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Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School.

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

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

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

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

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 4/26/20

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

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

Contact: Denise Burroughs

Position: Principal

Address: 11900 Campus Drive
Oakland, CA 94619

Telephone: 510-531-4900

Email: denise.burroughs@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/26/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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:

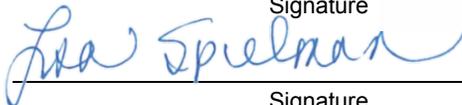
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/26/2022

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, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

Denise Burroughs <hr style="border: 0; border-top: 1px solid black;"/> Principal	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	4-26-2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Alana Whitt-Smith <hr style="border: 0; border-top: 1px solid black;"/> SSC Chairperson	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	4-26-2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> Network Superintendent	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5.16.2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> Director, Strategic Resource Planning	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/16/22 <hr style="border: 0; border-top: 1px solid black;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/2021	Faculty	Reviewed/discussed budget 2021-22 and COVID funding provided.
11/9/2021	Instructional Leadership Team	Conducted ILT work session to determine teacher, leadership and organization practices aligned to school goals.
11/16/2021	SSC & SELLS Combined	Shared rationale and overview of site plan and rolled SELL into SSC.
1/11/2022	SSC	Presented the 2022-23 Title I, IV, and LCFF Supplemental budgets for review and approval. Also accepted the Safety Plan for 2022-23.
1/25/2022	SSC	Reviewed and discussed the 2022-23 SPSA Part I: Needs Assessment and completed the Annual review of the 2021-2022 SPSA.
2/8/2022	Instructional Leadership Team	Reviewed and conducted working session to review budget strategies and provide feedback for the 2022-23 SPSA.
3/8/2022	Instructional Leadership Team	Provided further strategies and feedback for the 2022-23 SPSA.
2/22/2022	SSC	2021-2022 SPSA Budget correction in Title I and LCFF Supplemental and further review of the 2022-23 SPSA.
3/22/2022	SSC	Reviewed the 2022-23 SPSA looking specifically at 3A MTSS and ELL Crosswalk sections.
4/12/2022	Instructional Leadership Team	Final Review and opportunity for recommendations for COVID funds and potential Grant opportunities

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded 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. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,860.00
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	\$392,753.77

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)	\$54,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$12,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,460.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$117,750.00	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)	\$3,650.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	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)	\$72,000.00	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
SUBTOTAL OF FEDERAL FUNDING:	\$59,860.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$332,893.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$392,753.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 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: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	53%	<i>not available until Fall 2022</i>	63%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	42%	<i>not available until Fall 2022</i>	52%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	33%	<i>not available until Fall 2022</i>	60%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-63.4	n/a	<i>not available until Fall 2022</i>	-53.4
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	15%	<i>not available until Fall 2022</i>	50%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-66.9	n/a	<i>not available until Fall 2022</i>	-56.9
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	42%
CAST (Science) at or above Standard	All Students	14%	n/a	<i>not available until Fall 2022</i>	28%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-128.6	n/a	<i>not available until Fall 2022</i>	-108.6
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-70.2	n/a	<i>not available until Fall 2022</i>	-55.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	8%	<i>not available until Fall 2022</i>	50%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-164.4	n/a	<i>not available until Fall 2022</i>	-144.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-74.4	n/a	<i>not available until Fall 2022</i>	-54.4

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0.0%	6%	<i>not available until Fall 2022</i>	13%
LTEL Reclassification	Long-Term English Learners	n/a	n/a	<i>not available until Fall 2022</i>	n/a

