

| Board Office Use: Legislative File Info. | |
|--|---------|
| File ID Number | 25-1785 |
| Introduction Date | 8/13/25 |
| Enactment Number | |
| Enactment Date | |



Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School



2025-26 School Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 4/22/2025

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: 510-879-3168 Email: denise.burroughs@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Carl B. Munck Elementary School

Site Number:

168

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/22/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Denise Burroughs

Principal

Denise J. Burroughs

Signature

4/22/2025

Date

Carl Pezold

SSC Chairperson

Carl Pezold

Signature

4/22/2025

Date

N/A

SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

4/23/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

4/23/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|-------------------|--|
| 12/17/2024 | SSC | Presented Proposed Budget Allocations 2025-2026 |
| 1/9/2025 | ILT | Attended the Mid-Year ILT Retreat and data conference. |
| 1/14/2025 | ILT | Presented Strategic Planning Budget Worksheet and conducted work session to discuss class configuration |
| 1/28/2025 | SSC | Final approval of Proposed Budget Allocations 2025-2026 - Discussion for input for the 2025/26 SPSA |
| 2/4/2025 | Faculty Meeting | Provided overview of the 2025-2026 Budget and shared HR matters will be handled as a result of budget ch |
| 2/25/2026 | SSC | Approval of 2025-2026 SPSA/Community Schools Grant |
| | | |
| | | |
| | | |
| | | |

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$45,510.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$696,932.22 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation |
|--|-----------------|
| Title I, Part A Schoolwide Program (#3010) | \$44,280 |
| Title I, Part A Parent & Family Engagement (#3010) | \$1,230 |
| 21st Century Community Learning Centers (Title IV, Part B #4124) | \$0 |
| Comprehensive Support & Improvement (CSI) Grant (#3182) | \$0 |
| | |
| SUBTOTAL OF FEDERAL FUNDING: | \$45,510 |

| |
|--|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: |
| \$696,932.22 |

| State and Select Local Resources | Allocation |
|---|------------------|
| LCFF Supplemental (#0002) | \$12,200 |
| LCFF Equity Multiplier (#7399) | \$0 |
| Expanded Learning Opportunities Program (ELO-P) (#2600) | \$150,000 |
| After School Education & Safety (ASES #6010) | \$133,033 |
| Community Schools Grant (CCSPP #6332) | \$328,485 |
| Proposition 28 (Arts & Music in Schools #6770) | \$27,704 |
| | |
| | |
| SUBTOTAL OF STATE & LOCAL FUNDING: | \$651,422 |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School Name: Carl B. Munck Elementary School****School ID: 168****CDS Code: 1612596001697****SSC Approval Date:****Board Approval Date:****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.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2023-24

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 63.7% | 42.5% | 24.6% | 3.9% | 6.2% | 26.8% | 76.5% | 10.1% | 0.0% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 36.3% | 11.2% | 5.6% | 0.6% | 0.6% | 0.6% | 76.0% | 1.1% | 88.5% |

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

| | |
|--------------------------------|---|
| School Goal: | By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
| Identified School Need: | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." |

Early Literacy Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|---------------------|--------------------|-------------------------------|-------------------|
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten) | All Students | 58.8% | 46.7% | not available until fall 2025 | 68.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1) | All Students | 71.4% | 63.2% | not available until fall 2025 | 81.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2) | All Students | 62.5% | 78.3% | not available until fall 2025 | 72.0% |

English Language Arts Measures & Targets

| Measure *SBAC & CAST exclude 10% penalty, if applicable. | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|---------------------|--------------------|-------------------------------|-------------------|
| SBAC ELA Distance from Standard Met | All Students | -47.0 | -58.6 | not available until fall 2025 | -37.0 |
| SBAC ELA Participation | All Students | 91.7% | 98.5% | not available until fall 2025 | 95.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 46.3% | 43.1% | not available until fall 2025 | 56.0% |

