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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Carl B. Munck Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Carl B. Munck Elementary School
CDS Code: 1612596001697
Principal: Denise Burroughs
Date of this revision: 3/24/26

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: 3/24/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 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.

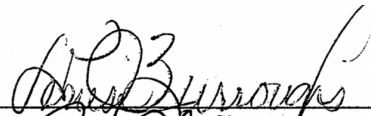
Date(s) plan was approved: 3/24/2026

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.)

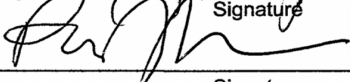
Signatures:

Denise Burroughs
Principal


Signature

03-24-2026
Date

Patricia Jackson
SSC Chairperson


Signature

03-24-2024
Date

SELLS Representative (optional)

Signature


Date

Monica Thomas
Network Superintendent

Monica Thomas
Signature

03/26/2026
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

3/26/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/28/2025	SSC	Discussed proposed expenditures and priorities
12/16/2025	SSC	Reflected on progress and challenges
1/13/2026	ILT	Reflected on instructional practices and supports
1/14/2026	Faculty	Facilitated group feedback on SPSA sections
1/27/2026	SSC	Collected input for next year's SPSA draft
1/27/2026	SSC	Discussed proposed expenditures and priorities
2/9/2026	Faculty	Discussed proposed expenditures and priorities
2/10/2026	ILT	Facilitated group feedback on SPSA sections, Reviewed data and identified school needs, Discussed proposed
2/24/2026	SSC	Collected input for next year's SPSA draft
3/9/2026	Faculty	Conducted mid-year or final SPSA review

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$24,562
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$618,188

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 Resource 3010	\$23,182
Title I Parent & Family Engagement Resource 3010	\$1,380
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$24,562

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$618,188

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$14,200
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$253,000
Proposition 28 (Arts & Music in Schools) Resource 6770	\$42,208
SUBTOTAL OF STATE & LOCAL FUNDING:	\$593,626

2026-27 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: 6/24/2026

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 that 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, with a strong emphasis on early literacy proficiency as the foundation for all future academic success. We are committed to ensuring that all students develop strong reading, writing, and language skills in the early grades, enabling them to access complex texts, communicate effectively, and think deeply across content areas as they rise through grades third through fifth.

Our students consistently demonstrate their academic success through multiple measures and thrive when they are thinking critically, creatively, and solving complex problems. Through explicit, systematic literacy instruction and meaningful engagement with text, students grow as readers and learners while also demonstrating respect, responsibility, care, and compassion for others.

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 receipt of external grants. We are a part of the Tier 2 and Tier 3 MTSS, which supports students in Tier 2 with a tutor in a group setting, four times a week and student in Tier 3 with a one-on-one virtual tutor for thirty minutes three times a week. There is no funding to provide support for student growth in fluency, vocabulary development, and comprehension of complex texts.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
57.0%	52.3%	19.2%	0.0%	6.0%	32.5%	81.5%	6.6%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
43.1%	9.9%	8.0%	0.7%	0.0%	0.0%	81.5%	0.7%	83.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 10% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 10% 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	58.8%	46.7%	18.2%	68%	28%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	71.4%	63.2%	61.5%	81%	72%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	62.5%	78.3%	70.6%	72%	81%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-47.0	-58.6	-51.4	-37.00	-41.4
SBAC ELA Participation	All Students	91.7%	98.5%	98.4%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	46.3%	43.1%	52.5%	52.8%	57.5%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-58.8	-52.9	-50.3	-48.0	-45.3
SBAC Math Participation	All Students	98.5%	98.5%	98.4%	95.0%	100%
California Science Test (CAST) Standard Met or Exceeded	All Students	19.2%	16.0%	13.3%	30.0%	18.3%
California Science Test (CAST) Participation	All Students	92.9%	100.0%	100.0%	95.0%	100.0%

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

School Goal:	By May of 2027 <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
Identified School Need:	<ul style="list-style-type: none"> - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-113.8	-125.7	-80.0	-37.0	-75.0
SBAC ELA Distance from Standard Met	African American Students	-61.9	-51.7	-67.8	-41.9	-57.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	80.0%	78.9%	58.8%	70.4%	53.8%
SBAC Math Distance from Standard Met	Special Education Students	-135.9	-113.9	-90.8	-48.0	-85.8

SBAC Math Distance from Standard Met	Low-Income Students	-77.0	-70.0	-68.9	-57.0	-63.9
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.7%	23.1%	0.0%	20.0%	5.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	N/A	n/a	na

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	2026-27 New Target
Student Connectedness to School	All Students	59.7%	81.8%	67.1%	80.0%	80.0%
Out-of-School Suspensions	All Students	0.0%	0.5%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.6%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	62.6%	36.2%	30.8%	20.0%	15.0%
Chronic Absenteeism	African American Students	64.0%	35.5%	35.4%	10.0%	5.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	78.5%	78.4%	79.6%	85.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
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LCAP Goal 1: By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 10% increase in %students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 10% 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 every one grade level.
- Double digit growth for whole school, 1st, 2nd, 3rd, and 4th.