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	70%	84%	<i>not available until Fall 2022</i>	93%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	13%	16%	<i>not available until Fall 2022</i>	14%
Chronic Absenteeism	African American Students	12%	16%	<i>not available until Fall 2022</i>	11%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>School-wide overall, students experienced placement growth in i-Ready Reading: Overall: 34% of students improved by at least one (1) placement level: Percent change in placement: 28.7% grew by 1 placement; Grade 1: 21.7% of students 1 grade level grew by 1 placement level; 100% Early on Grade level grew by 1 placement level; 50% 2 grade levels below grew by 1 placement level. Grade 2: 28.6% of students 1 grade level grew by 1 or more placement levels & 66.7% at early on grade level grew by 1 placement level: 33.3% 2 or more grade levels below grew by 1 or more placement levels. Grade 3: 75% of students 1 grade level below grew by 1 placement level & 42.9% at early on grade level grew by 1 placement level 30% of 2 grade levels below grew by 1 placement level & 25% of 3 or more grade levels below grew by 1 placement level Grade 4: 20% of Early on Grade level grew by 1 placement level & 18.8% 1 grade level below grew by 1 placement level & 50% students 2 grade levels below grew by 1 placement level. 71.4% 3 or more grade levels below grew by 1 or more placement levels Grade 5: 50% Early on Grade level grew by 1 placement level; 33.3% 1 grade level below grew by 1 placement level; 66.7% 2 grade levels below grew by 1 placement level; 66.7% 3 or more grade levels below grew by 1 or more placement levels</p>	<p>Grades K-2: Fidelity to SIPP's small groups, mastery assessments (continuous progress monitoring), & daily use of EL Education reading lessons. Increased i-Ready in 1st and 2nd grade. Increased opportunities for small group ELA reading through 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 3-5: ELA Consistency to EL Education (ELA) instructional delivery (modeling/scaffolding/small group discussions, standards-driven learning objectives/targets; i-Ready is a priority with monitored student usage/feedback. Offer increased opportunities for small group ELA reading support through EEIP intervention, academic mentor, and academic reading partners. Software licences to support academic enrichment: Freckle, Learning A-Z, Studies Weekly Classroom supplemental instructional supplies. / ELA Grade level teacher led PLC's focused on the instructional core, standards-aligned lessons/tasks and progress monitoring students' outcomes; sharing best practices and aligning i-Ready teacher-led instruction across grade-level circuit. Targeted coaching/feedback to shift teachers' instructional practices & use of available technology tools: online platforms; engagement strategies and to increase students' voices to do the heavy lifting. Grades 3-5: Math Teachers using more visuals when presenting lessons & are using more interactive websites and teaching platforms for math. There has been more student talk and sharing of ideas.</p>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx) reading on grade level.</p>	<p>Participation in the Early Literacy professional development with teacher coaching supports to develop SIPPS small group instruction reading block aligned to student data. Small guided reading/math groups at Tier 1. 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.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Multiple parent engagement through varied school-wide community events, along with an active SSC, PTA. Parent outreach 4th Wednesday of the month.</p>	<p>Student of the Month Performance Assemblies (virtual, when needed) where students present their learnings and talents, along with Family Literacy and Science Nights, After School Winter and Spring Programs, PTA events, SARTs, COST/SST's/504 meetings calendared and held, collaborative IEP Team. 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 Student Leadership (Recess Coaches)</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Bi-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>	<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. Provided in-class coaching supports and data inquiry analysis immediately upon completion of the SIPPS Mastery Assessments, ORF and I-Ready Diagnostics and Standards Mastery Assessments. Extended contracts, support teachers with professional development to provide intervention practices for students.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>School Year 2021-2022 Math Standards Mastery 1 (Fall) Overall Results Grade 2: 34.8% progressing 65.2% beginning Grade 4: 25% progressing 62.5% Beginning Grade 5: 12.5% progressing 75%beginning Math Diagnostic MOY overall results Kindergarten: 87% one grade level below Grade 1: 60% one grade level below 33% two grade levels below Grade 2: 36% one grade level below 59% two grade levels below Grade 3: 37% one grade level below 53% two grade levels below Grade 4: 19% one grade level below 71% two grade levels below Grade 5: 17% one grade level below 75% two grade levels below</p>	<p>Grades K-1: 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 math. Complete quick quiz after instruction. Need to offer small group math support through of EEIP intervention support, academic mentor, and academic reading partners. Software licences to support academic enrichment: Freckle. Classroom supplemental instructional supplies. Grades 2-5th: (Fall 2021) i-Ready Standards Mastery (Math). 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. Need fidelity to math pacing, use of the core curriculum guide and the math academic tasks. Progress monitor students' Math data: embedded curriculum assessments; i-Ready quizzes and diagnostics Math conferences and small-group work with Tier 2 students. Fidelity to use of "Thinkcentral" to deliver Math Expressions instruction following the OUSD Math Curriculum Pacing. Use of the OUSD math toolkit, math talks, three reads, and participation quiz. Encourage student discourse; Math Talks; productive struggle; student-led questioning prompts and challenges to peers. Re-engage students targeted on the standard; support students with opportunity for Math Talks in one-to-one/small group conferences; Make learning visible with use of realia and focus on Math priority standards with depth. Teach for mastery.</p>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPP instruction impacts this growth target.</p>	<p>Participation in the Early Literacy Cohort with teacher coaching supports to develop SIPP 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.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Chronic Absenteeism@ 15.6% Excessive tardies. Absenteeism due to Covid and multiple notifications of modified quarantine</p>	<p>Lack of Social Emotional learning onsite. 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</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Embedded curriculum aligned professional development</p>	<p>Need to increase availability of District-wide or Network-wide PD either by grade levels or grade level circuits Extended contracts, support teachers with professional development to provide intervention practices for students.</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, 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's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Carl B. Munck Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