Mathematics/Science Measures & Targets

| Measure *SBAC & CAST exclude 10% penalty, if applicable. | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|---|----------------------|---------------------|--------------------|--------------------|-------------------|
|---|----------------------|---------------------|--------------------|--------------------|-------------------|

| | | | | | |
|---|--------------|-------|--------|-------------------------------|-------|
| SBAC Math Distance from Standard Met | All Students | -58.8 | -52.9 | not available until fall 2025 | -48.0 |
| SBAC Math Participation | All Students | 98.5% | 98.5% | not available until fall 2025 | 95.0% |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | 21.0% | 30.1% | not available until fall 2025 | 38.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 19.2% | 16.0% | not available until fall 2025 | 30.0% |
| California Science Test (CAST) Participation | All Students | 92.9% | 100.0% | not available until fall 2025 | 95.0% |

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

| | |
|--------------------------------|---|
| School Goal: | By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY |
| Identified School Need: | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly |

Academic Measures & Targets for Focal Student Groups

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|----------------------------|------------------|-----------------|-------------------------------|----------------|
| SBAC ELA Distance from Standard Met | Special Education Students | -113.8 | -125.7 | not available until fall 2025 | -37.0 |
| SBAC ELA Distance from Standard Met | African American Students | -61.9 | -51.7 | not available until fall 2025 | -41.9 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5) | Special Education Students | 80.0% | 78.9% | not available until fall 2025 | 80.0% |

| SBAC Math Distance from Standard Met | Special Education Students | -135.9 | -113.9 | not available until fall 2025 | -48.0 |
|--|----------------------------|------------------|-----------------|-------------------------------|----------------|
| SBAC Math Distance from Standard Met | Low-Income Students | -77.0 | -70.0 | not available until fall 2025 | -57.0 |
| Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i> | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| ELL Reclassification | English Learners | 7.7% | 23.1% | not available until fall 2025 | 20.0% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | 0.0% | not available until fall 2025 | n/a |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | | | | | |
|---|---|------------------|-----------------|-------------------------------|----------------|
| School Goal: | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | | | | |
| Identified School Need: | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| Student Connectedness to School | All Students | 59.7% | 81.8% | not available until fall 2025 | 80.0% |
| Out-of-School Suspensions | All Students | 0.0% | 0.5% | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | African American Students | 0.0% | 0.0% | not available until fall 2025 | 0.0% |
| Out-of-School Suspensions | Special Education Students | 0.0% | 1.6% | not available until fall 2025 | 0.0% |
| Chronic Absenteeism | All Students | 62.6% | 36.2% | not available until fall 2025 | 20.0% |
| Chronic Absenteeism | African American Students | 64.0% | 35.5% | not available until fall 2025 | 10.0% |

| LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity. | | | | | | |
|--|--|--|---------------------|--------------------|-------------------------------|-------------------|
| School Goal: | | By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data. | | | | |
| Identified School Need: | | Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. | | | | |
| Measure | | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| One-Year School Teacher Retention Rate | | All Teachers | 78.5% | 78.4% | not available until fall 2025 | 85.0% |

| 1C: STRENGTHS & CHALLENGES | | |
|----------------------------|--------------|--------------------|
| Goal Area: | School Goal: | Priority Strengths |

LCAP Goal 1: *By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:*

- Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY*
- Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY*
- Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp*

- *Growth at all grade levels.*
- *Double digit growth for whole school, 1st, and 5th.*

2024-2025 Comparative Growth Findings: iReady ELA

| | At or Above BOY | At or Above MOY | Growth Percentage |
|---------------------------|-----------------|-----------------|-------------------|
| Whole School | 32% (30) | 42% (40) | +10% (10) |
| 1st | 28% (4) | 50% (7) | +22% (3) |
| 2nd | 36% (6) | 39% (7) | +3% (1) |
| 3rd | 46% (11) | 50% (13) | +4% (2) |
| 4th | 26% (6) | 35% (8) | +9% (2) |
| 5th | 21% (3) | 36% (5) | +15% (2) |
| Students with IEPs | 19% (5) | 15% (4) | -4% (1) |

2024-2025 Comparative Growth Findings: iReady Math

| | At or Above BOY | At or Above MOY | Growth Percentage |
|---------------------------|-----------------|-----------------|-------------------|
| Whole School | 15% (14) | 31% (29) | +16% (15) |
| 1st | 0% | 50% (7) | +50% (7) |
| 2nd | 12% (2) | 24% (4) | +12% (2) |
| 3rd | 25% (6) | 34% (8) | +9% (2) |
| 4th | 26% (6) | 30% (7) | +4% (1) |
| 5th | 0% | 21% (3) | +21% (3) |
| Students with IEPs | 16% (4) | 16% (4) | 0% |

