

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

Legislative File ID No: 18-1287  
Introduction Date: 6/27/18  
Enactment No.: 18-1095  
Enactment Date: 6/27/18 er

June 27, 2018

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Encompass Academy.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Encompass Academy.

Legislative File ID No: 18-1287  
Introduction Date: 6/27/18  
Enactment No.: 18-1095  
Enactment Date: 6/27/18 er



## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** EnCompass Academy  
**CDS Code:** 1612590102988  
**Principal:** Minh-Tram Nguyen  
**Date of this revision:** 5/14/2018

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

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

<b>Contact:</b> Minh-Tram Nguyen	<b>Position:</b> Principal
<b>Address:</b> 1025 81st Avenue Oakland, CA 94621	<b>Telephone:</b> 510-639-3350 <b>Email:</b> tram.nguyen@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** EnCompass Academy

**Site Number:** 181

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century                   |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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:** 5/15/18

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

**Signatures:**

Minh-Tram Nguyen

Minh-Tram Nguyen, School Principal

  
Signature

5/15/2018

Date

Ligia Gonzalez

Print name of SSC Chairperson

  
Signature

5/15/2018

Date

Monica Thomas

Monica Thomas, Network Superintendent

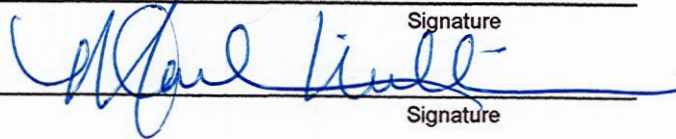
  
Signature

5.23.18

Date

Marla Williams

Marla Williams, Officer, State and Federal Programs

  
Signature

6/1/18

Date

**2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/22/2018	SSC and SELLS combined	Longitudinal Data, budget priorities
2/12/2018	Faculty Meeting	Data, Budget priorities
1/25/2018	SSC and SELLS combined	MOY Data, programmatic strategies

## 2018-2019 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$58,275.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$248,470.50	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$512,264.19</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$65,118.38	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,838.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$66,956.38</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** EnCompass Academy

**School ID:** 181

#### 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.

#### Family & Student Engagement

From 2016-17: Our SPF for Indicators are Green for Parent Survey. Our ELL Reclassification rate was at 12%. Chronic Absence was 16%. Our Staff goes the extra mile to help parents and students, engaging in diverse ways to teach and willingness to try new ways on reaching young people and bringing a vibrant feel. Parent leaders identify feeling a part of our community that there is a strong community. Children know each other across grades, and strong partnerships help children to develop in academics and beyond. Parents see students enjoying their educational experience which includes writing, art and movement, exercise, computer use. There is appreciation for the learning environment being very clean, classsroom ambience and environment lots of light and clean, emphasis on healthy food. Students are learning in different ways, not just the traditional sitting in front of teacher, with peers working together and sometimes leading, showing their learning through whiteboards. There is a continuum and network of caring adults including support staff. Use of the Toolbox Project, staff collaboration, and Inclusion strategies support children with Special needs. We need to work on vocabulary, instructional routines for student collaboration and academic discussions.

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>BOY TK: We are higher than OUSD Early Literacy behaviors, Letter names, Letter sounds. TK is exceeding OUSD and Network F&amp; P BENCHMARK in BOY: Gr. 1:BOY 24% (2015-16) vs. 56% (2016-17) =32% growth when comparing BOY across 2 years. Our BOY this year of 56% is 7% away from where we were at EOY last year, which was at 63%.</p> <p>SRI BENCHMARK ACROSS 2 years: Gr. 3-5 BOY 12.8% (15-16) vs. 23.8% (16-17), nearly doubling. This is our best start in 5 years. *2nd graders didn't take it this year compared to last year. Gr. 3-5 MOY 24.6% (15-16) vs. 32.9% (16-17) Gr 5: BOY 12.9% (15-16) vs. 24.3% (16-17), 11.4% growth across 2 years at BOY</p> <p>SRI BENCHMARK FALL TO WINTER 2016-17:  Gr. 3 (16-17) BOY 18% vs. MOY 29.4%, 11.4% growth from fall to winter Gr. 4: (16-17) BOY 23.2% vs. MOY 30.9%, 7.7% growth from fall to winter Gr. 5: (16-17) BOY 31.8% vs. MOY 38.7%, 6.9% growth from fall to winter Gr. 3-5 (16-17) BOY 23.8% vs. MOY 32.9%, 9.1% growth from fall to winter</p>	<p>TK-K: Rhyming 52.4% TK, 40% K (OUSD is 56%)</p> <p>SRI BEGINNING OF YEAR: 1. Gr. 3-5 had 82 students (56.5%) Multiple Years Below in SRI. However, 57% of these 82 were "Approaching to Above" in F &amp; P reading assessment, or had slipped significantly in Lexile from EOY 2015-16. 18% of these were Special Ed students, 6% are being Assessed for IEP. SRI Fall 2016 Multiple Year Below by Grade:  2. Gr. 3 had 33 students MYB: 20 of these 3rd graders MYB had discrepancies between SRI Lexile and F &amp; P status /growth, suggesting that instruction, testing conditions, or student motivation or emotional readiness impacted performance. 13 of these 3rd graders performed consistently between F &amp;P and SRI showing multiple years below. 4 out of these 13 (31%) had an IEP or is being assessed for a learning disability.</p> <p>3. Gr. 4 had 29 students MYB:18 of these 4th graders MYB had discrepancies between SRI Lexile and F &amp; P status /growth, suggesting that instruction, testing conditions, or student motivation or emotional readiness impacted performance. 7 students (or 39%) slipped 0-248 Lexile between end of year and BOY with the same ELA teacher who looped. 11 of these 4th graders performed consistently between F &amp;P and SRI showing multiple years below. 8 out of these 11 (72%) had an IEP or is being assessed for a learning disability.</p>	<p>(+)TK is teaching SEEDS daily Vocab, Rhyming, Letter Recogniton, Letter Sounds. (+) Reaping benefits of TK program, with more students coming to K stronger. (+) Due to experience, Ms. Insixiangmay, Ms. Jones knows curriculum and benchmark of where the kids ought to be doing (+) Lots of academic independence expected (-) SIPPS works for most of K, doesn't work for others.</p> <p>SRI (+) We tested later in Fall this year than in previous years. SRI (+) Gr. 3-4: (+) Teacher consistency=3rd Gr. classes were looped from 2nd, Gr. 4 ELA teacher looped from 3rd. SRI (+) Teachers know where ELA curriculum more and paying more attention to standards and not just teaching curriculum SRI (+) PD provided on Text Complexity and PD strand on close reading.</p> <p>SRI (-): ELA Curriculum for reading and writing isn't concise and efficient enough; teachers have to put a lot of time into science-integrated literacy unit planning and to align anchor texts, develop formative assessments, integrate close reading strategies, consistently structure and implement academic discussions, develop reading/writing connections. We don't have text sets that can be used to coherently build schema, and our vocabulary instruction isn't systematic. We need a coherent ELA curriculum to achieve all of this to supplement what we have.</p>