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

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

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

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

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

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

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

School-wide overall, students experienced placement growth in **i-Ready Reading**:

Overall: 34% of students improved by at least one (1) placement level:

Percent change in placement: 28.7% grew by 1 placement;

Grade 1: 21.7% of students 1 grade level grew by 1 placement level; 100% Early on Grade level grew by 1 placement level; 50% 2 grade levels below grew by 1 placement level.

Grade 2: 28.6% of students 1 grade level grew by 1 or more placement levels & 66.7% at early on grade level grew by 1 placement level: 33.3% 2 or more grade levels below grew by 1 or more placement levels.

Grade 3: 75% of students 1 grade level below grew by 1 placement level & 42.9% at early on grade level grew by 1 placement level
30% of 2 grade levels below grew by 1 placement level & 25% of 3 or more grade levels below grew by 1 placement level

Grade 4: 20% of Early on Grade level grew by 1 placement level & 18.8% 1 grade level below grew by 1 placement level & 50% students 2 grade levels below grew by 1 placement level.

71.4% 3 or more grade levels below grew by 1 or more placement levels

Grade 5: 50% Early on Grade level grew by 1 placement level; 33.3% 1 grade level below grew by 1 placement level; 66.7% 2 grade levels below grew by 1 placement level;

66.7% 3 or more grade levels below grew by 1 or more placement levels

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
EEIP Teacher: Provide small group intervention for focal students. Progress monitor students' mastery with benchmark assessments for student groupings and targeted instructional supports.	i-Ready Reading at or above Mid-Grade	<ul style="list-style-type: none"> - Provide small group intervention for focal students - Progress monitor students' mastery with benchmark assessments for targeted instructional supports 	<p>What is Working: The .45 FTE provided the ability to assign the EEIP for in-class support with small groups and/or general assistance for students. Additional support in the classroom decreased the ratio of students to teacher during the period the EEIP worked in the classroom.</p>	<p>We will continue to provide the additional FTE to ensure that our EEIP Teacher can continue these supports in the classroom.</p>
Academic Mentor	i-Ready Reading at or above Mid-Grade	No applicants for this position.	n/a	n/a

