

Board Office Use: Legislative File Info.	
File ID Number	21-2135
Introduction Date	10/13/21
Enactment Number	21-1634
Enactment Date	10/13/2021 CJH



## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - EnCompass Academy

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**Ask of the Board** Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for EnCompass Academy.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for EnCompass Academy



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

**School:** EnCompass Academy  
**CDS Code:** 1612590102988  
**Principal:** Minh-Tram Nguyen  
**Date of this revision:** 5/13/2021

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

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

**Contact:** Minh-Tram Nguyen  
**Address:** 1025 81st Avenue  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-639-3350  
**Email:** tram.nguyen@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2021*

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

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

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

**School Site:** EnCompass Academy

**Site Number:** 181

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

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

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

**Date(s) plan was approved:** 5/13/2021

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

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

**Signatures:**

Minh-Tram Nguyen

*Minh-Tram Nguyen*

Principal

Signature

5/13/2021

Date

Justine McGrath

*Justine McGrath*

SSC Chairperson

Signature

5/13/2021

Date

Monica Thomas

*[Handwritten Signature]*

Network Superintendent

Signature

June 28, 2021

Date

Lisa Spielman

*Lisa Spielman*

Director, Strategic Resource Planning

Signature

6/29/21

Date

**2021-22 SPSA ENGAGEMENT TIMELINE****School Site:** EnCompass Academy**Site Number:** 181

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/10/2020	SSC & SELLS combined	Shared rationale and overview school programs for site plan, reviewed academic data.
2/25/2021	SSC & SELLS combined	Reviewed Budget priorities Title 1, Title 4.
November-December 2020	Students	Conducted Listening and Learning Campaign with grade 3-5 to gather ideas for increasing student engagement.
11/10/2020	Instructional Leadership Team	ILT retreat set priorities for adult learning which guided plan development or leadership and organizational structures using a school Driving Question.
10/27/2020	Faculty and Staff Meeting, Faculty Council	Received feedback from faculty regarding professional learning schedule and design.
5/13/2021	SSC & SELLS combined	Approved SPSA

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

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$118,900.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$564,405.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$108,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,560.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,900.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$266,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$47,100.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,250.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$118,900.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$445,505.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$564,405.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** EnCompass Academy

**School ID:** SCHOOL ID

**School Description**

At EnCompass Academy, we believe that education “Starts with Self, is Guided by Families, Engaged in Community, and Rooted in Ancestors.” Our specialty is in seeing and building upon children’s strengths and supporting adults to hold strong systems and relationships in place in service of children. We strive to teach and reach the whole child; our students thrive through a safe, vibrant, culturally-responsive, and caring school culture. We teach students to use academic language and critical thinking as well as traditional and computer-based strategies to maximize their level of learning in reading and math. EnCompass Academy structures the school day in intentional, rigorous and meaningful ways to develop the whole child: science-rich learning, authentic family-school partnership and quality enrichment (visual arts, singing, mindful drumming, fitness & nutrition, African Dance, technology & engineering, social-emotional skill development). Our beautiful campus oasis - with award-winning design and green space - has rolling lawns, native plant-lined pathways, garden beds, an outdoor amphitheater, a multipurpose auditorium, and state-of-the-art 81st Avenue Community Library. We offer a daily student salad bar lunch option, fruit and vegetable snack 3x/week, mentoring and a strong health and fitness program. Our pursuit of providing a well-rounded TK-5th Grade school experience has yielded the following Special Distinctions and Designations: Arts Learning Anchor School, Reading Reward School, Blended Learning Pilot School, Science and Literacy Cohort School, SEEDS of Early Literacy Initiative TK Cohort, and shared campus California AIR Health “Award of Achievement”!

**School Mission and Vision**

Our vision of an educated child is one who achieves excellence in developing an active, reflective, and disciplined mind; a healthy body; a centered spirit; and just, caring, and courageous self-conduct. The program is developed around the EnCompass Life Spiral elements of: the cultivation of Self, the guidance and support of Familial networks, the engagement with Communities, and the rootedness in Ancestors and ancestral heritage. Student, family, and community well being are all connected and critical to each students' life success. Academic and behavioral expectations will be modeled for students to develop, strengthen, and to be guided by an internal Compass. This internal compass will point children in the four directions/expressions of Personal Power: the Power of Knowledge to create/recall/discern information throughout life, the Power of Courage to pull forth the will to make difficult decisions, the Power of Right Action to act upon them with compassion and clarity, and the Power of Stillness to pause for rest, reflection, and responses to mistakes and to things that are beyond their control. Through Stillness, time can enable the process for renewal: to become new, fresh, and strong again in mind, body, spirit, and emotions. The school name and spelling of "EnCompass" is a play on the word "compass" to capture our emphasis on nurturing children to develop, strengthen, and clarify their internal compass.