- *Growth at every grade level*
- *Double digit growth in whole school, first, second and fifth grade.*

LCAP Goal 2:

By May of 2026

- **Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY**
- **students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY**
- **ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY**

- Double digit growth for AA and ELL students

■ Double digit growth for AA and ELL students

2024-2025 Comparative Growth Findings: iReady ELA

| ELA | At or Above BOY | At or Above MOY | Growth Percentage |
|-------------------------------|--------------------|--------------------|----------------------|
| AA Students | 30% (18) | 41% (24) | +11% (6) |
| Students with IEPs | 19% (5) | 15% (4) | -4% (1) |
| ELL Students | 14% (1) | 29% (2) | +15% (1) |

2024-2025 Comparative Growth Findings: iReady Math

| Math | At or Above BOY | At or Above MOY | Growth Percentage |
|---------------------------|-----------------|-----------------|-------------------|
| AA Students | 14% (8) | 28% (16) | +14% (8) |
| Students with IEPs | 16% (4) | 16% (4) | 0% |
| ELL Students | 0% | 14% (1) | +14% (1) |

| | | |
|----------------------------|---|---|
| <p><i>LCAP Goal 3:</i></p> | <p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p> | <p><i>MOY Attendance Data</i></p> <ul style="list-style-type: none"> ■ <i>Chronic absenteeism decreased from 25.3% in 2023-2024 to 24.2% in 2024-2025.</i> ■ <i>Daily attendance increased from 92% in 2023-2024 to 93% in 2024-2025.</i> <p><i>MOY Suspension Data</i></p> <ul style="list-style-type: none"> ■ <i>Suspension rate of 0% for the 2024-2025 school year.</i> ■ <i>This is down from .5% in the 2023-2024 school year.</i> <p><i>*Multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.</i></p> <p><i>**Parent Engagement supplies</i> <i>provided: Monthly Parent Literacy & Math Teaching & Learning Newsletter to support family home interactive learning.</i></p> |
|----------------------------|---|---|

| | | |
|----------------------------|--|--|
| <p><i>LCAP Goal 4:</i></p> | <p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p> | <p><i>Weekly Wednesday PD/PLC's with one Wednesday designated so teachers outreach to parents and self-direct their collaboration and learning with their colleagues. PD/PLC's are data driven and mastery standards-aligned to student task outcomes and informal classroom observations.</i></p> <p><i>ELA and math weekly PLC/Coaching with principal and TSA. PLC coverage provided by STIP Substitute teacher.</i></p> <p><i>An active social committee plans fun and engaging staff activities, which includes a "Happy Friday" raffle give-away.</i></p> <p><i>Focused data-driven PD/PLC's intended for practical and intellectual 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.</i></p> <p><i>Provided in-class coaching supports and data inquiry analysis immediately upon completion of the SIPPS Mastery Assessments, DIBELS and I-Ready Diagnostics.</i></p> <p><i>Extended contracts for core-subject lead teachers to support with professional development for colleagues and for teacher-driven focal students extended day tutoring: 2x/week.</i></p> |
| <p>Goal Area:</p> | <p>School Goal:</p> | <p>Priority Challenges</p> |

| | | |
|--------------|---|---|
| LCAP Goal 1: | <p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | <p>■ Sub 5% growth in 2nd and 3rd grades.</p> |
| | | <p>■ Sub 5% growth in 4th grade</p> |

| | At or Above BOY | At or Above MOY | Growth Percentage |
|--------------------|-----------------|-----------------|-------------------|
| Whole School | 32% (30) | 42% (40) | +10% (10) |
| 1st | 28% (4) | 50% (7) | +22% (3) |
| 2nd | 36% (6) | 39% (7) | +3% (1) |
| 3rd | 46% (11) | 50% (13) | +4% (2) |
| 4th | 26% (6) | 35% (8) | +9% (2) |
| 5th | 21% (3) | 36% (5) | +15% (2) |
| Students with IEPS | 19% (5) | 15% (4) | -4% (1) |

