p>Site will continue to grow towards meeting the identified strategies/activities to achieve this goal.</p>	
<p><b>20-21 Conditions for Adult Professional Learning Priority:</b> Provide professional development/PLC collaboration learning experiences aligned to differentiated adult growth needs that support student academic and social emotional growth.</p>	
<p><b>Theory of Change:</b></p>	<p>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.</p>
<p><b>Related School Goal:</b></p>	<p>All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.</p>
<p><b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>	
<p>With the exception of moving to distance learning, which included site-based and centrally provided professional development, the SPSA practices were implemented, as indicated. With no in-person instruction, the partnership with Academic Reading Partners, was not implemented and the funds were transferred to procure additional classroom instructional resources.</p>	
<p><b>What evidence do you see that your practices are effective?</b></p>	
<p>Practices were effective as evidenced through professional development/professional learning community participation and curriculum implementation resulted with increased students' engagement and task productivity.</p>	

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

No changes made; will continue towards meeting this goal for adult professional learning.

**20-21 Conditions for English Language Learners**  
**Priority:** English Learner Reclassification

**Theory of Change:** 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

**Related School Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

English Language Learners are provided with access and are fully engaged with rigorous grade-level English Language Arts (ELA), and Mathematics standards called for in the Common Core Standards to acquire the reasoning, language skills, and academic registers they need to be successful across the curriculum and throughout the school day.

**What evidence do you see that your practices are effective?**

Most notably, EL students in the early literacy cohort grades (K-2nd) demonstrate growth paced with their English only peers.

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

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) must be delivered with fidelity. Small groups targeted to support 3rd-5th grade EL's with grade-level content.

**DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

N/A

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

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

**School ID:** 168

**3: SCHOOL STRATEGIES & ACTIONS**

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

*District Strategy:* Building **CONDITIONS FOR STUDENT LEARNING**

<b>School Priority ("Big Rock"):</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>Related Goal(s):</b>	All students build relationships to feel connected and engaged in learning.
<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?
1-1	<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 and TSA 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 walk throughs. Student feedback about their learning and school experience, along with their academic work productivity.</p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.</p>	<p>Tier 2</p>

1-2	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.	Leadership: Principal, TSA, 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.	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.		Tier 1
1-3	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.	Leadership to determine school-wide leadership opportunities for student engagement and input (Junior coaches; Student Leadership Council; lunch monitors, campus beautification, for example.  Target 1st Trimester implementation.	Evidence of implementation through formulation of student leadership opportunities with assigned adult advisors.		
1-4	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.		

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	CCSS/NGSS Standards-Based Planning
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<b>School Theory of Change:</b>	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.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<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>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 Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and 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, anchor standards and teaching points to task alignment.</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.		

2-2	<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 Anchor standards; Reader's and Writer's Workshop lessons (minilessons) and 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, anchor standards 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>			
2-3	<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>			



2-4	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 notetaking, partner and group work.		
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**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	CCSS/NGSS Standards-Based Planning and Implementation				
<b>School Theory of Change:</b>	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. If teachers consistently implement EL Education Modules and ALL block with integrity, 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 F&P RI, IAB's and SBAC.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

3-1	<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 language dives; guided reading and running records calibration to inform guided reading instruction.</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>	<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>Reading Inventory-RI (2nd-5th)</p> <p>i-Ready diagnostics &amp; standards mastery assessments and/or SBAC Interim Assessments (3rd-5th)</p>		
3-2	<p>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.</p>	<p>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.</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. Regular next steps feedback and monitoring to ensure implementation.</p>		

3-3	<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>	<p>Instructional Leadership Team (Principal, TSA, 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), Freckle, 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>		
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3-4	"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."	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs.  With school psychologist designated to support SART's, COST, SST's and small group counseling will provide emotional and social interventions for all students who are not "thriving."	Coordination of services team (COST), Student Success Team (SST), Student Attendance Review Team (SART's), data collection used to determine needed strategies to support students, who fall outside the sphere and would benefit from additional supports.		
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**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</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>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
<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?
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 walk throughs.		

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.		
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		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
<b>School Priority ("Big Rock"):</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 Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	<p>Teachers ensure ELLs build the capacity to speak, read, and write in English and are provided protected time everyday to become proficient (Designated ELD) and throughout the content areas (Integrated ELD);</p> <p>Teachers use appropriate oral language, reading, and writing scaffolds to access Common Core curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)</p>	<p>Teachers are provided detailed assessment data (ELPAC, RI, MI, i-Ready diagnostics &amp; standards mastery, and SBAC) of ELLs to provide appropriate language development supports;</p> <p>Leadership ensures teachers receive necessary professional development and resources to plan classroom instruction aligned to English Language Development.</p>	<p>Daily schedules with Designated ELD block, observation of integrated ELD strategies, Anchor Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, RI, MI, SIPPS, i-Ready diagnostic &amp; standards mastery, and SBAC Interim assessments.</p>		
5-2	<p>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.</p>	<p>Provide professional development support in ELA/ELD Standards, designated/integrated instructional practices and progress monitoring ELL's English Language Development.</p>	<p>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 &amp; NGSS.</p>		
5-3	<p>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.</p>	<p>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.</p>	<p>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 &amp; NGSS.</p>		