**1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Focus Area:**

**Priority Strengths**

**Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>in Gr. 3-5 we increased substance and stamina for reading, progress on foundational skills, stronger schema and ownership of complex text.</p>	<ul style="list-style-type: none"> <li>* Standards-based curriculum</li> <li>* PLC anchored in student work</li> <li>* progress on foundational standards in K-2</li> <li>* Increased teacher skill level, increased confidence, and expectation for student stamina</li> <li>* We increased substance and stamina for reading, stronger schema and ownership of complex text.</li> <li>* redesigned PLC creates greater focus on student learning</li> </ul>
<p><i>Focal Student Supports</i></p>	<p>Early start of direct phonics instruction (SIPPS) in K-2, the use of language dive increased in consistency, complex text use in K-2</p>	<ul style="list-style-type: none"> <li>* COST team has membership from multiple sectors which uses a systematic process for monitoring referrals and coordinating services weekly to meet student needs.</li> <li>* Strong Lead Inclusion teacher and support staff; Integration of Inclusion into schoolwide instruction and culture, culture of cross-functioning teams to provide T2, T3 where students were not successful.</li> </ul>
<p><i>Student/Family Supports</i></p>	<p>Families trust office staff, and teachers conducted digital home visits in the beginning of the year, use multiple means to communicate to families (Talking Points, WhatsApp, video, calls, emails, personal texts) in response to the conditions of distance learning. Disengaged students have multiple layers of staff working to support families.</p>	<ul style="list-style-type: none"> <li>* Strong schoolwide structures to support parents at all levels.</li> <li>* Student Family Connections Coordinator, Principal, consistent front staff, and teachers provide a customer service and student-centered culture.</li> <li>* 1:1 digital and drive by home delivery of computer, food. Distribution and tech support, engagement monitoring,</li> </ul>



<i>Staff Supports</i>	Responsive PD and PLC structure now maintaining focus on student work. PLC was redesigned by ILT. Weekly PLC structure for grade level teams and grade Bands K-2, 3-5. Screen reader support enabled.	Strong partnership of coaches w/ Principal, ILT, Personal accountability of staff related to curriculum and standards improvement
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	<ul style="list-style-type: none"> <li>* Lack of knowledge of ELD standards and not having language objectives</li> <li>* Content gaps in Math rigor</li> <li>* Integrated and designated ELD is weak</li> <li>* Need to have consistent constructive monitoring</li> <li>* Teacher-centered instruction in math- mostly whole group.</li> </ul>
<i>Focal Student Supports</i>	Absence of disengaged students from distance learning persist for some students due to the many stresses of the pandemic conditions.	<ul style="list-style-type: none"> <li>*Pandemic conditions and distance learning school required new structures and approaches that were being created along the way.</li> <li>* classroom-based progress monitoring needs to be normed</li> <li>*over-reliance on schoolwide support staff to monitor attendance</li> <li>*we need to do more inquiry and listening to students systematically to collect data on what would increase student agency and ownership in their learning. Teachers have vary effectiveness despite hard work to engage parents in asychonous learning supports.</li> </ul>

<i>Student/Family Supports</i>	Overreliance on schoolwide structures prevents deep staff/family connection. Some teachers find it difficult to have hard conversations with families about accountability due to concerns about overstepping and due to getting push back and blame. Some perceive that pushing families is oppressive rather than supportive.	There is a need to provide opportunities for parent education through workshops to eliminate barriers related to their participation. We need to norm ways to post and share the data with kids so that they are motivated/inspired/feel urgent about chasing their own outcomes and success. Too much teachers doing the work.
<i>Staff Supports</i>	A PLC structure with greater teacher ownership, use of data and assessments for learning was needed.	Attendance team is building coherence and capacity to maintain consistency, distance learning, tech, engagement supports for distance learning required school wide support staff to spend a lot of time on 1:1 supports, making it harder to scale use of time.

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

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

<b>School Goal for May 2024:</b>	(K-2) 85% of students make grade level progress for reading fluency by benchmarks, (3-5) 75% of students reach proficiency or advanced in standards mastery assessments
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**Instructional Focus Goal:** *All students experience success in the early years.*

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

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	n/a	n/a	tbd
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	tbd
IAB ELA at or above Standard	All Students	TBD	n/a	n/a	tbd
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	tbd

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	n/a	n/a	tbd
IAB Math at or above Standard	All Students	TBD	n/a	n/a	tbd
CAST (Science) at or above Standard	All Students	TBD	n/a	n/a	tbd
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	tbd

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

**School Goal for May 2024:** 15% Reclassification rate for ELL

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	n/a	n/a	tbd
SBAC ELA Distance from Standard Met	tbd	tbd	n/a	tbd	tbd
IAB ELA at or above Standard	Students with Disabilities	tbd	n/a	tbd	tbd
IAB ELA at or above Standard	tbd	tbd	n/a	tbd	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	n/a	n/a	tbd
<b>Instructional Focus Goal:</b> <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	tbd	tbd	tbd
SBAC Math Distance from Standard Met	tbd	tbd	tbd	tbd	tbd
IAB Math at or above Standard	Students with Disabilities	n/a	tbd	tbd	tbd
IAB Math at or above Standard	tbd	tbd	tbd	tbd	tbd
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	n/a	n/a	tbd

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	tbd
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**Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

**School Goal for May 2024:** All students build relationships to feel connected and engaged in learning.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	n/a	tbd	tbd
Suspensions	All Students	-2pp	n/a	tbd	tbd
Suspensions	African-American Students	-2pp	n/a	tbd	tbd
Suspensions	Students with Disabilities	-2pp	n/a	tbd	tbd
Chronic Absence	All Students	-2pp	n/a	tbd	tbd
Chronic Absence	African-American Students	-2pp	n/a	tbd	tbd
UCP Complaints	All Students	n/a	n/a	0	tbd

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

**School Goal for May 2024:** All teachers will have professional learning to design and implement CCSS-aligned task-based, language rich instructional opportunities and to aggressively monitor student learning for frequent feedback.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a	96.0%	tbd
Teacher Retention	All Teachers	n/a	n/a	tbd	tbd