| | At or Above BOY | At or Above MOY | Growth Percentage |
|--------------------|-----------------|-----------------|-------------------|
| Whole School | 15% (14) | 31% (29) | +16% (15) |
| 1st | 0% | 50% (7) | +50% (7) |
| 2nd | 12% (2) | 24% (4) | +12% (2) |
| 3rd | 25% (6) | 34% (8) | +9% (2) |
| 4th | 26% (6) | 30% (7) | +4% (1) |
| 5th | 0% | 21% (3) | +21% (3) |
| Students with IEPS | 16% (4) | 16% (4) | 0% |

| LCAP Goal 2: | <p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | <div><div><div>■ -4% growth for students with IEPs</div></div><div><div>■ 0% growth for students with IEPs</div></div></div> <div><div><div>2024-2025 Comparative Growth Findings: iReady ELA</div><table><tr><th>ELA</th><th>At or Above BOY</th><th>At or Above MOY</th><th>Growth Percentage</th></tr><tr><td>AA Students</td><td>30% (18)</td><td>41% (24)</td><td>+11% (6)</td></tr><tr><td>Students with IEPs</td><td>19% (5)</td><td>15% (4)</td><td>-4% (1)</td></tr><tr><td>ELL Students</td><td>14% (1)</td><td>29% (2)</td><td>+15% (1)</td></tr></table></div><div><div><div>2024-2025 Comparative Growth Findings: iReady Math</div><table><tr><th>Math</th><th>At or Above BOY</th><th>At or Above MOY</th><th>Growth Percentage</th></tr><tr><td>AA Students</td><td>14% (8)</td><td>28% (16)</td><td>+14% (8)</td></tr><tr><td>Students with IEPs</td><td>16% (4)</td><td>16% (4)</td><td>0%</td></tr><tr><td>ELL Students</td><td>0%</td><td>14% (1)</td><td>+14% (1)</td></tr></table></div></div></div> | ELA | At or Above BOY | At or Above MOY | Growth Percentage | AA Students | 30% (18) | 41% (24) | +11% (6) | Students with IEPs | 19% (5) | 15% (4) | -4% (1) | ELL Students | 14% (1) | 29% (2) | +15% (1) | Math | At or Above BOY | At or Above MOY | Growth Percentage | AA Students | 14% (8) | 28% (16) | +14% (8) | Students with IEPs | 16% (4) | 16% (4) | 0% | ELL Students | 0% | 14% (1) | +14% (1) |
|--------------------|---|--|-------------------|-----------------|-----------------|-------------------|-------------|----------|----------|----------|--------------------|---------|---------|---------|--------------|---------|---------|----------|------|-----------------|-----------------|-------------------|-------------|---------|----------|----------|--------------------|---------|---------|----|--------------|----|---------|----------|
| ELA | At or Above BOY | At or Above MOY | Growth Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA Students | 30% (18) | 41% (24) | +11% (6) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with IEPs | 19% (5) | 15% (4) | -4% (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL Students | 14% (1) | 29% (2) | +15% (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Math | At or Above BOY | At or Above MOY | Growth Percentage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AA Students | 14% (8) | 28% (16) | +14% (8) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with IEPs | 16% (4) | 16% (4) | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELL Students | 0% | 14% (1) | +14% (1) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| LCAP Goal 3: | <p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p> | <div><div><div>■ Transportation and chronic health challenges impact attendance for our SPED population</div><div><div>Continue multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.</div><div>Continue Parent Engagement supplies provided: Monthly Parent Literacy & Math Teaching & Learning Newsletter to support family home interactive learning.</div></div></div></div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|----------------------------|--|--|
| <p><i>LCAP Goal 4:</i></p> | <p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p> | <p><i>Embedded curriculum-aligned professional development with need to increase availability of District-wide or Network-wide PD, either by grade levels, or grade level circuits, to provide opportunities for cross collegial interactions.</i></p> |
|----------------------------|--|--|

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Carl B. Munck Elementary School

SPSA Year Reviewed: 2024-2025

SPSA Link: [2024-2025 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.