<p><b>LANGUAGE &amp; LITERACY</b> <i>(continued)</i></p>	<p>SRI students MULTIPLE YEARS BELOW ACROSS 2 YEARS: Gr 3: BOY 83% (15-16) vs. 64% (16-17), over 28 % reduction across 2 years at BOY Gr 4: BOY 62.5% (15-16) vs. 52.8% (16-17), reduction of almost 10% across 2 years at BOY</p> <p>SRI students MULTIPLE YEARS FALL TO WINTER 2016-17: Gr. 3:(2016-17) BOY 64% vs. MOY 47.1% , almost 17% reduction from fall to winter Gr. 4: BOY (16-17) 52.8% vs. MOY (16-17) 43.6%, over 9% reduction from fall to winter</p>	<p>SRI BEGINNING OF YEAR (continued):</p> <p>4. Gr. 5 had 23 students at MYB:14 of these 5th graders MYB had discrepancies between SRI Lexile and F &amp; P status /growth, suggesting that instruction, testing conditions, or student motivation or emotional readiness impacted performance. 2 (or 14%) slipped 26-56 L between EOY and BOY. 9 of these 5th graders performed consistently between F &amp;P and SRI showing Multiple Years Below. 7 out of these 9 (78%) had an IEP or is being assessed for a learning disability. *52.3% were in MYB in Fall, and 50.1% were in MYB in MOY (16-17).</p> <p>(16-17) MIDDLE OF YEAR = 47.1% Multiple years below</p>	<p>SRI (-) Foundational skills gaps in grades 2-5 receives Intervention through Reading Partners, but we need to align our use of SIPP's intervention and progress monitoring frequency with classroom teachers for struggling readers missing foundational skills.</p> <p>SRI (-) We did not prepare students for SRI importance schoolwide and left it up to individual classroom teacher for framing. We should consider impact of whole group assessment causing distraction.</p>
<p><b>STANDARDS-BASED INSTRUCTION</b> <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</i></p>	<p>Gr 4: BOY (15-16) vs. (16-17), growth across 2 years at BOY Gr. 4:MOY (15-16) vs. (16-17), 11% growth across 2 years at BOY</p>	<p>SMI BOY: 4th grade: This group ended higher at end of 3rd grade and maybe why are they performing below others. 15 students 1 year below 4th gr, 13 students at 1 year below in 5th; 18 students Multiple Years Below (MYB) 4th grade,16 students at MYB in 5th</p>	<p>Our roll out of Eureka Math gr. 2-5 this year and students are rising to the higher expectations. Teachers are teaching Math block consistently for 60-90 minutes per day. Over 80% of K-1 cohort at EOY was At/Above in OUSD End of Unit assessments, setting them up for success upon arrival at the next grade.Our Extended Day for Gr. 3-5 has enabled students more time to work on STMath. We have built a culture for math excitement: celebrate STMath and XtraMath achievement at Community Meeting Monthly, give JiJi postcards to each student with 10% growth on syllabus, provide weekly STMath progress report in Staff Bulletin. Our infrastucrure, with the support of our Blended Learning Assistant and TSA, has enabled an early start to the program implementation. Our FBB math students in SBAC (current gr. 4-5) are using STMath intervention pilot.</p>