Certificated Extended Contracts	College/Career Readiness	-ILT meetings (review school decisions and share information for instructional departments)	Increased ILT engagement focused on instructional decisions, data analysis, and other related academic and social emotional needs.	As reflected, the ILT will continue growing towards each teacher-leader leading the ILT meetings.
Blended Learning Instructional Software: FRECKLE-ELA & Math; RAZ-Plus, Studies Weekly	SBAC ELA Distance from Standard Met	-personalized instruction in ELA and math for all students -targeted group and individual lessons -	Teachers rely on the supplemental instructional software to reinforce instruction, use during small group independent work and for additional academic data to adjust assignments.	Feedback from teachers indicate they find valuable use, as indicated to align academic instructional supports to individual students' needs.
Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support	College/Career Readiness	Supplemental materials supported students' academic development beyond the core-curriculum.	Teachers rely on the supplemental instructional curriculum materials to reinforce instruction, use during small group independent work and for additional academic data to enhance students' spelling, writing and complex text skill levels.	Feedback from teachers indicate they find valuable use, as indicated to align academic instructional supports to individual students' needs.
Academic Reading Partners - Consultants	i-Ready Reading at or above Mid-Grade	To-date, the pandemic has impacted establishment of this partnership	n/a	n/a
Parent Education Curriculum Newsletters (ELA & Math/Science) Materials/Supplies	Student Connectedness to School	Provide access to Literacy and Math home activities to support their child's academic and social emotional growth.	The parent newsletters supports family engagement at home with students' academics and social emotional learning.	Based on feedback from parents, they have found these newsletters useful and have appreciated having subject-content ideas and activities to work at home with the child(ren).

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Carl B. Munck Elementary School

School ID: 168

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: School-Wide Acceleration Strategy

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	<p>Teachers 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 walkthroughs. Student feedback about their learning and school experience, along with their academic work productivity.</p>	<p>School Year 2021-2022 Math Standards Mastery 1 (Fall) Overall Results Grade 2: 34.8% progressing 65.2% beginning Grade 4: 25% progressing 62.5% Beginning Grade 5: 12.5% progressing 75%beginning</p> <p>Math Diagnostic MOY overall results Kindergarten: 87% one grade level below Grade 1: 60% one grade level below 33% two grade levels below Grade 2: 36% one grade level below 59% two grade levels below Grade 3: 37% one grade level below 53% two grade levels below Grade 4: 19% one grade level below 71% two grade levels below Grade 5: 17% one grade level below 75% two grade levels below</p>	Tier 1
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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.	Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.	Tier 1
1-3	<p>Increase student engagement to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room. Focus goal to identify additional opportunities for family engagement with PTA support.</p> <p>Meet with chronically absent students to ascertain their thoughts about school, academics and how they feel when miss school.</p>	<p>Leadership to determine school-wide leadership opportunities for student engagement and input (Junior coaches; Student Leadership Council; lunch monitors, campus beautification, for example.</p> <p>Target 1st Trimester implementation.</p>	Evidence of implementation through formulation of student leadership opportunities with assigned adult advisors.	Chronic Absenteeism@ 15.6% Excessive tardies. Absenteeism due to Covid and multiple notifications of modified quarantine	Tier 1
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.	Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.	Tier 1