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

- Provided weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.
- For students multiple years below, provided tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's) of at least 2 lessons per week at a 70% or more pass rate. **Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.**
- Created a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.
- Monitored and supported the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

- Implemented 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 supported with literacy and math tutors in all classrooms.
- 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 have designed and implemented, rigorous and engaging lessons across subject-content areas. Small focal groups support students' differentiation needs in Math.
- Teachers and staff know students' IEP goals and, in partnership with the Resource Specialist, teachers have developed instructional plans to meet these goals, monitor progress, and make adjustments as needed.
- Students with disabilities have access to school-wide events and programming with designated supports. (Art, Library, Math Enrichment, VAPA)

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

- **Student Connectedness:** Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly.
- **Student Connectedness:** Leaders have provided professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders have directed new teachers to new teacher professional learning series to strengthen these practices.
- **Chronic Absenteeism:** Engaged parents through regular communication, established foundational relationships and partnerships for student learning. Offered workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.
- **Chronic Absenteeism:** Implemented a system where students receive recognition or small rewards for consistent attendance. This has been through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.

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

- Teachers participated in professional learning that includes OUSD sponsored trainings, site-based PD/PLC's and in-classroom coaching/feedback.
- Principal and TSA provided differentiated classroom support/PD, as well as on schoolwide priorities and needs such as; evidence based writing, math content shifts (focus, coherence, rigor), intellectual development in Eureka Math Squared applications (concepts/procedures, solve/model/analyze, and communicating reasoning) and targets).
- Teachers have become knowledgeable about students with disabilities Individual Educational Plans (IEP) and have provided differentiated instructional strategies aligned to the learning goals.

LCAP Goal 5: CONDITIONS FOR BLACK STUDENTS

- Provided professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and deepening their understanding of the skills identified in the learning target.
- Ensure Black student identities are visible on campus and in classrooms, strengthen connections with Black families and whole community for new Black families.
- ILT conducted data dives at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

- Established time for designated ELD in daily schedule for all ELL students TK-5. Established student Focal groups for reclassification on ELPAC.
- ILT conducted an ELL data dive at least 2x/year to evaluate and adjust language program and instruction.

| |
|---|
| Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals. |
| Site will continue to grow towards meeting the identified strategies/activities to achieve this goal. Adjust focal students' instructional alignment targeted towards students' individual needs. |
| Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA. |
| N/A |

| 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION | | | | | |
|---|---|---------------------------------------|---|---|--|
| Title I Expenditure Code (this column will be hidden eventually) | Title I Expenditure (describe expenditure in column a) | Target Addressed by Expenditure | Actions/Activities (e.g., what does this person or program do?) | What is working/not working? Why? Specify evidence/indicators of success/effectiveness in implementing this activity/strategy. INCLUDE qualitative or quantitative data. | Based on this evaluation, what will you change, continue, or discontinue? Why? |
| 4310 - Materials and Supplies | Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support | College/Career Readiness | Supplemental materials supported 100% students' academic development beyond the core-curriculum. | All students (100%) have access to supplemental curriculum and instructional materials to reinforce instruction, used during small group independent work and for additional academic data to enhance students' spelling, writing and complex text skill levels. Based on i Ready ELA/Math, IAB data indicating 1 or more grade level improvement is an indicator of the supplemental curriculum and materials benefit to our students. | Will continue practices and monitor spending accordingly to provide 100% access to our student population. |
| TSA Classroom 10Mos | 10-Month Classroom Teacher on Special Assignment (TSA) | SBAC ELA Distance from Standard Met | Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators. | TSA supported weekly PD/PLC's and learning walks. Strategically organized SIPP's and "Open Literacy Pilot" small groups, along with monitoring implementation fidelity, tracking progress monitoring data and analyzing student work. Delivered SIPP's small group instruction for 2nd & 3rd students (8 students), 3 days/week. | Will continue utilizing the TSA to provide PD/PLC's to support continued academic acceleration. |

| | | | | | |
|-------------------------------|---|---------------------------------|--|--|--|
| 4310 - Materials and Supplies | Parent Education Curriculum Newsletters (ELA & Math/Science) Materials/Supplies | Student Connectedness to School | Provide access to Literacy and Math home activities to support their child's academic and social emotional growth. | The parent newsletters supports family engagement at home with students' academics and social emotional learning. The newsletter has been provided to 100% of enrolled families. | Will continue this process to engage and provide information to 100% of our enrolled families. |
|-------------------------------|---|---------------------------------|--|--|--|