<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b></p> <p style="text-align: center;"><i>(CULTURE &amp; CLIMATE)</i></p>	<p>At EOY 2016-17, our ELL population in gr. 2-5 is about 1/3 across 3 groups: 32.2% Re-Classification, 31% (n=27) EL-Program, 35.5% (n=31) EL-AR; Our Reclassification rate in 2015-16 was 19.2%.</p>	<p>44.8% (39/87) Gr. 2-5 ELLs are Multiple Years Below in SRI at BOY</p> <p>We don't teach integrated ELD and need to build skillset in that area. Teachers are learning the language features in texts to them help students access in their reading and writing.</p> <p>Rigor: teachers are focused on scaffolding. Doing the thinking for the students.</p>	<p>ELLs give up quickly when stuck on vocabulary and being asked to infer. Direct and explicit vocabulary instruction is not implemented yet fully in all Gr. 2-5 classes. Per research, if we can teach new words at a rate of eight to ten words per week for 37 weeks, about 300 words per year can be taught through direct instruction. We had no goal in Vocabulary acquisition.</p> <p>We were not clear about what we can or should expect for students in terms of breaking apart complex text at varying degree of language levels. Scaffolds are being left in instructions, and aren't being removed.</p> <p>We have not given families the tools, resources and skills they need to understand Reclassification process and support reading at home.</p>
<p style="text-align: center;"><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b></p> <p style="text-align: center;"><i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>7% are At Risk Long Term ELLs as of Feb 2018. We have been working on identifying and using Sentence Patterning (GLAD strategies) to teach Language Features from complex text. We have been providing training on writing Content - Language Objectives so teachers can integrate language learning.</p>	<p>12/23 students on At-Risk LTELs at MOY 2017-18 were not with us in K-1. 10/23 of At-Risk LTELs are Special Ed. We don't have an ELD multi year plan to maintain EL "progressing status" so that we can avoid students getting to the At-Risk LTEL status.</p>	<p>We don't have: a progress monitoring system for student mastery of language features, vocabulary. We don't have a system that includes: selection of vocabulary to pull from complex text, making classroom vocabulary list from that, systematic &amp; explicit vocabulary instruction, opportunities for each students to practice, and then a routine for demonstrating mastery through weekly/biweekly quizzes. We need to have consistent use of instructional routines for student collaboration and academic discussions.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)	
<b>School:</b> EnCompass Academy	<b>School ID:</b> 181

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	SBAC ELA: Increase Proficiency by 10% from 21.4% (2015-16) to 31.4% (2016-17) overall. (This is higher than the minimum target set by OUSD below).			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	Low-Income Students	35.0%	40.0%	45.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Reading foundations assessments (Core Multiple Measures), Interim formative and summative assessments				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If professional development structures enable teachers to design, deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions, communicate to students Content and Language Learning Targets and Success Criteria relative to a checklist/rubric/graphic organizer to access complex texts, Low Income and ELL students will reach literacy goals.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Teach reading comprehension by providing all students with multiple reads and close reading practice, building world knowledge through topic-based text sets, connecting to explicit vocabulary instruction, and writing demonstrations of reading understanding across genres.	Supplement ELA curriculum so that teachers have CCSS-aligned complex text sets, Writing assessment task connected to texts, collaborative discussion structures, a culminating authentic task to apply learning.		IAB, Performance tasks, vocabulary assessments	
1-2	Teach reading comprehension in whole group and small group, teach foundational skills in small groups daily.	Schedule Learning Walk and debrief cycle; Organize master schedule to: 1. provide enough time to teach text sets, make reading/writing connection to text; provide Tier 2 Foundational Skills support to maximize intervention support Analyze underperforming SRI students with F & P		Schedules, observations	

1-3	Take apart the test to think about the kinds of questions, and types of answers, multiple readings	Provide expected classroom Look-Fors in week following PD and provide feedback loop. Beginning of Year: Provide structures for teachers to make connections of lessons and assessments with the chapter/ sections of modules, and connect that with Key understandings. Preview curriculum to determine which Text Dependent Question will be given more teacher scaffolds and which ones to devote to have students carry more of the cognitive lift. Provide time for teachers to read novels being taught. Before module: Create time for teachers to take the end of unit test themselves and write out writing exemplar responses they expect from students.	Observations
1-4	Teachers read novels in text sets, plan the arc of the module/unit, complete end of module assessments and performance tasks before teaching the unit/module.	Work with ANet Coach to build capacity for leading adult learning in CCSS. 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.	SRI, formative assessments
1-5	Implement Reading Wkshp for sustained reading applying strategies internalized by students	Set expectations and calendar for Interim Assessment Blocks and Reteach cycles Feedback to parents on data discrepancy, give letter about what is happening what they can do about it	SRI, formative assessments

1-6	Write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text (Core Actions 2 & 3, Shift 2) .Use Text Dependent Questions in Shared Reading/Interactive Read Aloud at least 4x/week	Release time for teachers to analyze data, and participate in data conference.	SRI, walkthroughs, formative assessments
1-7	Launch small groups by end of September	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.	Formative assessments
1-8	Create their post-data reflection differentiated action plan for all of the tiers	Recognize reading growth in Community Meeting and Advanced mastery in Honor's Night Set a time for parents to come and set up an event for SRI MYB students	SRI
1-9	set and communicate specific goals for students throughout the year using data goal sheet	STIP sub serves supports student goal setting and monitoring.	SRI
1-10	Accountability with Independent Reading and students showing thinking connected to purposeful comprehension/skill/strategy	ITL and TSA will provide acceleration small group for students Gr.2-5. Early Literacy Coach, for K-1	Core multiple measures
1-11	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.	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	Core multiple measures
1-12	Provide Writing Response as exit ticket daily, using supplemental curricula to support (ex: EL ELA, Reading with Relevance, Standards Plus)		Writing responses to text
1-13	Know characteristics in Annotated Writing Exemplar for 3 genres and share with students accordingly. Use for student written responses to TDQ in independent tasks.	Provide PD strand on Lesson Design and direct instruction	Writing responses to text