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

School Priority:	CCSS/NGSS Standards-Based Planning				
School Theory of Change:	<p>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.</p>				
Related Goal(s):	<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p>				
Students to be served by these actions:	<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 mastery standards aligned to grade level proficiency targets. Teachers employ differentiated instructional strategies to meet the needs of all learners, with focus on the Math SBAC Claims: Concepts/Procedures, Solve/Model/Analyze, and Communicating Reasoning.</p> <p>Teachers will implement core curriculum by unpacking the tasks of each unit in order to identify the content and the cognitive demand of each task. Instructional planning will stem from a concrete understanding of what the students are expected to learn at that grade level, and in each unit.</p> <p>Teachers will plan lessons that ensure equitable engagement by using TPT and CFU's.</p> <p>Teachers ask questions to promote productive and equitable conversation and engage students in rich, collaborative discussions about text and tasks.</p>	<p>Professional Development calendar aligned to deepening knowledge of CCSS's and mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas.</p> <p>Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students, low-income, Foster and Homeless Youth, ELL/Newcomers, GATE and African American males. Regular next steps feedback and monitoring to ensure implementation.</p>	<p>School Year 2021-2022</p> <p>Math Standards Mastery 1 (Fall) Overall Results</p> <p>Grade 2: 34.8% progressing 65.2% beginning</p> <p>Grade 4: 25% progressing 62.5% Beginning</p> <p>Grade 5: 12.5% progressing 75%beginning</p> <p>Math Diagnostic MOY overall results</p> <p>Kindergarten: 87% one grade level below</p> <p>Grade 1: 60% one grade level below 33% two grade levels below</p> <p>Grade 2: 36% one grade level below 59% two grade levels below</p> <p>Grade 3: 37% one grade level below 53% two grade levels below</p> <p>Grade 4: 19% one grade level below 71% two grade levels below</p> <p>Grade 5: 17% one grade level below 75% two grade levels below</p>	Tier 1
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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 mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas.</p> <p>Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.</p>	<p>Unit lesson plans show evidence of CCSS/NGSS aligned student tasks. School-wide instructional focus observable during classroom walk through, with evidence of differentiated instructional strategies to accelerate learning for all students, low-income, Foster and Homeless Youth, ELL/Newcomers, GATE and African American males. Regular next steps feedback and monitoring to ensure implementation.</p>	See Above	Tier 1
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>	Embedded curriculum aligned professional development	Tier 1

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 note taking, partner and group work.		Tier 1
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	CCSS/NGSS Standards-Based Planning and Implementation				
School Theory of Change:	<p>If we focus on lesson planning to ensure that student tasks are aligned to CCSS, then teachers will be better able to identify what students can and cannot do and students will be more prepared to demonstrate mastery on common core standards, reading foundational skills, which include ELA integrated with major content areas, Social Studies, Math, and Science. They will be equipped to meet the demands of the common core.</p> <p>If teachers consistently implement EL Education Modules, K-2 EL Labs and ALL block with fidelity, collaborate during PLC's to analyze student formative assessments, receive feedback and support by school leadership team in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in i-Ready Standards Mastery, IAB's and SBAC.</p>				
Related Goal(s):	<p>All students graduate college, career, and community ready.</p> <p>Focal student groups demonstrate accelerated growth to close our equity gap.</p>				
Students to be served by these actions:	<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?

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 EL Education language dives; foundational literacy skills and DIBELS to progress monitor students' reading growth and development.</p> <p>Principal, TSA, support PLC's to provide opportunity for teachers to collaborate in the areas of teacher-driven data inquiry, formative assessments, student work analysis, integrated teaching and learning, adjust acceleration groups.</p> <p>Provide professional development opportunities through PD/PLC, coaching and feedback.</p>	<p>Assess students at least 3X /year for all students; those students not initially proficient will be assessed every 30 days to monitor and track student progress and use data to create differentiated Acceleration groups to move students toward grade level proficiency.</p> <p>School-wide implement guided reading schedule, observation tracker, lessons plans and coaching.</p> <p>SIPPS Assessments (TK-2nd)</p> <p>i-Ready, Raz Kids, Freckle, EL Education, Standards Mastery (2nd-5th)</p> <p>i-Ready diagnostics & standards mastery assessments and/or SBAC Interim Assessments (3rd-5th)</p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.</p>	Tier 1
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>	<p>Embedded curriculum aligned professional development</p>	Tier 1

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 & 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>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.</p>	Tier 1
3-4	<p>"Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of all student groups. Complex Texts, citing text evidence and Close Reading strategies should be implemented with fidelity, daily, with daily writing aligned to reading response."</p>	<p>Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs.</p> <p>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."</p>	<p>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.</p>	See Above	Tier 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Provide professional development/PLC collaboration learning experiences aligned to differentiated adult growth needs that support student academic and social emotional growth.
School 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 Goal(s): Our staff are high quality, stable, and reflective of Oakland's rich diversity.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will participate in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.	Principal and TSA provide differentiated classroom support/PD, as well as on schoolwide priorities and needs such as; evidence based writing, math content shifts (focus, coherence, rigor), DOK in math, and planning SBAC claims (concepts/procedures, solve/model/analyze, and communicating reasoning) and targets).	Observation/feedback resulted from walk throughs; teacher feedback regarding professional development and observation walkthroughs	Embedded curriculum aligned professional development	Tier 1
4-2	Teachers will become knowledgeable about students with disabilities Individual Educational Plans (IEP) and provide differentiated instructional strategies aligned to the learning goals.	Leadership will solicit support for IEP professional development and resources to increase teachers' knowledge and awareness of students with disabilities academic needs.	Progress monitoring SWD academic and social emotional growth	Embedded curriculum aligned professional development	Tier 2