2025-2026 Comparative Growth Findings: iReady ELA

	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
Whole School	21% (24)	37% (41)	+16% (17)
1st	12% (3)	35% (9)	+23% (6)
2nd	31% (4)	58% (8)	+27% (4)
3rd	28% (5)	39% (7)	+11% (2)
4th	22% (6)	32% (9)	+10% (3)
5th	24% (6)	31% (8)	+7% (2)
Students with IEPS	16% (4/26)	13% (4/27)	

2025-2026 Comparative Growth Findings: iReady Math

- Growth at all but one grade level
- Double digit growth for whole school, 1st, and 4th.

	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
Whole School	15% (16)	27% (30)	+12% (14)
1st	4 % (1)	16% (3)	+12% (2)
2nd	31% (4)	35% (5)	+4% (1)
3rd	17% (3)	17% (3)	
4th	11% (3)	35% (10)	+24% (7)
5th	20% (5)	27% (7)	+7% (2)
Students with IEPS	4% (1/26)	7% (2)	+3% (1)

The 2025–2026 i-Ready Comparative Growth data reflects a strong instructional foundation across the school. In ELA, all grade levels demonstrated growth, with double-digit growth at the whole-school level and in Grades 1–4. This indicates strong teacher content knowledge in literacy, effective implementation of the ELA curriculum, and consistent use of instructional routines aligned to grade-level standards. Teachers demonstrate the ability to deliver high-quality Tier 1

LCAP Goal 2: By May of 2027

- 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

2025-2026 Comparative Growth Findings: iReady ELA

ELA	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
AA Students	15% (10/61)	26% (17/61)	+9% (7)
Students with IEPs	8% (2/26)	15% (4/26)	+7% (2)
ELL Students	0% (0/6)	0% (0/6)	0

2025-2026 Comparative Growth Findings: iReady Math

Math	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
AA Students	18% (11/61)	28% (19/61)	+10% (8)
Students with IEPs	4% (1/26)	8% (2/26)	+4% (1)
ELL Students	0% (0/5)	0% (0/6)	

■ Growth for AA students and students with IEPs

■ Double digit growth for AA students

LCAP Goal 3:

1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%
2. An annual suspension rate below 2%

MOY Attendance Data

- Chronic absenteeism decreased from 24.2% in 2024-2025 to 18.8% in 2025-2026.
- Daily attendance increased from 92% in 2025-2026 to 93% in 2025-2026.

MOY Suspension Data

- Suspension rate of 0% for the 2025-2026 school year.
- This is the same as the 2024-2025 school year.

*Multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Weekly Wednesday PD/PLC's with one Wednesday designated so teachers outreach to parents and self-direct their collaboration and learning with their colleagues. PD/PLC's are data driven and mastery standards-aligned to student task outcomes and informal classroom observations.</p> <p>ELA and math weekly PLC/Coaching with principal and TSA.</p> <p>An active social committee plans fun and engaging staff activities, which includes a "Happy Friday" raffle give-away.</p> <p>Focused data-driven PD/PLC's intended for practical 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.</p> <p>Provided in-class coaching supports and data inquiry analysis immediately upon completion of the DIBELS and I-Ready Diagnostics.</p> <p>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.</p>
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Goal Area:	School Goal:	Priority Challenges
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LCAP Goal 1: By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 10% increase in %students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 10% 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

2025-2026 Comparative Growth Findings: iReady ELA

	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
Whole School	21% (24)	37% (41)	+16% (17)
1st	12% (3)	35% (9)	+23% (6)
2nd	31% (4)	58% (8)	+27% (4)
3rd	28% (5)	39% (7)	+11% (2)
4th	22% (6)	32% (9)	+10% (3)
5th	24% (6)	31% (8)	+7% (2)
Students with IEPs	16% (4/26)	13% (4/27)	