1-14	Keeping in mind cultural relevance impact of academic discussion protocol, use these strategies in a routine and provide the appropriate scaffolds so that African American, and Latino students can engage meaningfully.	Provide PD time for teachers to plan, practice, and implement academic discussion routines so that African American and Latino, ELL, Newcomer, students with disabilities, homeless, and GATE students can engage and acceleration their achievement outcomes.	Observation look-fors
1-15	Use academic discussion, engagement strategies so that ELL, Newcomer, homeless, and GATE students can engage at their level of ZPD.	Provide collaborative planning time, review "High-Disruption and High Safety Risk Student" document with staff ensure working Laminator to protect visual charts	Observation look-fors
1-16	Use academic discussion and engagement protocols students with disabilities can engage at their level of ZPD.	Release classroom teachers for long and short-range planning and coordination.	Observation look-fors
1-17	Use trauma-informed practices in Tier 1 instruction to keep affected foster students engaged at their level of ZPD.	Align MTSS referral process and train staff on trauma-informed practices to maintain academic engagement of foster students.	Quality of COST, SST referrals, documented strategies, follow through, and student outcomes.
1-18	Inclusion teachers and General Education teachers modify instruction to meet IEP needs of students with IEPs.	ITL, TSA, Interventionist, ECCTL team will provide acceleration through small group for students in/out of classes so that African American, ELL, Newcomer, homeless, and GATE students have appropriate scaffolds to succeed in criteria for mastery.	SIPPs mastery data
1-19	Targeting Latino students, teachers will model and guide students to use textual evidence to make inferences about text (through shared and guided reading)	Structure time for Inquiry Cycles for Reading / Writing to support acceleration of students.	Observation look-fors
1-20	Targeting African American students, teachers will model and guide students to use textual evidence to make inferences about text (through shared and guided reading)	Purchase text sets and supplement curriculum	SRI, IAB
1-21	Use GLAD strategies to provide Newcomer access to curriculum.	Language and Literacy coach provides support for planning and implementation of ELD strategies as well as small group instruction to support Newcomers	Observation look-fors

1-22		After School (EnCAS) in partnership with Oakland Leaf and Girls, Inc. provides integrated reading and writing experiences while strengthening SEL skills.	Schedules
------	--	---	-----------

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	STEM/STEAM	SBAC Math: Proficiency (gr. 3-5) 70% overall. Reduce SBAC Math DF3 Results to less than 10% for students			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	Low-Income Students	-54.1	-44.1	-34.1

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	STMath Syllabus progression, End of Module assessments, IAB			
---	---	--	--	--

<b>Theory of Action for Standards-Based Instruction Priority:</b>	If teachers design and deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions based on student schemas, progress monitor student success on DOK 2+ tasks based on the major work of the grade, and ensure STMath syllabus to 70%, then we will accelerate STEAM success for Low Income and ELL students.			
---	--	--	--	--

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	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).	Redistribute staff time to support Math Intervention in Gr. 4-5 ILT establishes target students	Formative assessments
2-2	K-5 Teachers will teach CCSS aligned Eureka Math curriculum	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curriculum, data systems and monitoring, ELL success in STEAM, and accelerate students through differentiation.	End of Module assessments, IAB
2-3	Teach PLC lessons refined from data analysis of student work	Procure time and resources for Math PLC cycles Hold 4 PLC cycles that are math based on Wednesdays	End of Module assessments

2-4	Prioritize concept development in math instruction so students can demonstrate multiple ways to solve problems.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in math classrooms; Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	End of Module assessments, IAB
2-5	Keep to pacing of modules and teach 60-90 minutes of math (which includes Eureka+STMath rotations)	Provide Instructional calendar template w/ suggested pacing based on Eureka curriculum overlaid w/ school minimum days and non-student days. Establish planning time for Instructional pacing calendar to cover Modules and assessments, and time to score and analyze	STMath syllabus progression, IAB, End of Module assessments
2-6	Establish mathematics goals and Content Language Objectives at the unit and lesson level situated in the grade level standards to focus and guide planning and just in time teaching decisions	Ensure math is included daily in every classroom's schedule, and drop in regularly during scheduled times to gather evidence of student learning in mathematics. Ensure that teachers have designated time to focus on unit planning at least once a month, including partial release and/or special minimum days during the year	Observation Look Fors
2-7	Review STMath progress/alerts to select whole-class JiJi talk and target students with whom you can need to confer.	Recognize STMath progress monthly toward 100% completion of syllabus. Grade level teams create aligned schedules. Look at master schedule to make sure students don't miss math instruction due to interventions or other pull-out programs. STIP sub serves as Blended Learning Assistant to support blended learning program.	STMath Syllabus progression