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	Chronic Absenteeism@ 15.6% Excessive tardies. Absenteeism due to Covid and multiple notifications of modified quarantine	Tier 1
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CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Love & Affirmed
School Theory of Change:	<p>If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p> <p>If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.</p> <p>If our school environment provides learning about Black history, culture and identity that celebrates and affirms Blackness. Including integrating Black culture and history in everyday learning, not just for Black students, but for all Black students to affirm Blackness. Then Black students can freely express and embody their Blackness however it looks like for them.</p>
Related Goals:	<p>All students graduate college, career, and community ready.</p> <p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	Professional development related to anti-racism and implicit bias.	Provide professional development for staff related to anti-racism and implicit bias Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments Informal or Formal Learning Walk Data		
5-2	IP2.1 Rigor and Relevance: Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	LP2.1 Rigor and Relevance: Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	OP2.1: Rigor and Relevance: Provide standards-aligned curriculum that is engaging, affirming, and meaningful, building towards college and career pathways; train all educators to use core materials.		
5-3	IP1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	LP1.2 Equity Practices: Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	OP1.2 Equity Practices: Provide foundational PD and spaces for on-going professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue		
5-4	IP4.2 Professional Learning Communities: Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	LP4.2 Professional Learning Communities: Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration	OP4.2 Professional Learning Communities: Manage a comprehensive learning system that includes foundational PD, ongoing professional learning, collaboration time, and on-site coaching.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)	
School Priority:	English Learner Reclassification
School 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 Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<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?
6-1	<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, SIPPs, DIBELS, i-Ready diagnostics & standards mastery, curriculum-embedded 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 EL Education lessons; data from ELPAC, SIPPS, DIBELS, i-Ready diagnostic & standards mastery, curriculum-embedded assessments and SBAC Interim assessments.</p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.</p>	Tier 1
6-2	<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 & NGSS.</p>	<p>Embedded curriculum aligned professional development</p>	Tier 1
6-3	<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 & NGSS.</p>	<p>Targeted early literacy growth with increase in focal students (AA, Latinx, Special Ed) reading on grade level, though inconsistent, daily fidelity to the SIPPS instruction impacts this growth target.</p>	Tier 1

PROPOSED 2022-23 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 SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$67,353	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7102	TSA 10 Pay	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Increase student engagement to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room. Focus goal to identify additional opportunities for family engagement with PTA support. Meet with chronically absent students to ascertain their thoughts about school, academics and how they feel when miss school.	168-1
Audio Visual Equip <\$5,000	\$3,650	Title IV: Student Support & Academic Enrichment	4474	Audio Visual Equip < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement a school-wide acceleration and progress monitoring plan, which will provide a 30-minute differentiated block across grade levels for all students.	168-2
Books Other Than Textbooks	\$13,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement a school-wide acceleration and progress monitoring plan, which will provide a 30-minute differentiated block across grade levels for all students.	168-3
Classified Instructional Aide salaries	\$39,394	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8712	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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.	168-4
Classified Instructional Aide salaries	\$45,745	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8713	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	General Supplies	General Supplies	168-5