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

This past year, we had 3/6 teachers in Grades 3-5 begin the year as a 1st year teacher, and 1/6 as a 2nd year teacher, all with emergency credential. We have paired them with an onsite mentor teacher, and built in extended professional learning time every Wednesday for 280 minutes. They were supported by a .50 FTE TSA in ELA to work on the new curriculum, and a .80 FTE TSA support with math. The principal also co-led the professional learning for this cohort. Together, this accelerated this cohort's growth, which carried over in consistent student growth in most classes. A special education student was placed in our Inclusion program, but in fact required 1:1 support due to severe behavioral and safety concerns. Bureaucratic errors from PEC department prevented extra staffing to meet needs of Inclusion student. Staff shortage to meet the heightened needs resulted in affected teacher sustainability and mental health. PEC gave us a position code that then was no longer available to hire for extra support staff. This is still an issue that exists going into 2020-21. In TK-2 this year, 2 teachers had to leave for medical reasons within the first 2 months of school, leaving unexpected vacancies. This issue has been resolved, but students had guest teachers for 2 months in a grade 1 and grade 2 class.

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

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

School: EnCompass Academy

SPSA Year Reviewed: 2020-21

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

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

**Instructions:** Please complete any **yellow** cells below to provide information on the implementation of your 20-21 SPSA thus far. *Please do not make changes to your goals or other plan content here—you will have an opportunity to update your plan for 21-22 when you complete Part 3.*

**20-21 Conditions for Student Learning Priority: Reduce students in Below/Far Below in reading benchmarks.**

**Theory of Change:**

If we routinely deliver strong Tier 1 instruction focusing on student learning, discover and expand upon students' ideas of excellence to create educational experiences that are affirming, liberatory and transformative, we will accelerate growth in motivation and outcomes for students who are farthest from the sphere of academic success.

**Related School Goal:**

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

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

Our work to track engagement, then to increase engage students in distance learning through frequent calls, home visits, distribution pick up and at times, drop off food, supplies, technology to students, technology support for students and families to get on line, and supporting teachers to teach using distance learning tools and pedagogy were some of the changes in involved in the practices which deviated from the SPSA. K-3 teachers implemented SIPPS small group instruction 4x/week, but due to Distance Learning instructional minutes limiting instructional time, students within each level got this 2x/week unless their teacher chose to work beyond contract hours. Gr. 3-5 students got SIPPS intervention virtually as well, but the attendance was uneven due to technology issues on the part of students and /or interventionist. As classified staff, reading Interventionists were not provided technology infrastructure when teachers were provided this (thanks to the district's agreement with the teacher's union).

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

Due to the shift of conducting most of the year in Distance Learning, the new ELA assessment instituted by the District, administering assessments via distance learning, uneven technology infrastructure and capacity for students and families, parent testing supports at home during administration, we do not feel that we have accurate academic data. However, our engagement tracker indicated 100% with technology and internet access, and qualitative data from our student Listening & Learning sessions provided rich data on what was keeping students engaged/disengaged in distance learning. Our SIPPS lessons progress tracker indicated growth for students who attended the synchronous phonics lessons regularly.

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

We will keep our goal in this area. Strategies: Teaching in-person, complete SIPPS placement tests K-2 in first 2 weeks of school, have fully-running SIPPS groups in gr. 1-2 by end of Week 4. Complete gr. 3-5 SIPPS Placement Tests by end of Wk 6 to start Intervention. Adding Reading Tutors and having a Testing Coordinator in our plan will support this.

**20-21 Standards-Based Instruction Priority:**

**Science and Math CCSS- aligned instruction focusing on student tasks.**

<b>Theory of Change:</b>	If teachers teach all standards through meaningful tasks and aggressively monitor and provide feedback, then we will accelerate STEAM success for Low Income and ELL students.
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
During this Distance Learning year, our K-5 students used Zearn Math predominantly as the asynchronous online platform correlating with the Eureka Math curriculum we were using before Distance Learning. We used STMath as supplemental math due to its strong online platform. Students had a target of completing 4 Zearn lessons per week. By 2nd Trimester once we got more used to distance learning, and all students had computer and internet at home, we gave classroom and school-wide level recognition on student progress towards this 4 lessons/week goal. By the end of Trimester 2, teachers started to weave in Zearn lessons students are seeing with their synchronous whole class or small group lessons with students. Some teachers starting to explore using a flipped classroom in math instruction.	
<b>What evidence do you see that your practices are effective?</b>	
Due to the shift of conducting most of the year in Distance Learning, uneven technology infrastructure and capacity for students and families, parent testing supports at home during administration, our academic data has to be viewed in that light. We triangulate Science instruction was built into the EL Education Module, and very few teachers were able to teach FOSS virtually because of the hands-on nature of it, plus the teachers' capacity to plan and teach within the distance learning instructional minutes that were available.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
We will keep our goal in this area. Strategies: Teaching in-person, K-5 students will be expected to use Zearn and STMath for homework, Zearn will be used to implement the Eureka curriculum in class using whole group and small group instruction. Use Flex Day to provide just-in time math acceleration instead of remediation. TSA, EEIP teacher in our SPSA funding will support with this. We will organize our scope and sequence in math by Topics.	
<b>20-21 Language &amp; Literacy Priority:</b>	<b>CCSS-aligned instructional tasks will have students use meaningful reading content and new vocabulary to communicate thinking through sustained speaking and writing.</b>
<b>Theory of Change:</b>	If we will use analysis of student work to plan small group, fluency and language development practices using CCSS-aligned curriculum, we will accelerate outcomes for ELL and Low-Income students.
<b>Related School Goal:</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	



Using Zoom, teachers taught the EL Flex curriculum, and supplemented teaching synchronously with digital learning platforms such as Flipgrid, TeacherTools.digital, whiteboard.fi, whiteboard.chat, Nearpod. These tools helped teachers increase the focus on the task at hand, but most teachers were growing in their understanding how to use these platforms. I-ready as the district asynchronous platform was used by all teachers, with a target use of 90 minutes per week. By Trimester 2, we gave weekly recognition classroom and schoolwide for students who met goals.