2-8	Teachers plan Content and Language Objectives for Science/Integrated ELD Lessons. Teachers teach Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Observe classrooms and monitor PLCs and other grade-level planning to ensure teachers engage in formative assessment on a daily basis and at several levels (observing students working and analyzing student work). Ensure formative assessment is a schoolwide norm. Allocate the necessary time for grade level PLC's to complete this work	Observation Look Fors
2-9	Unpack NGSS FOSS curriculum and study key understandings, cross-cutting concepts before teaching unit.	Organize time for teachers to read, unpack, and plan for each science unit.	Science walks, Science Journals, SIRA
2-10	Teachers teach new 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
2-11	Teachers K-5 collaboratively plan for STEAM units each trimester.	Collect and review trimester science plans to ensure teachers plan for full SIRA units. Ensure common planning time for grade levels in science	Unit Plan
2-12	Teachers K-5 utilize Science Notebooks in their regular science instruction.	Contact Science Department to schedule PD on Science Notebooking and Writing in Science. Purchase composition books for all students, all grades.	Science Journals
2-13	Teachers K-5 conduct Shared Reading of FOSS texts every week, after hands-on investigation. Students create revised conclusions using new evidence from the text.	Conduct Learning Walks to look for Shared Reading of grade-level complex texts and revised conclusions at least once per trimester. Contact Science Department for Science Learning Walk support. Implement Next Generation science curriculum.	Weekly schedules, Observations
2-14	Focus on sense-making through appropriate questioning, tasks, and scaffolds.	Provide PD on the power of sensemaking through appropriate questioning, tasks, and scaffolds.	Walkthroughs



2-15	Use Eureka exit tickets and Mid Module Assessments as formatives, End of Module assessments as summative	Organize formative assessment scoring calibration, schedule in time for scoring.	Professional Development calendar
2-16	Inclusion teachers and General Education teachers modify instruction to meet IEP needs of students with IEPs.		Math exit tickets, STMATH
2-17		After School (EnCAS) in partnership with Oakland Leaf provides STEAM learning while strengthening SEL skills and cultural resiliency.	Schedules, observations
2-18	GATE students will apply learning through Google Classroom, and projects in Engineering is Elementary curriculum.	Schedule weekly time for teachers to integrate core subject area learning into applied learning in which students design, make, and present projects.	Schedules, observations

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Reduce students in Below/Far Below in reading benchmarks.	95% of K-1 students are at benchmark in Core Multiple Measures. SRI Gr. 3-5 at are Multiple Year Below are no more than 10%.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Chronic Absence	Low-Income Students	17.24%	17.19%	17.14%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Attendance Rate, Office Referrals				
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we routinely have strong Tier 1 instruction, and use systems and strategies for responses to inappropriate behaviors, we will maintain keep students more focused on instructional success.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
3-1	Aligned blocks for small group instruction supports Reading Foundations instruction (SEEDS TK-K, SIPPS K-5)	Fund and align 2 reading interventionists' time to conduct pull out small group in SIPPs at common levels between 2 classes to increase efficient use of time. Assign ECCTL, TSA and ILT to coordinate data and groups for K-1, 2-3, 4-5 cohorts.		Weekly Schedules	

3-2	<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>	<p>CLO Look Fors, SRI &amp; Reclassification Rate</p>
3-3	<p>Develop vocabulary through wide and close reading.</p>	<p>Recognize students in monthly for meeting Vocabulary acquisition goals. Goal setting conference for target kids on Reclassification cusp- Add to Growth tracking sheet.</p>	<p>Vocabulary quizzes</p>
3-4	<p>Administer assessments to diagnose Reading Foundations gaps to support students below/multiple years below grade level. Use Blended Learning strategies and coordinate with Language and Literacy coach to accelerate learning for Newcomers.</p>	<p>Provide support for administration and analysis of assessments to diagnose Reading Foundations gaps. ITL provides Tier 2 support to Newcomers, and uses Imagine Learning for blended learning. Provide blended learning resources such as Imagine Learning to support Newcomers, and Google classroom to engage GATE students.</p>	<p>Reduction in students in Below/Multiple Year Below in F&amp;P, SRI</p>
3-5	<p>Implement strategies from COST, SST, and/or Inclusion meetings that are in the teacher's locus of control</p>	<p>Weekly COST Meetings to coordinate services, schedule SST and follows up,s and schedule and Inclusion Collaboration time with classroom teacher to provide more small group instruction</p>	<p>Coordination of services, aligned instructional strategies, more small group instruction</p>
3-6	<p>Immediately assess homeless students who arrive and provide COST referral so they can have wraparound monitoring.</p>	<p>Engage with parents/guardians of homeless youth by providing support through shool and district resources. Bilingual Admin Asst, Attendance Specialist, and Student Family Connections Coordinator work as a team to provide check in and support, including home visits.</p>	<p>COST tracker</p>

3-6	Immediately assess foster and newcomer students who arrive and provide COST referral so they can have wraparound monitoring.	Engage with parents/guardians of homeless youth by providing support through school and district resources. Bilingual Admin Asst, Attendance Specialist, and Student Family Connections Coordinator work as a team to provide check in and support, including home visits.	COST tracker
3-7	Provide culturally relevant strategies in lesson delivery and culture building to engage African American and ELL students in rigorous learning tasks.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	SRI & Reclassification Rate
3-8	Communicate with office about student absences and reasons pertaining to students' absences	Fund bilingual Admin Asst to support communication with Spanish speaking families. Increase Attendance Specialist FTE to do home visits and mentoring, family engagement support for low income, foster, and ELL students	Chronic absence rate, Parent and staff feedback
3-10		Pay for clerical summer time work to prepare for strong fall start.	Parent and staff feedback
3-11	Teach The Toolbox Project Tools throughout the year.	Partner with Oakland Leaf and Girls Inc to provide extended learning support in literacy, social emotional literacy.	After School Assessment
3-12	TK, K teachers host visiting families	Coordinate schedules to support holding outreach event to incoming TK and K families. Parent leaders will outreach and provide a PK transition workshop to elementary school.	Parent feedback

<b>CONDITIONS FOR</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>
	EL Reclassification	50% of ELLs will be ReClassified compared our 15-17% rate between 2014-15 to 2016-17.