■ 0% growth for students with IEPs

2025-2026 Comparative Growth Findings: iReady Math

	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
Whole School	15% (16)	27% (30)	+12% (14)
1st	4 % (1)	16% (3)	+12% (2)
2nd	31% (4)	35% (5)	+4% (1)
3rd	17% (3)	17% (3)	
4th	11% (3)	35% (10)	+24% (7)
5th	20% (5)	27% (7)	+7% (2)
Students with IEPs	4% (1/26)	7% (2)	+3% (1)

■ 0% growth for 3rd grade

While overall growth trends are positive, variability in Math outcomes indicates a need for greater consistency across grade levels. Growth was not observed in one Math grade level, suggesting potential gaps in content knowledge, curriculum implementation, or instructional practices specific to that grade or domain. This highlights an opportunity to strengthen alignment and coherence in Math instruction.

There is also a need to deepen the precision of data analysis and progress monitoring practices in grades or content areas where growth was limited. More granular analysis of standard-level data and student subgroups will support earlier

LCAP Goal 2: By May of 2027

- 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

2025-2026 Comparative Growth Findings: iReady ELA

ELA	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
AA Students	15% (10/61)	26% (17/61)	+9% (7)
Students with IEPs	8% (2/26)	15% (4/26)	+7% (2)
ELL Students	0% (0/6)	0% (0/6)	0

2025-2026 Comparative Growth Findings: iReady Math

Math	Early, At or Above BOY	Early, At or Above MOY	Growth Percentage
AA Students	18% (11/61)	28% (19/61)	+10% (8)
Students with IEPs	4% (1/26)	8% (2/26)	+4% (1)
ELL Students	0% (0/5)	0% (0/6)	

■ 0% growth for ELL students

LCAP Goal 3:

1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%
2. An annual suspension rate below 2%

■ Transportation and chronic health challenges impact attendance for our SPED population

Continue multiple student and family engagement opportunities through varied school-wide events/activities and asset surveys.

Continue Parent Engagement supplies provided: Monthly Parent Literacy & Math Teaching & Learning Newsletter to support family home interactive learning.

<i>LCAP Goal 4:</i>	By May 2027, 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.	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.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Carl B. Munck Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.
- 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.

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.

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

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Instructional Classroom supplies, materials: Spelling Connections; Studies Weekly - Supplemental academic curriculum support</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>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.</p>	<p>Working/Not working? Why?: Yes, students experienced increase in ELA goals on the SBAC and maintained performance levels on iReady in ELA & Math. Students had access to supplementary instructional materials.</p>	<p>Will continue practices and monitor spending accordingly to provide 100% access to our student population anticipating academic growth in iReady ELA/Math at every grade level with double digit growth in whole school, first, second and fifth grade.</p>

11-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 SIPPs 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.
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.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Carl B. Munck Elementary School	SCHOOL ID: 168
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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 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 10% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 10% 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
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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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, encoding, decoding, fluency, vocabulary development, and comprehension, Core Literacy, and D-ELD strands, analyze student work/assessments/DIBELS 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 integrated EL ED lesson and during All Block and literacy small groups	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
1-8	<p>Students receiving Tier 3 foundational literacy interventions will be progress monitored on a regular basis using skill-specific, research-based assessments aligned to their identified areas of need (e.g., phonemic awareness, phonics, decoding, and fluency). Progress monitoring will occur weekly to ensure timely identification of student growth and instructional needs.</p> <p>Data will be reviewed by classroom teachers, interventionists, and administrators every 4–6 weeks using established decision-making protocols to evaluate student response to intervention. Based on progress monitoring results, adjustments will be made to intervention intensity, instructional strategies, group size, or duration as needed.</p> <p>Progress monitoring data will be documented in a shared system and used to support instructional alignment across Tier 1, Tier 2, and Tier 3 supports. This process will ensure that Tier 3 interventions are responsive, targeted, and effective in accelerating foundational literacy skill development for students with the greatest needs.</p>	Tier 3 Students	Academic	Tier 3 - Supplemental