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

I-ready, as the district's asynchronous platform. EnCompass received recognition one of the top 2 schools at OUSD's spring "Rooted in Reading" event for progress and implementation in i-ready.

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

We will continue with I-Ready, and will use this for homework as well as small group in class. Our TSA will support EL Education implementation and pacing.

<b>20-21 Conditions for Adult Professional Learning Priority:</b>	<b>Data-driven cycles accelerate student learning: Analyzing data, we are able to teach in a new way through a process of reflection and reteaching.</b>
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<b>Theory of Change:</b>	If we routinely have strong Tier 1 instruction focusing on the design and delivery of student tasks and review student work to determine student learning, we will accelerate student learning.
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<b>Related School Goal:</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
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**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Our ILT redesigned the PLC which became teacher-led Collaborative Conversations structure into learning cycles. Teachers took leadership in setting and facilitating PD and PLC Agenda. This helped create a culture of centering students, standards, and teacher practice to build efficacy while provide space for diversity in our discourse styles.

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

Agendas for common planning time, professional learning spaces, PLC exit ticket/feedback forms. Feedback form has systematized use and meaningful translation to decisions. We will collect new data to look for demonstrations of academic, personal, and community excellence.

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

We will use the support staff available to provide weekly PLC release times for teachers. We will use a pacing scope and sequence.

<b>20-21 Conditions for English Language Learners Priority:</b>		<b>EL Reclassification</b>
<b>Theory of Change:</b>	If we routinely use text-based Language Dives to unpack sentences, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.	
<b>Related School Goal:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.	
<b>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>		
Implementation of daily designated ELD block w/ aligned curriculum and practices. Inquiry cycles focused on integrated, systematic ELD teacher capacity building, monitored and supported by site walkthrough and data.		
<b>What evidence do you see that your practices are effective?</b>		
Teachers taught the Language Dive lessons provided in the Flex curriculum. We only had 1 student meet the criteria for reclassification in this Distance Learning year.		
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>		
We will keep the goal in this area. We will ensure that we teach designated and Integrated ELD. Teachers will be completing sentence unpacking and reconstruction.		
<b>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</b>		
<b>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</b>		
There were no significant changes.		

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

**School:** EnCompass Academy

**School ID:** #N/A

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority ("Big Rock"):** Reduce Chronic absence by 10% from baseline

**School Theory of Change:** If we design standards -based educational experiences that are affirming

**Related Goal(s):** All students build relationships to feel connected and engaged in learning.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Chronically absent students will have an individual plan developed by COST and staff mentors.	Focus on automaticity for absent students who complete work from home, get celebrated for completing of Sight Word Lists and Math Fact Fluency with weekly engagement with families to recognize progress.	COST Referrals, Classroom Observation & Feedback, CHKS Parent Survey		Tier 3
1-2	Engage in Listening and Learning campaign each trimester and implement learnings.	Provide schoolwide staff training on restorative circles, train teachers on Crew model of community building	Classroom Observation and Walkthroughs, Teacher Referrals, Progress check on Individualized plan	Absence of disengaged students from distance learning persist for some students due to the many stresses of the pandemic conditions.	Tier 2

1-3	Teachers recognize student progress with families at weekly family engagement.	ILT will collaborate with staff to design "Graduate Profile" working backwards to what Students need to master in order to be ready for the next grade. Focus on K-2 foundational literacy and math place value foundations.	Observations and survey		Tier 1
1-4	Teachers will use minimum days to schedule Parent Conferences in Fall and Spring to provide feedback to parents about academic progress	Meet with COST Team weekly to support families using suspension, absence and URF data. Explore Parent Partners/or those who sign up for strategy sessions.	COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data		Tier 1
1-5	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data		Tier 1
1-6	Provide weekly Progress reports to families	Develop a system for schoolwide staff support with data reports and integration into reports	Progress reports tracker	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 1

1-7	Train extended day staff to teach SIPPS intervention classes.	30 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year.	Beginning of the year Scholastic Reading Inventory data, SIPPS Placement Assessments: K-3 and 4-8 data, ELA and Math Interim Assessment		Tier 2
1-8	Teachers actively build relationships with students and families to develop and maintain educational experiences that are affirming, liberatory, transformational that so students develop academic and community excellence.	Provide planning time during first cycle of inquiry so teachers can plan and review expectations to ensure coherence.	Engagement tracker		Tier 1