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
		English Learner Reclassification	All Students	12.0%	15.0%	18.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		SRI, Vocabulary Quizzes, Student writing in response to text				
<b>Theory of Action for English Language Learners Priority:</b>		If we routinely use text-based Sentence Patterning and Sentence Unpacking strategies, 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>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>		
4-1	To ensure students learn 10 new words weekly, develop vocabulary through direct instruction of word meanings, explicit teaching of words and word parts.	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.		Vocabulary quizzes & Reclassification Rate		
4-2	Use Sentence Patterning in 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		
4-3	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).	--Facilitate staff attendance at ELLMA-sponsored PD in June 2018 --Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps. Review w/ ILT Essential Practices for ELL Achievement, Embedded Supports for ELLs in Reading Wkshop and determine how we can share this in PD		SRI & Reclassification Rate		
4-4	Use "Unpacking Sentences" strategy in Integrated ELD and Sentence Patterning in Designated ELD to support close reading and written response to complex text.	Walkthroughs with ELLMA Coach, ILT with language development lense		Writing responses, Reclassification Rate		

4-5	<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
4-6	<p>Integrate ELD strategies into integrated content unit.</p>	<p>Principal/ILT will ensure that all instructional expectations are fully implemented through walk-throughs, schedule development, and other accountability structures. Engage with ELLMA to support PD in Student Talk Basics to leverage talk opportunities in support of literacy and language development and PD on ELD Standards (on how language works); Provide or purchase bound 2014 ELD Standards for all teachers.</p>	SRI & Reclassification Rate
4-7	<p>Provide opportunities for teachers &amp; ELs to meet for data chats &amp; goal setting.</p>	<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
4-8	<p>Work with families on the importance of reclassification and the gateways that students need on the college readiness pathway.</p>	<p>Fund Student-Family Connections Coordinator Make Video orientation of our school : practical academic, including SRI reclassification info</p>	Reclassification rate

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:**

**181 School:** EnCompass Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Reduce students in Below/Far Below in reading benchmarks.	A1.6 After School Programs	5825				181-1
\$1,238.37	General Purpose Discretionary	Stipends for Instructional Aides	Literacy	A3.2 Reading Intervention	2120				181-2
\$13,677.26	General Purpose Discretionary	Attendance Specialist	Reduce students in Below/Far Below in reading benchmarks.	A5.1 School Culture & Climate (Safe & Supportive Schools)	2205	SPECIALIST, ATTENDANCE	SPECAT0012	0.20	181-3
\$15,479.63	General Purpose Discretionary	Clerical stipends	Reduce students in Below/Far Below in reading benchmarks.	A5.1 School Culture & Climate (Safe & Supportive Schools)	2220				181-4
\$12,138.20	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				181-5
\$4,000.00	General Purpose Discretionary	Uniforms	Reduce students in Below/Far Below in reading benchmarks.	A5.1 School Culture & Climate (Safe & Supportive Schools)	4380				181-6
\$2,941.54	General Purpose Discretionary	Surplus (towards supplies)	n/a	n/a	4399				181-7
\$5,000.00	General Purpose Discretionary	Equip Maintenance	STEM/STEAM	A2.3 Standards-Aligned Learning Materials	5610				181-8
\$3,800.00	General Purpose Discretionary	Subscription	STEM/STEAM	A2.3 Standards-Aligned Learning Materials	5672				181-9
\$9,650.40	LCFF Concentration	EEIP to release teachers for collaboration and intervention	Reduce students in Below/Far Below in reading benchmarks.	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0108	0.10	181-10
\$29,428.17	LCFF Concentration	TSA focusing on MTSS, assessments coordination	Reduce students in Below/Far Below in reading benchmarks.	A2.2 Social Emotional Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0031	0.30	181-11

\$34,020.64	LCFF Concentration	Books other than textbooks for Eureka Math and EL ELA	Literacy	A2.3 Standards-Aligned Learning Materials	4200				181-12
\$19,300.79	LCFF Concentration	Surplus (put towards STIP)	n/a	n/a	4399				181-13
\$7,600.00	LCFF Concentration	Licenses to support academic acceleration	Reduce students in Below/Far Below in reading benchmarks.	A2.3 Standards-Aligned Learning Materials	5846				181-14
\$106,386.15	LCFF Supplemental	Set aside for ITL (if funded at 100%). If at 50%, put amount towards 1) STIP 2) Behavioral modification 3) Supplies 4) Stipends	Reduce students in Below/Far Below in reading benchmarks.	A2.1 Implementation of the CCSS & NGSS	1119	11 MONTH CLASSROOM TSA	C11TSA9999	1.00	181-15
\$12,383.70	LCFF Supplemental	Teacher stipends for planning, intervention, attendance at SST/IEP/SART, leadership team	Reduce students in Below/Far Below in reading benchmarks.	A3.4 Teacher Professional Development focused on Literacy	1120				181-16
\$1,550.26	LCFF Supplemental	Books other than textbooks for Eureka Math and EL ELA	Literacy	A2.3 Standards-Aligned Learning Materials	4200				181-17
\$9,650.39	LCFF Supplemental	Surplus (put towards STIP)	n/a	n/a	4399				181-18
\$118,500.00	LCFF Supplemental	Contracts to support academic acceleration	Literacy	A3.2 Reading Intervention	5825				181-19
\$68,665.73	Title I: Basic	TSA focusing on MTSS, assessments coordination	Literacy	A3.1 Blended Learning	1119	10 MONTH CLASSROOM TSA	C10TSA0031	0.70	181-20
\$6,604.53	Title I: Basic	Surplus (\$3300 Teacher STIPENDS/\$3304.53 Behaviorist Consultant)	n/a	n/a	4399				181-21
\$1,851.21	Title I: Parent Participation	Surplus	n/a	n/a	4399				181-22