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

School Goal:	<p>By May of 2027</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 			
Identified Need:	<ul style="list-style-type: none"> - 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 2027, 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				
#	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		<i>ELL Progress Data</i>		
#	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 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
Planning time/school-wide data analysis/collaboration on District focal areas and site-based academic and social emotional goals.	\$2,600	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			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.	168-1
Instructional Classroom Supplies, Materials: Studies Weekly - Supplemental Academic Curriculum Support	\$11,600	LCFF Supplemental	4310	School Office Supplies			0.00			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 will provide targeted acceleration with differentiation instruction engaging learning opportunities to provide powerful, culturally proficient and relevant instruction. Utilizing technology, engineering, robotics, and coding with an emphasis on hands-on math instruction. Identify creative expanded learning opportunities to lift up the culture of our students and community during the school day.	\$28,700	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	3158	Teacher Education Enhancement	0.30			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.	168-3
EEIP Teacher will provide targeted acceleration with differentiation instruction engaging learning opportunities to provide powerful, culturally proficient and relevant instruction. Utilizing technology, engineering, robotics, and coding with an emphasis on hands-on math instruction. Identify creative expanded learning opportunities to lift up the culture of our students and community during the school day.	\$38,267	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	3158	Teacher Education Enhancement	0.40			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.	168-4

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$18,784	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	10103	Teacher Education Enhancement	0.20			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
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.	\$18,784	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10103	Teacher Education Enhancement	0.20			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
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.	\$37,568	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10103	Teacher Education Enhancement	0.40			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.	168-7

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher on Special Assignment (TSA)(Literacy/Math) Family engagement/organize special events, such as Family Literacy night and STEAM night.	\$35,146	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	10684	TSA 11Mon 12Pay	0.20			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.	168-8
Teacher on Special Assignment (TSA) (Literacy/Math) Family engagement/organize special events, such as Family Literacy night and STEAM night.	\$52,718	Title I, Part A Districtwide Early Literacy Intervention Investment	1119	Certificated Teachers on Special Assignment Salaries	10684	TSA 11Mon 12Pay	0.30		Student Connectedness to School	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.	168-9
Teacher on Special Assignment (TSA) (Literacy/Math) Family engagement/organize special events, such as Family Literacy night and STEAM night.	\$87,864	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10684	TSA 11Mon 12Pay	0.50			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

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA 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.	\$14,458	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	10203	Early Literacy Reading Tutor	0.20		College/Career Readiness	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.	168-11
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.	\$43,373	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	10203	Early Literacy Reading Tutor	0.60			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.	168-12
Funding this position ensures that the school library remains open, organized, and accessible to all students. The Library Technician manages circulation, maintains the collection, assists students with book selection and research, and supports teachers with instructional materials. This role directly supports literacy development, equitable access to books, and schoolwide reading initiatives.	\$117,500	Measure G, Library Support	2205	Classified Support Salaries	8423	Library Technician	1.00			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.	168-13

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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.	\$84,678	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	8709	Prog Mgr Community Schools11	0.50			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.	168-14
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.	\$84,678	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	8709	Prog Mgr Community Schools11	0.50			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.	168-15
Materials and Supplies-Parent Literacy/Math Learning tools.	\$1,380	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		College/Career Readiness	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.	168-16

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Instructional Classroom Supplies, Materials: Studies Weekly - Supplemental Academic Curriculum Support	\$8,724	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		Student Connectedness to School	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.	168-17
Materials and Supplies - Instructional materials and equipment to support rhythm, movement and physical coordination.	\$10,014	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning.	168-18
Materials and Supplies - Instructional materials and equipment to support rhythm, movement and physical coordination.	\$13,410	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning.	168-19
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.	\$132,750	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning.	168-20
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.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Create a culture of student ownership and celebration of learning by scheduling and planning at least two school wide exhibitions of learning.	168-21



Title I, Part A School Parent and Family Engagement Policy

2025-2026

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 Think Together (ASP), Living Jazz and MOCHA art 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
- 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: Clever, I-Ready, ABC Mouse, Sora; 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
- Room Parents
- 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
 - Room Parents
- 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 3, 2025, and will be in effect for the period of September 7, 2025, through August 31, 2026.

The school will distribute this policy to all parents on or before September 30, 2025.

Denise J. Burroughs

Denise J. Burroughs

9/3/2025

Name of Principal

Signature of Principal

Date



School-Parent Compact

Carl B. Munck Elementary School

2025-2026

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 2025-2026 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 3, 2025, and will be in effect for the period of September 3, 2025 through August 31, 2026.

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 30, 2025.

Denise J. Burroughs

Denise J. Burroughs, Principal



CARL B. MUNCK ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Patricia Jackson
Vice Chairperson:	Amber Miller
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
Alana Whitt-Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Sheila Deputy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rene' Mastin	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Amber Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Kenisha Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Patricia Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kenia Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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: <small>(Day/Month/Time)</small>	4th Tuesday of each month at 4:30 pm
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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