<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>					
<b>School Priority ("Big Rock"):</b>	(K-2) 85% of students make grade level progress for reading fluency by benchmarks, (3-5) 75% of students reach proficiency or advanced in standards mastery assessments				
<b>School Theory of Change:</b>	If we create tasks that are standards-aligned, rigorous, and culturally relevant and aligned across classes, then we will see all students continuously grow towards meeting or exceeding standards.				
<b>Related Goal(s):</b>	<i>All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.</i>				
<b>Students to be served by these actions:</b>	All Students				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Plan backwards to each trimester's event recognizing accelerated growth in students.	Weekly progress monitor the Zearn School Goals and Mission Completion Tracking Reports. Work closely with the teachers and families to monitor and problem solve students' work on Zearn. Train teachers on how to monitor students' real-time work on Zearn and Clever.	Zearn	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	
2-2	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year. Planning includes anticipated misconceptions, tasks at DOK 2+ based. an adequate time for students to integrate and practice new learning.	Weekly PLC for math. Procure time and resources for Math PLC cycles	Pacing alignment	Changes to the PLC structure was needed and we the new design was launched in December.	
2-3	Use computer-based Topic quizzes in gr. 2-5 to help get quicker data from formative assessments to adjust instruction	Train for Gr. 2-5 use of online platform for teachers to use for administering EOU, EOM assessments.	Quiz results	ELL achievement needs to accelerate	

2-4	Teachers teach NGSS FOSS curriculum at least 60 min/week (K-1), 90 min/week (2-5).	Check teacher schedules to ensure science is included and drop in during scheduled times to ensure science instruction is happening. Grade level teams create aligned schedules. Organize supports for teachers to prep materials for hands-on lessons (e.g. parent volunteers)	Weekly schedules, Observations	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	
2-5	Teachers will use formative assessment of focal math standards to target small group instruction to meet students needs (with attention to low income, ELL, foster, and homeless students).	Provide Math Interventions in Gr. 3-5. ILT establishes target students	Formative assessments	ELL achievement needs to accelerate	
2-6	K-5 Teachers will teach CCSS aligned Eureka curriculum supplemented by Zearn, backwards map by Topic to focus on major work of the grade.	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curriculum, data systems and monitoring, ELL success, and accelerate students through differentiation. Message progress of our throughline for equity success weekly and monthly. Leaders will model process of learning, expecting, supporting, monitoring, reflecting, to achieve equitable outcomes.	Exit tickets, End of Module assessments, IAB or I-Ready Standards Mastery	ELL achievement needs to accelerate	

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

**School Priority ("Big Rock"):**

CCSS-aligned instructional tasks will have students use meaningful reading content and new vocabulary to communicate thinking through sustained speak and writing.

<b>School Theory of Change:</b>		If we create tasks that are standards-aligned, rigorous, and culturally relevant and aligned across classes, then we will see all students continuously grow towards meeting or exceeding standards.			
<b>Related Goal(s):</b>		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		All students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Provide pre-referral interventions, trauma-informed practice, and Tier 1 literacy strategies to provide universal access to all learners, with specific attention to Low-Income children.	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curriculum, data systems and monitoring, ELL success, and accelerate students through differentiation. Message progress of our throughline for equity success weekly and monthly. Leaders will model process of learning, expecting, supporting, monitoring, reflecting, to achieve equitable outcomes.	URF	Overreliance on schoolwide structures prevents deep staff/family connection. Some teachers find it difficult to have hard conversations with families about accountability due to concerns about overstepping and due to getting push back and blame. Some perceive that pushing families is oppressive rather than supportive.	Tier 1
3-2	Maintain pacing of EL Education to ensure K-5 students have access to CCSS grade level standards	Recognize students in monthly for meeting Vocabulary acquisition goals. Goal setting conference for target kids on Reclassification cusp-Add to Growth tracking sheet.	Pacing alignment	ELL achievement needs to accelerate	Tier 1



3-3	Share goals progress with families weekly.	Establish biweekly formative cycles, as well as Interim assessments. Data systems are in place so teachers and Instructional Support staff can establish MTSS targets early.	Family meetings slide decks	Overreliance on schoolwide structures prevents deep staff/family connection. Some teachers find it difficult to have hard conversations with families about accountability due to concerns about overstepping and due to getting push back and blame. Some perceive that pushing families is oppressive rather than supportive.	Tier 1
3-4	Hold a K November Summit for Families to share in meeting reading targets for Letter Name Recognition	Support with outreach and communication	Sign in		Tier 1
3-5	Establish classroom daily opportunities for students to practice automaticity targets (Letter recognition in K, reading accuracy fluency gr. 1-2, use of 10 weekly target new vocabulary words).	Before Module, establish time for teachers to establish: Key understanding of texts, know what the culminating task is, make connection between key understanding and culminating task and how it relates to text complexity, what the expected student struggles in text complexity will be, take the end of Module assessment. ILT will calendar out ahead of time based on Tight Deadlines on pacing of getting through curriculum.	Trackers		Tier 1

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Data-driven cycles accelerate student learning: Analyzing data, we are able to teach in a new way through a process of reflection and reteaching.
<b>School Theory of Change:</b>	If we routinely have strong Tier 1 instruction focusing on the design and delivery of student tasks and review student work to determine student learning, we will accelerate student learning.