# Title I School Parental Involvement Policy 2017-18

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

## **Involvement of Parents in the Title I Program**

*EnCompass Academy* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.

We will present the plan at our Title 1 meeting in October. Translation and ample notice is given.

1. Translate into Spanish
  2. Post in halls, library and at parent bulletin board
  3. Make Robocalls
  4. Send Talking Points
- Offer a flexible number of meetings for parents.
    1. Family Engagement Meetings will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
    2. Childcare is always provided
    3. Translation is always provided
  - Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
    1. By end of **October** 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.
    2. To do this: Share date of meeting with staff, meet w/ Student-Family Connections Consultant to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, update Powerpoint Presentation with year's information, establish raffle, train volunteers.

Provides parents of Title I students with timely information about Title I programs.

- We will present the plan in **October**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  1. We will present the plan at our annual Title 1 meeting in **October**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Back In School Night (September)
  - Academic Workshops (October/Nov)
  - Report Card Conferences
  - Science and Engineering Extravaganza (May)
  - SSTs, IEPs, SARTs (Throughout year)
  - Learning Showcase (May)
  - SARC report on OUSD website
  - Work with Counseling and other partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness



## School-Parent Compact

*EnCompass Academy* has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### Building Parent Capacity for Involvement

*EnCompass Academy* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - We will present the plan and applicable materials in October. 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 December and March report card conferences for ALL families
  - Some teachers conduct home visits, some with principal present.
  - 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.
  - Kinder Intake interview in June provides an opportunity for families to receive information to prepare their child for Kinder in the Fall.
- 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.
  - Student-Family Connections Consultant will remain an active member of the school leadership
  - Teacher Liaison participates with Student Family Connections Consultant and Principal in Family Involvement Collaborative with other schools to share best practices
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - Student-Family Connections Consultant will remain an active member of the school Strategic Planning Group
  - Teacher Liaison participates with Student-Family Connections Consultant and Principal in Family Involvement Collaborative with other schools to share best practices
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - We will present the plan and applicable materials at our annual Back In School Night at 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
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

- All fliers, conferences, and Robocalls are provided with translation

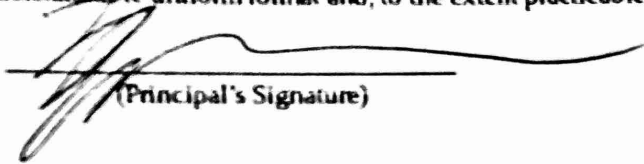
#### Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  1. All fliers, conferences, and Robocalls are provided with translation

#### Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the (EnCompass Academy) School Site Council on 12/21/17 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (EnCompass Academy) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
(Principal's Signature)

12/21/17  
(Date)



# EnCompass Academy

Teaching to the Whole Child

1025 81st Ave. Oakland, CA 94621 Tel. 510-639-3350 Fax 510-639-3352

## Student & Family Compact with School

### **Student Responsibilities:** As a student, I will do my part to achieve school success and meet Common Core State Standards.

- I will come to school on time and try to miss NO MORE than 5 days of school this whole year so I can achieve a 97% attendance rate!
- (TK-1) I will read, or be read to for at least 20 minutes daily afterschool. (Gr. 2-3) I will read small chapter books at least 20-30 minutes daily afterschool. (Gr. 4-5) By the end of the year, I will be able to read for 50 minutes daily afterschool. TK-1: read or be read to: 15-20 books per year, Gr. 2-5: 20-25 chapter books per year.
- When I learn about a new topic, I will ask a lot of questions to learn more. When I am ready to form an opinion about my topic, I will use evidence to support my claim.
- I will practice responsibility and perseverance when doing classwork and homework so I can reach my Reading and Math goals.
- My words and actions will help, not hurt our community.
- I will limit my ScreenTime to 2 hours per day at home. I will exercise and eat healthy fruits and vegetables every day.

Student Signature \_\_\_\_\_ My Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

What can you do to help your child's school success?

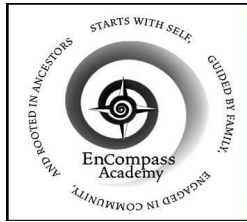
My child's success in school depends on my guidance and on our family's partnership with the school. I understand that my initials represent my understanding and commitment to the following agreements:

### **ACADEMIC SUPPORT**

**SPEAKING! READING!** Support your child to meet their reading and math target and to meet Student Responsibilities.

- Expect my child to speak and respond to questions in complete sentences in whatever language they choose.
- Talk to my child at least 10 minutes every day about what they are learning in school and about things on their mind.
- Read to, read with, or listen to my child read a text at their level, in any language. Share time looking for things we each want to read at the library. Books on tape are good for TK-1.