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

Classified Supervisor's and Administrator's Salaries	\$126,169	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	8709	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Copier/Maintenance	Copier/Maintenance	168-6
Copier/Duplication Supplies	\$1,000	General Purpose Discretionary	4320	Copier/Duplication Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Equipment Maintenance	Equipment Maintenance	168-7
Equipment Maintenance Agreement	\$400	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will implement a school-wide acceleration and progress monitoring plan, which will provide a 30-minute differentiated block across grade levels for all students.	168-8
Instructional Software Licenses	\$6,800	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Professional Development calendar aligned to deepening knowledge of CCSS's and mastery standards; Foundational Reading Skills, EL Education and Eureka Math; teaching points align to student tasks and formative assessments; Principal, TSA and/or Leadership Team lead site-based PD aligned to site-based focus areas. Closely monitor student progress in core curricular areas; TSA responsibilities will include aligning PD for teachers to increase understanding and implementation of CCSS's, mastery standards, Foundational Reading Skills, EL Education and Eureka Math, and teaching points to task alignment.	168-9

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

Instructional Supplies	\$6,231	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	<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 & 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>	168-10
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PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

Library Technician	\$59,000	Measure G: Library	2205	Classified Support Salaries	8423	Library Technician	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	<p>Use supplemental technology curriculum (RAZ Kids, Freckle (Math, ELA, Science, Social Studies (adaptive, differentiated programs, with diagnostic pre-tests and benchmark assessments) and supplemental materials to include, Spelling Connections, Studies Weekly and Learning Standards Plus, which promotes student growth and engagement for all learners), Google Read & 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>	168-11
Prep/Enrichment Teacher	\$37,367	LCFF Supplemental	1105	Certificated Teachers' Salaries	3158	Teacher Education Enhancement	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	<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>	168-12

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

Supplies and Materials	\$10,600	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	<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>	168-13
Supplies and Materials	\$17,287	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	<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 & 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>	168-14

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

Supplies and Materials	\$1,460	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	<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>	168-15
Vacant - ISS	\$37,464	Title I: Basic	2105	Classified Instructional Aide Salaries		Instructional Support Specialist	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	<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 which promotes student growth and engagement for all learners), Google Read & 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>	168-16

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 168

School: Carl B. Munck Elementary School

Extended Day Site Liaison	\$74,318	After School Education & Safety (ASES)	2205	Classified Support Salaries	2428	Site Liaison, Extended Day		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	168-17
After School Program-Ujima	\$56,826	ASES	5825	Contract					Student Connectedness to School	Increase student engagement to hear their voices about what they would like to see happen during school, in the classroom, playground and multi-purpose room. Focus goal to identify additional opportunities for family engagement with PTA support. Meet with chronically absent students to ascertain their thoughts about school, academics and how they feel when miss school.	168-18



Title I, Part A School Parent and Family Engagement Policy

2021-2022

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

Carl B. Munck Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school’s participation in Title I, Part A and to explain the program requirements and the 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, Parent Square, Class Dojo, and ZOOM (virtual contact), which updates classroom learning goals, outcomes and activities.

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Parent Teacher (students) Association (PTA)
- Membership/Officers-PTA Board/Room Parents/Committee Volunteers
- 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. (Parent Square, 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 September 8, 2021 and will be in effect for the period of September 8, 2021 through September 8, 2022.

The school will distribute this policy to all parents on or before September 15, 2021.

Denise J Burroughs
Name of Principal

Denise J. Burroughs
Signature of Principal

9-8-2021
Date



School-Parent Compact

[Carl B. Munck Elementary School]

2021-22

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 2021-22 school year.

School Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by **Carl B. Munck Elementary School** on (September 8, 2021), and will be in effect for the period of September 8, 2021 through September 8, 2022.

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 15, 2021.

Denise J. Burroughs, Principal 9/8/2021



Strategic Resource Planning (SRP)

CARL B. MUNCK ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Alana Whitt-Smith
Vice Chairperson:	Robyn Walker
Secretary:	Rene' M. Mastin

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Denise J. Burroughs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
Rene' M. Mastin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Alana Whitt-Smith*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Shelia Deputy*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Susan Juarez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd yr
Robyn Walker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd yr
Laurie Burrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st yr
Elham Al-Junaidi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st yr
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	4th Tuesday @ 4:30
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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