<b>Related Goal(s):</b>		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>		All students			
<b>Teach using Language Dive and student engagement protocols across content areas.</b>		<b>Monitor ELL progress</b>	<b>Reclassification rate, ELL IAB and SRI</b>	<b>ELL achievement needs to accelerate</b>	
4-1	Early Literacy Lead Teacher supports teachers on coherent blend of foundational skills with and reading comprehension and writing instruction using EL Education and SIPPS.	Develop PLC, observation, and ILT schedules aligned to the available staffing, coverage, and supports. EEIP teachers provide instruction during classroom teacher release on Wednesdays for Professional Learning and collaboration.	SIPPS Mastery Tests, 2nd grade SRI, EL Curriculum EOM	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 1
4-2	EEIP Teachers release classroom teachers for PLCs	Fund, organize aligned schedule	schedules, PLC agenda	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 2

4-3	Participate in PLC cycles	Weekly PLC time is protected, Model Looking at Student Work protocol, teachers will lead cohort and document learning, Professional learning time will provide training and monitoring of student work.	Agenda, notes	A PLC structure with greater teacher ownership, use of data and assesments for learning was needed.	Tier 1
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**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Consistent implementation of Designated and Integrated ELD practices
<b>School Theory of Change:</b>	If we routinely use text-based Language Dives to unpack sentences, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	To ensure students learn 10 new words weekly, develop vocabulary through direct instruction of word meanings, explicit teaching of words and word parts using EL curriculum in ALL block.	Articulate the need for ELL support throughout day and decide on 1 strategy per grade level to be consistent about. Provide a direct vocabulary instruction in integrated content units using vocabulary selected from complex text sets.	EL EOU Assessments, Writing assessments, Reclassification Rate	ELL achievement needs to accelerate	Tier 1
5-2	Use Language Dive ELD block in which students are producing oral and written language at least 50% of the block.	Incorporate SRI Cut off into trackers, Identify Reclassification target students in literacy growth tracker	student expressive language checklist, SRI & Reclassification Rate	ELL achievement needs to accelerate	Tier 1

5-3	Maintain consistent schedule so that 100% English Language Learners will be in daily designated ELD classes for at least 30 minutes. 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework (integrated ELD).	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	SRI & Reclassification Rate	ELL achievement needs to accelerate	Tier 1
5-4	Use "Unpacking Sentences" strategy in Integrated ELD and Sentence Patterning in Desingated ELD to support close reading and written response to complex text.	Walkthroughs with ILT with language development lense	Writing responses, Reclassification Rate	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 1

5-5	<p>Provide all teachers PD on content language objectives (CLOs).</p> <p>Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.</p>	<p>Run a PD cycle on CLO using California ELA/ELD Framework, including support of Keystone Pedagogies such as Sentence Unpacking and use of the Genre Cheat Sheets.</p>	SRI & Reclassification Rate	<p>ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.</p>	Tier 1
5-6	<p>Teach using Language Dive and student engagement protocols across content areas.</p>	<p>Principal/ILT will ensure that all instructional expectations are fully implemented through walk-throughs, schedule development, and other accountability structures. Provide for more extended collaborative planning time to study standards and curriculum and for strong implementation.</p>	SRI & Reclassification Rate	<p>ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.</p>	

5-7	Provide opportunities for teachers & ELs to meet for data chats & goal setting.	<p>Use ELL snapshots and follow the ELL progress monitoring calendar to set goals and monitor data for ELL students.</p> <p>Create formal celebrations for achievements, such as reclassification assemblies, medals or certificates for reclassification. Provide opportunities for teachers &amp; parents to meet to discuss (parent conferences, parent nights, performances, etc).</p>	SRI & Reclassification Rate	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 1
5-8	Work with families on the importance of reclassification and the gateways that students need on the college readiness pathway.	Fund Student-Family Connections Coordinator Make Video orientation of our school : practical academic, including SRI reclassification info	Reclassification rate	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 2

5-9	EEIP teacher will provide intervention for Newcomers and acceleration for LTEL ELLs.	Fund EEIP teacher.	Reclassification rate	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	Tier 2
5-10	Analyze data and adjust teaching	Protect PLC time, provide release	Reclassification rate	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	

5-11	Teachers will group students and provide small group targeted instruction based on data	Protect PLC time, provide release, build in data-driven cycles for planning	Reclassification rate	ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	
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PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: SCHOOL I

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Equipment Maintenance-Copier	\$632	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	If we routinely have strong Tier 1 instruction focusing on the design and delivery of student tasks and review student work to determine student learning, we will accelerate student learning.	SCHOOL ID-1
Classified Supp Stipends	\$14,560	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	SCHOOL ID-2
Licensing Agreements	\$3,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use computer-based Topic quizzes in gr. 2-5 to help get quicker data from formative assessments to adjust instruction	SCHOOL ID-3
Supplies	\$14,560	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Plan backwards to each trimester's event recognizing accelerated growth in students.	SCHOOL ID-4
Books other than Textbooks (Eureka, EL)	\$11,431	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.	SCHOOL ID-5
Consultants-EdFund	\$2,842	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Train extended day staff to teach SIPPS intervention classes.	SCHOOL ID-6
TSA	\$19,563	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom TSA	0.16	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide Math Interventions in Gr. 3-5. ILT establishes target students	
TSA11 Literacy Coach (Ms. Scott)	\$54,245	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	3978	Teacher TSA 11 Month - 12 Pay	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	SCHOOL ID-8
EEIP (Mr. Garcia)	\$49,113	LCFF Supplemental	1105	Certificated Teachers' Salaries	8101	Teacher Education Enhancement	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Weekly PLC for math. Procure time and resources for Math PLC cycles	SCHOOL ID-9
Classified stipends	\$18,928	General Purpose Discretionary	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	
EEIP (Mr. Garcia)	\$0	General Purpose Discretionary	1105	Certificated Teachers' Salaries	8101	Teacher Education Enhancement	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop PLC, observation, and ILT schedules aligned to the available staffing, coverage, and supports. EEIP teachers provide instruction during classroom teacher release on Wednesdays for Professional Learning and collaboration.	SCHOOL ID-11
EEIP 2 (Mario Garcia)	\$24,557	Title I: Basic	1105	Certificated Teachers' Salaries	8101	Teacher Education Enhancement	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Weekly PLC for math. Procure time and resources for Math PLC cycles	SCHOOL ID-20
Substitutes	\$15,000	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop PLC, observation, and ILT schedules aligned to the available staffing, coverage, and supports. EEIP teachers provide instruction during classroom teacher release on Wednesdays for Professional Learning and collaboration.	SCHOOL ID-13
Extended Contracts	\$18,885	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Weekly PLC for math. Procure time and resources for Math PLC cycles	SCHOOL ID-14
EEIP 1 (Ms. Lee)	\$12,074	LCFF Concentration	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year. Planning includes anticipated misconceptions, tasks at DOK 2+ based, an adequate time for students to integrate and practice new learning.	SCHOOL ID-15
EEIP 1 (Ms. Lee)	\$24,150	LCFF Supplemental	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year. Planning includes anticipated misconceptions, tasks at DOK 2+ based, an adequate time for students to integrate and practice new learning.	
To be allocated fall 2021	\$73,436	LCFF Supplemental	4399	Unallocated	tbd	tbd	tbd	tbd	tbd	