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

| | | | | |
|---|---|---|---|--|
| School: | | Carl B. Munck Elementary School | SCHOOL ID: | 168 |
| 3: SCHOOL STRATEGIES & ACTIVITIES | | | Click here for guidance on SPSA practices | |
| LCAP Goal 1: All students graduate college, career, and community ready. | | | | |
| School Goal: | | By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | | |
| Identified Need: | | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 1-1 | Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction. | All Students | Academic | Tier 1 - Universal |
| 1-2 | For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's), of at least 2 lessons per week , at a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. | All Students | Academic | Tier 2 - Supplemental |
| 1-3 | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | All Students | Academic | Tier 1 - Universal |
| 1-4 | Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators. | All Students | Academic | Tier 1 - Universal |
| 1-5 | Teachers implement Language Dives as EL ED lesson warm ups. | All Students | Academic | Tier 1 - Universal |
| 1-6 | Teachers teach explicit test taking strategies to bridge gap between EL/Math and iReady Diagnostic and SBAC. | All Students | Academic | Tier 1 - Universal |
| 1-7 | Teachers implement standards-aligned problem of the day. K-2 using iReady Sample Questions and 3-5 using iReady and Interim SBAC Questions | All Students | Academic | Tier 1 - Universal |
| | | | | |

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

| School Goal: | | By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | | |
|-------------------------|---|---|--|---|
| Identified Need: | | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 2-1 | 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. | Low Income Students | Academic | Tier 2 - Supplemental |
| 2-2 | 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. Small focal groups to support students' differentiation needs in Math. | Low Income Students | Academic | Tier 2 - Supplemental |
| 2-3 | Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. | Special Education Students | Academic | Tier 3 - Intensified |
| 2-4 | Ensure students with disabilities have access to school-wide events and programming with designated supports. | Special Education Students | SEL / Mental Health | Tier 3 - Intensified |

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

| | | | | |
|-------------------------|--------------------------|---|---|--|
| School Goal: | | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | | |
| Identified Need: | | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |

| | | | | |
|-----|---|--------------|---------------------|--------------------|
| 3-1 | Student Connectedness: Leaders monitor usage of Sown to Grow, (S2G) both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer S2G weekly. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-2 | Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices. | All Students | SEL / Mental Health | Tier 1 - Universal |
| 3-3 | Chronic Absenteeism: Engage parents through regular communication, establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | All Students | Academic | Tier 1 - Universal |
| 3-4 | Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations. | All Students | SEL / Mental Health | Tier 1 - Universal |

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

| | | | | |
|-------------------------|--|--|---|--|
| School Goal: | | By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data. | | |
| Identified Need: | | Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES 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. | All Students | Academic | Tier 1 - Universal |

| | | | | |
|-----|---|--------------|----------|----------------------|
| 4-2 | 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), intellectual development in Eureka Math Squared applications (concepts/procedures, solve/model/analyze, and communicating reasoning) and targets). | All Students | Academic | Tier 1 - Universal |
| 4-3 | Teachers will become knowledgeable about students with disabilities Individual Educational Plans (IEP) and provide differentiated instructional strategies aligned to the learning goals. | All Students | Academic | Tier 3 - Intensified |

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|---|------------------|--|---|
| 5-1 | Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | African American | SEL / Mental Health | Tier 1 - Universal |
| 5-2 | Ensure Black student identities are visible on campus and in classrooms, strengthen connections with Black families and whole community for new Black families. ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning. | African American | Academic | Tier 1 - Universal |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Stages and Actions for ELD Implementation

| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
|-----|--|--------------------------|--|---|
| 6-1 | Establish time for designated ELD in daily schedule for all ELL students TK-5. Establish student Focal groups for reclassification on ELPAC. | English Learner Students | Academic | Tier 1 - Universal |
| 6-2 | ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction. | English Learner Students | Academic | Tier 1 - Universal |