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
After School Program	\$46,791	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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.	168-1
Extended Day Liaison (After School Coordinator), will provide oversight to the after school program staff, plan and deliver professional development for the after school staff to ensure academic alignment between the day and after school program academic block. (Math & ELA)	\$82,046	After School Education & Safety (ASES)	2205	Classified Support Salaries	2428	Site Liaison, Extended Day	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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.	168-2
Overall support for academic and social emotional practices.	\$5,199	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	168-3
Supplies-Office and Miscellaneous for RISO	\$7,301	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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. With TSA and TCEEIP support, design schedule, which will provide additional planning time.	168-4
Copier Supplies/Maintenance	\$1,200	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will implement grade level appropriate instruction in making meaning, increase student skill in accessing and interacting with text, close reading of complex text, building language development (conversational, general academic, and domain-specific vocabulary), effective expression, discussion, content knowledge and foundational skills.	168-5
RISO Maintenance/Supplies	\$400	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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	168-6
<b>Teacher on Special Assignment:</b> Support PD/PLC, coaching and feedback; conduct classroom walkthroughs to inform TSA of PD/coaching needs, application of PD content, as related to ELL's and monitor school-wide instructional goals. Using student diagnostic data, structure Tier 2 small group targeted instruction and progress monitor student growth and mastery. Serve on instructional leadership team as ELA teacher lead and other duties, as required.	\$98,482	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7102	TSA 10 Pay	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, 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 and language dives in reading for students below grade level expectations. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.	168-7
<b>EEIP Teacher:</b> Provide small group intervention for focal students. Progress monitor students' mastery with benchmark assessments for student groupings and targeted instructional supports.	\$23,803	LCFF Supplemental	1105	Certificated Teachers' Salaries	3158	Teacher Education Enhancement	0.35	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, 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 and language dives in reading for students below grade level expectations. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.	168-8
To be allocated Fall 2021	\$21,365	LCFF Supplemental	4399	Unallocated	tbd	tbd	tbd	tbd	tbd	

PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$37,000	Measure G Library	2205	Classified Support Salaries	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, 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 and language dives in reading for students below grade level expectations. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.	168-10
Books Other Than Textbooks	\$18,000	Measure G Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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.	168-10
EEIP Teacher: Provide small group intervention for focal students. Progress monitor students' mastery with benchmark assessments for student groupings and targeted instructional supports.	\$9,700	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	3158	Teacher Education Enhancement	0000	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, 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 and language dives in reading for students below grade level expectations. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.	168-11
Academic Mentor	\$13,000	Title I: Basic	2928	Other Classified Salaries: Hourly	n/a	n/a	0000	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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.	168-12
Certificated Extended Contracts	\$3,500	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Instructional Leadership Team (Principal, TSA, 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.	168-14
Blended Learning Instructional Software: FRECKLE-ELA & Math; RAZ-Plus, Studies Weekly	\$7,800	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	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 & Write) to support personalized learning in ELA, Math, Science and Social Studies.  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.	168-15



PROPOSED 2021-22 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 SPSA ACTION	BUDGET ACTION NUMBER
Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support	\$15,000	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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.	168-16
Academic Reading Partners - Consultants	\$5,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement Rigorous instruction in Reading, and Writing to include, vocabulary instruction, close reading and complex text, evidence-based writing, 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 and language dives in reading for students below grade level expectations. Using EL Education curriculum all teachers will design and implement, rigorous and engaging lessons across subject-content areas.	168-17
Parent Education Curriculum Newsletters (ELA & Math/Science) Materials/Supplies	\$1,440	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	168-18
Audio Visual Equipment (Document Cameras, Wireless Monitors)	\$3,600	Title IV: Student Support & Academic Enrichment	4474	Audio Visual Equip < \$5,000	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	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 & Write) to support personalized learning in ELA, Math, Science and Social Studies.  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.	168-19



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

**2020-2021**

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

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

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

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

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

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

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

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

- Teachers will engage families as partners, through periodic classroom newsletters, emails, Class Dojo, ZOOM (virtual contact), which updates classroom learning goals, outcomes and activities.
- Leadership will coordinate family engagement activities, which include Family Literacy (Reading) Night and Science Night, California Common Core State Standards, Literacy and Math workshops.

- Community Partners, which includes the PTA and After School Program, will integrate school culture activities that will bring the school community together for learning celebrations and building school culture.

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

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

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

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

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

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

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

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

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

- Through monthly newsletters, flyers, School Messenger System, Class Dojo, Talking Points, 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
- School Site Council: Participate as elected member
- Volunteers
- Family Literacy & Science Nights
- PTA Sponsored Events
- 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,” and “Math+Science Connections” Monthly Newsletters
- Access to instructional software: Reading A-Z: RAZ Kids; FRECKLE (Math & ELA);
- 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. (Talking Points, Google Translate)

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

- PTA Parent Engagement Surveys

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

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

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

- After School Program Agency Winterfest & Springfest Programs
- Oakland Promise: K2College

**Adoption**

This policy was adopted by the Carl B Munck Elementary School on August 31, 2020 and will be in effect for the period of August 31, 2020 through August 31, 2021.

**The school will distribute this policy to all parents on or before September 9, 2020.**

Denise J Burroughs	<i>Denise J. Burroughs</i>	8-31-2020
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>



## **School-Parent Compact**

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

### **2020-21**

*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 2020-21 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, 2020), and will be in effect for the period of August 31, 2020 through August 31, 2021.

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, 2020.

*Denise J. Burroughs*, Principal

August 31, 2020





Strategic Resource Planning (SRP)

**Carl Munck**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Felicia Smith
Vice Chairperson:	Alana Whitt-Smith
Secretary:	Rene' Mastin

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Denise Burroughs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alan Whitt-Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felicity Buxton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rene' Mastin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Felicia Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Susan Juarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Robyn Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lorraine Provost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>4th Tuesday @ 4:30 pm</b>
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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.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members