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: SCHOOL I

School: EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
EEIP 1 (Ms. Lee)	\$0	General Purpose Discretionary	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	
Surplus	\$1,141	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	SCHOOL ID-19
TSA10	\$78,251	Title I: Basic	1105	Certificated Teachers' Salaries	2113	10-Month Classroom TSA	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	SCHOOL ID-20
Surplus	\$5,942	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	SCHOOL ID-21
Stipends for teachers to lead-Workshop series for parents	\$2,900	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	SCHOOL ID-22



## **School-Parent-Student Compact**

### **EnCompass Academy**

## **2020-21**

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

*This School-Parent Compact is in effect for the 2020-21 school year.*

#### **School Responsibilities**

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - a) Communicate clear expectations for performance to students, staff, family members
  - b) Address the individual needs of the student through Tier 1 instruction, and using a Multi-Tiered Service and Support model to determine Tier 2 or 3 support as needed
  - c) Provide a safe, positive and healthy learning environment
  - d) Hold timely SSTs, IEPs, 504 Plan, SARTs for applicable students referred through COST process
  - e) Work with community partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Faculty hold report conference in November and March report card conferences for all families
  - b) Family members will have translation support in Spanish as needed
  - c) Family members will have an opportunity to attend make-up conferences if unable to attend during the conference period

**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.**

- a) 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 through Back to School Orientation, Weekly Classroom Family Meetings, Oakland Promise/College Readiness education, Report Card Conferences, Learning Showcase, Town Hall with Principal
- b) The school communicates to families about the School Parent and Family Engagement Policy by convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. We will present the plan at our Title 1 meeting in August.
- c) Post notices, make Robocalls, send Talking Point

**4) Provide parents reasonable access to staff.**

- a) Virtual Home Visits held by teachers in August
- b) Provide staff availability during instructional day for a scheduled meeting about child's progress, if family member is unavailable to meet after school hours.
- c) Coordinate translation support as needed for parent-staff meetings
- d) Provide Talking Points as a means for teacher-parent text-based communication in family members' home language
- e) Teachers/staff are compensated for Extended Contract for conducting general meetings, family intake interviews, and/or home visits to build relationships with students and family members outside of contractual hours

**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.**

- a) Meetings and presentations held in accessible and ADA-compliant facilities
- b) Provide translation services through site-based staff or district translation services as needed
- c) Distribute information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand
- d) SSC and SELLS meetings held monthly and family members are given ample notice via fliers, Robocalls, Talking Points, FasTalk

**6) Provide parents with materials and training to help them improve the academic achievement of their children.**

- a) Provide translation services through site-based or district translation services as needed

- b) Provide parents with materials and training to help them work with their children to improve their children's achievement through FasTalk for early literacy, meetings that provide information on how to monitor their child's progress, explanation of Common Core standards, state and district academic assessments, and academic proficiency levels students are expected to achieve

**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.**

- a) Provide annual staff training on community and family members from an asset-based lens
- b) Provide family Intake interviews for incoming TK-K students, and SSTs by family request or through COST process
- c) Conduct Professional Development on family involvement
- d) Student-Family Connections Consultant will remain an active member of the school leadership to provide coaching and support of staff and building systems for strong family partnerships
- e) Hold an Inclusion parent meeting to address unique needs students
- f) Engage family members in problem-solving and support for student using COST process, which could result in the Student Success Team, Student Attendance Review Team

**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.**

- a) Opportunities for consultation with Student-Family Connections Coordinator
- b) Use SSTs and SARTs to help educate parents regarding what it takes to have school success

### **Parent Responsibilities**

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

- Volunteer in my child's virtual or physical classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by limiting television watching or video games, and being on social media.
- *I will respond to messages from my child's teacher.*
- *Follow-through with school recommended actions, and communicate my needs if I am having difficulty.*
- *Actively collaborate and communicate with teachers to meet my child's learning needs. If I have a concern or question, I will first reach out to the teacher. Such actions will be welcomed by the teachers and not be used to count against my child.*
- *Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.*
- *Review this agreement with my child*
- *When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).*