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 168
School: Carl B. Munck Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|--|--|---------------|--|-------------|---------------------------------|-------|---|-----|-------------------|-----------------------------|---|----------------------|
| The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | 5100 - Subagreements For Services | \$108,033 | After School Education & Safety (ASES) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-1 |
| The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | 5825 - Consultants | \$25,000 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-2 |
| EEIP Teacher with emphasis on performing arts will plan, communicate and facilitate a performing arts program to culminate with multiple presentations of their learning. Teacher will provide targeted acceleration with differentiation instruction engaging learning opportunities to provide powerful, culturally proficient and relevant instruction. Identify creative expanded learning opportunities to lift up the culture of our students and community during the school day. | 1105 - Certificated Teachers' Salaries | \$17,150 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 10103 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 0.2 | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-3 |
| Materials and Supplies - Instructional materials and equipment to support rhythm, movement and physical coordination. | 4310 - School Office Supplies | \$10,554 | Arts & Music in Schools (Proposition 28) | 4310 | School Office Supplies | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-4 |
| EEIP Teacher with emphasis on performing arts will plan, communicate and facilitate a performing arts program to culminate with multiple presentations of their learning. Teacher will provide targeted acceleration with differentiation instruction engaging learning opportunities to provide powerful, culturally proficient and relevant instruction. Identify creative expanded learning opportunities to lift up the culture of our students and community during the school day. | 1105 - Certificated Teachers' Salaries | \$17,150 | California Community Schools Partnership Program | 1105 | Certificated Teachers' Salaries | 10103 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 0.2 | | | For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's), of at least 2 lessons per week , at a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. | 168-5 |

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 168
School: Carl B. Munck Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|--|---|---------------|--|-------------|--|-------|-----------------------------------|-----|-------------------|-----------------------------|---|----------------------|
| Literacy Tutor (Math Focus), small groups for focal students, expanded prep enrichment focused on math through technology and a hands-on approach. Site leadership team collaborates with tutor to ensure alignment with core math academic literacy and math extended learning opportunities. | 2105 - Classified Instructional Aide Salaries | \$54,805 | California Community Schools Partnership Program | 2105 | Classified Instructional Aide Salaries | 10203 | Early Literacy Tutor | 0.8 | | | For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's), of at least 2 lessons per week , at a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. | 168-6 |
| Community School Manager to support collaborative leadership engagement to deepen engagement with staff, students and families, refine restorative practices, and manage/increase school partnerships. Oversees the community school work and ensures consistency as MTSS coordinator behavioral and attendance interventions. Provides leadership in Collaborative Organization of Services Team (COST). Coordinates the scheduling of SST/IEP for our SPED community. | 2305 - Classified Supervisors' and Administrators' Salaries | \$84,092 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 8709 | 11-Month Community School Manager | 0.5 | | | Chronic Absenteeism: Engage parents through regular communication, establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | 168-7 |
| - Wellness Together (Contract amount: \$15,203) will assign a mental health consultant to Carl Munck Elementary School to enhance Tier II intervention services, supplementing the Sutter grant. This initiative aims to create a joyful school environment and boost student engagement. - Junior Center of Art & Science (Contract amount: \$22,343.73) arts programming will enhance students' learning experiences by fostering creative discovery, offering joyful emotional release for both students and teachers. Funding will support the expansion of arts programming for grades 2-5, as well as increase or maintain staffing for enrichment programs and social-emotional mental health support. | 5825 - Consultants | \$65,353 | California Community Schools Partnership Program | 5825 | Consultants | n/a | n/a | n/a | | | Chronic Absenteeism: Engage parents through regular communication, establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home. | 168-8 |
| Transportation: MOSAIC, Transportation is essential for promoting equity in field trips, ensuring all students have access and fostering greater engagement in educational experiences outside the classroom. | 5826 - External Work Order Services | \$3,600 | California Community Schools Partnership Program | 5826 | External Work Order Services | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-9 |