## **Student Responsibilities**

I know that I have the power and responsibility to respect, care, and persevere. I agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
  - **1) Practice Personal Responsibility** (ex: finish what you start, set a goal and go after it, follow your own progress to achieve your goal, “handle your business”)
  - **2) Practice Study Skills** (ex: use different ways to memorize information, solve a problem, ask good questions, manage your time, or use resources to get what you need done)
  - **3) Apply Organizational Skills** (ex: put things in their place, organize workspace, completing your work, making work neat, getting credit for your work).
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- If at school, keep home **ITEMS NOT ALLOWED ON CAMPUS**:
  - Weapons or “pretend weapons” are grounds for serious disciplinary action, including suspension or expulsion.
  - Heelies, all toys, such as action figures, Pokémon card, and card games
  - Precious and dangling jewelry, gum, candy, junk food
  - Cell phones/smartphones (see below), Game Boys, other electronic items
- **CELL PHONES AND PORTABLE ELECTRONICS**: I can make and receive emergency calls from the office and may not use cell phones during school hours. If I must bring a CELL PHONE to school, pre-approval by teacher or principal is required. If so, I must leave it with their teacher or with the office for pick up after school. **These valuables brought to school may get lost or stolen; the school will not be held responsible for lost or stolen valuables, even if it is turned in to staff.** If I bring a phone to school and it rings/vibrates in a bag, or is used in any manner, the CELL PHONE will be confiscated until picked up by parent/guardian according to the following steps.
  - 1st Offense=phone confiscated for the day
  - 2<sup>nd</sup> Offense =phone confiscated for 5 school days
  - 3<sup>rd</sup> Offense= phone confiscated until end of year
- Limit my screen time at home to 2 hours per day.
- Exercise, drinking at least 6 cups of water, and eat healthy fruits and vegetables every day.

This Compact was adopted by the EnCompass Academy on **8/20/2020**, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30, 2020.

**Signature of Principal:** *Minh-Tram Nguyen*  
**Date:** August 20, 2020



**2020-21**

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

***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.***

### **EnCompass Academy**

**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 through:

- Back In School Night (August)
- Academic Workshops
- Oakland Promise/College Readiness education
- Report Card Conferences
- Learning Showcase (May)

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:

- Presenting the plan at our annual Title 1 meeting in **August**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
- SSTs, IEPs, SARTs (Throughout year)
- SARC report on OUSD website
- Principal-Parent Chats
- Work with Counseling and other partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness

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

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. We will present the plan at our Title 1 meeting in September.
- Post notices on campus, make Robocalls, send Talking Point

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

- Title 1 Meeting presentation at the Back t School Orientation
- Family Visits
- Provide ample notice and translation into Spanish
- Post notices on campus, make Robocalls, send Talking Point

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:

- Assessment results home for literacy, English fluency, SBAC tests
- We will present the plan in **August**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- By end of September annually: Gather and disseminate to parents for review the following materials at the Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, student achievement (state assessment results), non-highly qualified teacher.
- To do this: Share date of meeting with staff, meet w/ Student-Family Connections Coordinator to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, provide presentation with year's information, establish raffle, train volunteers.

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:

- Provide ample notice and translation into Spanish and English

## **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:



- Provide bilingual English and Spanish training parents by Student-Family Connections Coordinator

#### **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:

- FasTalk for early literacy
- Common Core standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- How to monitor their child's progress

#### **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 in the following committees:

- SSC
- SELLS
- District LCAP

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:

- Ample notice provided
- Childcare and food are always provided at SSC, SELLS meetings
- Academic workshops will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
- Childcare is always provided
- Translation is always provided

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:

- Review at Annual Title 1 Meeting
- Review in SSC Meeting
- We will present the plan and applicable materials at our annual Back In School Night by the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
- All fliers, conferences, and Robocalls are provided with translation

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

- Meetings and presentations held in accessible and ADA-compliant facilities
- Meetings and presentations conducted in English and Spanish
- SSC and SELLS meetings held monthly and family members are given ample notice via fliers, Robocalls, Talking Points, FasTalk

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- Share Academic Data at least 2 times/year to staff
- Conduct Professional Development on parent involvement, including listening to a parent panel.
- Inclusion parent meeting
- Parent engagement in Student Success Team, Student Attendance Review Team, Principal-Parent Chat/Town Hall

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

- Consultation with Student-Family Connections Coordinator
- We will present the plan and applicable materials in September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Faculty hold report conference in November and March report card conferences for ALL families
- Some teachers/staff conduct home visits.
- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.

### **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, to encourage and support parents in more fully participating in the education of their children by:

- We will present the plan and applicable materials in September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Faculty hold report conference in November and March report card conferences for families
- Some teachers/staff conduct home visits.

- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.
- Student-Family Connections Consultant will lead K2C college savings campaign
- FastTalk engages families to support early literacy achievement

### **Adoption**

This policy was adopted by EnCompass Academy School Site Council on 10/8/2020 and will be in effect for the period of August 10, 2020 through May 28, 2021.

*Minh-Tram Nguyen*

**Minh-Tram Nguyen, Principal**

**Date:** 10/8/2020

*Please attach the School-Parent Compact to this document.*



Strategic Resource Planning (SRP)

**EnCompass Academy**  
**School Site Council Membership Roster**  
**2020-2021**

**SSC - Officers**

Chairperson:	Justine McGrath
Vice Chairperson:	Isabel Pedroza
Secretary:	Michele Lee

**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
Minh-Tram Nguyen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michele Lee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samantha Montemayor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rose Coffield	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Justine McGrath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gabriela Condado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Isabel Pedroza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Flora Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rosa Diaz	<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"/>

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	2nd Thursday of each month 5:00-6:30PM
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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