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 168
School: Carl B. Munck Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | DESCRIPTION OF STUDENT NEED | RELATED SPSPA ACTIVITY | BUDGET ACTION NUMBER |
|---|---|---------------|--|-------------|--|-----------------|--|------|-------------------|-----------------------------|---|----------------------|
| TSA Family (Literacy/Math) engagement/organize special events, such as Family Literacy night and STEAM night. | 1119 - Certificated Teachers on Special Assignment Salaries | \$38,881 | California Community Schools Partnership Program Carryover | 1119 | Certificated Teachers on Special Assignment Salaries | New Position 01 | 11-Month Teacher on Special Assignment (TSA) | 0.25 | | | For students multiple years below, provide tiered supports (e.g. Early literacy/math tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals/Teacher Assigned lessons to focus on mastery standard needs identified by Curriculum-Embedded Assessments (CEA's), of at least 2 lessons per week , at a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data. | 168-10 |
| Consultants - Wellness Together (Contract amount: \$15,203) will assign a mental health consultant to Carl Munck Elementary School to enhance Tier II intervention services, supplementing the Sutter grant. This initiative aims to create a joyful school environment and boost student engagement. | 5825 - Consultants | \$18,604 | California Community Schools Partnership Program Carryover | 5825 | Consultants | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-11 |
| The MOSAIC Outdoor Project brings together 4th and 5th grade (focus on 4th grade) classes from markedly different communities for a profound weeklong experience in nature. It is an evidence-based, social-emotional learning curriculum designed to address issues of difference, build self-esteem, and inspire inclusion. | 5829 - Admission Fees | \$6,000 | California Community Schools Partnership Program Carryover | 5829 | Admission Fees | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-12 |
| Subagreements for Services - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | 5100 - Subagreements For Services | \$125,000 | Expanded Learning Opportunities Program (ELO-P) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-13 |
| Consultants - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | 5825 - Consultants | \$25,000 | Expanded Learning Opportunities Program (ELO-P) | 5825 | Consultants | n/a | n/a | n/a | | | Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning. | 168-14 |
| Instructional Classroom Supplies, Materials: Spelling Connections & Studies Weekly - Supplemental Academic Curriculum Support | 4310 - School Office Supplies | \$12,200 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | | | 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. Small focal groups to support students' differentiation needs in Math. | 168-15 |

[illegible]



Title I, Part A School Parent and Family Engagement Policy

2024-2025

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

Carl B. Munck Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Parent Teacher (students) Association (PTA)
- Membership/Officers-PTA Board/Room Parents/Committee Volunteers
- PTA Sponsored Events
- School Site Council: Participate as elected member
- Volunteers
- Family Literacy Engagement & STEAM Family Engagement Nights
- After School Program Showcases (Winter/Spring)

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Parent/Student Publications: “Helping Children Learn” Monthly Newsletters
- Access to instructional software: Reading A-Z: RAZ Kids; Studies Weekly
- Distance Learning: Teachers’ ZOOM synchronous/asynchronous instruction, Google Classrooms, SEESAW, Class Dojo.
- **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

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

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

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

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

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

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

- Parents have opportunities to request scheduled formal meetings with teachers, principal, as well as, informal meetings at times that are mutually convenient.

- PTA General Meetings held in the evenings and by ZOOM (virtual meetings)
- Establishment of the School Site Council and Site English Language Learner Subcommittee
- Active PTA partnership
- School Site Council
- Parent/teacher/student conferences
- Actively provide translation support, as needed, including use of translation technology tools. (Google Translate)

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

- PTA Parent Engagement Surveys

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- After School Program Agency: Winter Showcase & Spring Showcase Programs
- Oakland Promise: K2College

Adoption

This policy was adopted by the Carl B. Munck Elementary School on September 6, 2024, and will be in effect for the period of September 6, 2023, through August 31, 2024.

The school will distribute this policy to all parents on or before September 6, 2024.

Denise J. Burroughs

Denise J. Burroughs

9/4/24

Name of Principal

Signature of Principal

Date



School-Parent Compact

Carl B. Munck Elementary School

2024-2025

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 2024-2025 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 4, 2024, and will be in effect for the period of September 4, 2024 through August 31, 2025.

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 6, 2024.

Denise J. Burroughs

Denise J. Burroughs, Principal



Carl B. Munck ELEMENTARY SCHOOL

School Site Council Membership

Roster 2024-2025

SSC - Officers

| | |
|-------------------|-----------------|
| Chairperson: | Carl Pezold |
| Vice Chairperson: | Holly Shogbesan |
| Secretary: | Rene' 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 |
| Bridgette Lott | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2nd |
| Faustena Byrd-Linarez | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2nd |
| Rene' Mastin | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1st |
| Carl Pezold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2nd |
| Holly Shogbesan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Rachelle Brown | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Kenisha Lane | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

SSC Meeting Schedule:
(Day/Month/Time)

4th Tuesday of each month at 4:30 pm

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.