Parent/Guardian initial \_\_\_\_\_



# EnCompass Academy

Teaching to the Whole Child

1025 81st Ave. Oakland, CA 94621 Tel. 510-639-3350 Fax 510-639-3352

## Student & Family Compact with School

### **HOMEWORK** creates opportunities for students to:

- 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 work space, completing your work, making work neat, getting credit for your work).

I will monitor and support homework assignments so that my child has at least a 90% completion and return rate.

- Daily check their backpacks thoroughly. Look for school/teacher notices and Student Planner (grades 3-5)
- Ensure that my child has a quiet and well-lit space for studying.
- Call or write to my child’s teacher with questions, comments, or concerns
- Help quiz them to memorize math facts, new vocabulary meanings, high-frequency words, or important concepts.

Parent/Guardian initial \_\_\_\_\_

**ATTENDANCE:** I will read and sign the Attendance Expectations to know how to avoid holes in my child’s learning and to avoid having my child be classified as Unexcused, Chronically Absent, or Truant.

Parent/Guardian initial \_\_\_\_\_

**DRESS CODE:** I understand that my child must follow the EnCompass dress code every day (details in Family Handbook). If my child is out of dress code on random “Dress Code Check Days,” my child may have to run 2 additional laps during recess, may be “shirted” with a school uniform loan shirt, or sent to the bathroom to turn the shirt inside out if his/her shirt has screenprinting on it. I will have at least 3 replacement tops and bottoms (dark blue or khaki pants) to replace lost or dirty uniforms (1 will be provided by the school as a trade for my completed forms). Students with fake tatoos will be sent to bathroom to wash off. Students can be taught to wash uniform top in the sink by family or school staff if laundry delay is causing the issue.

Parent/Guardian initial \_\_\_\_\_

**BEFORE SCHOOL:** My child will: 1) Arrive by 8:15am if s/he eats school breakfast 2) Line up by 8:40am daily. Students not in line by 8:45am pick-up will be considered tardy. 3) Arrive at school NO EARLIER THAN 8:15 am because supervision does not begin until that time. TK-K must be supervised by adult family member or adult designee from 8:30-8:45 am near their line up area; there is no school-provided supervision in these areas before school.

Parent/Guardian initial \_\_\_\_\_



# EnCompass Academy

Teaching to the Whole Child

1025 81st Ave. Oakland, CA 94621 Tel. 510-639-3350 Fax 510-639-3352

## Student & Family Compact with School

**AFTER DISMISSAL:** My child will be picked up on time; the school is not responsible for supervising for my child 10 minutes after dismissal. Given that staff may not be on duty to supervise late pick up. Picking up my child more than 60 minutes late 3 times per grading period can result in a call to the Child Protective Services for child neglect. TK-1 students must be signed out by adult family member or designee with written permission.

Parent/Guardian initial \_\_\_\_\_

**EARLY PICK UP:** Students may only be picked up early for family emergencies such as a loved one who is hospitalized, or who has passed. Early pick up for a doctor’s appointment will need to be verified if it is after the 3rd one per trimester. Doctor’s appointments should be made for after school hours.

Parent/Guardian initial \_\_\_\_\_

**DRIVING/ PARKING ON OR NEAR CAMPUS:** Following all traffic signs, parking rules, and directions by the traffic safety monitors will ensure that the parking lot and drop off/pick up times are safe for our community. The following progressive action will be taken for anyone who persists in ignoring, disrespecting, or harassing traffic monitors: 1) Verbal warning from School Security Officer 2) Written Notice to driver, submitted to OUSD Police and School Principal 3) Stay Away Order from school grounds.

Parent/Guardian initial \_\_\_\_\_

### 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 cards
- Precious and dangling jewelry, gum, candy, junk food
- Cell phones/smartphones (see below), Game Boys, other electronic items

Parent/Guardian initial \_\_\_\_\_

### CELL PHONES AND PORTABLE ELECTRONICS:

Children can make and receive emergency calls from the office and may not use cell phones during school hours. If students must bring a CELL PHONE to school, pre-approval by teacher or principal is required. If so, student 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 students 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
- 2nd Offense =phone confiscated for 5 school days
- 3rd Offense= phone confiscated until end of year

Parent/Guardian initial \_\_\_\_\_



## Student & Family Compact with School

**SCHOOL EVENTS/MEETINGS:**

Some school events are mandatory. These meetings include **Back-In-School-Night, Report Card Conferences, and Learning Showcase.** *When I can't be there, I will ask that one of following people represent me: \_\_\_\_\_ . I understand that my child will be prepared to show their learning at some of these events and will look forward to having a family member show interest or acknowledge their progress on these days.*

Parent/Guardian initial \_\_\_\_\_

### COMMUNICATION AND SCHOOL SUPPORT

**I understand that our family is part of an effort to nurture and build a school culture, and that a “rising tide lifts all boats.” I will work to support and reinforce the school discipline policy in the Family Handbook.**

- I will be compassionate about how hard teachers work and will respond to messages from my child’s teacher.
  - I usually: Call back the same day \_\_\_\_ Call back by the next day \_\_\_\_ Come by the school \_\_\_\_
- 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.
- When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).
- Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.
- Review this agreement with my child
- Donate on average \$5 dollars a week toward the Classroom Fund (\$5 per family, not per child) if I can.
- Volunteer at least 3 hours per month for my child /children (3 hrs/ family, not per child). I will fill out the Parent Interest/Needs survey.

Parent/Guardian initial \_\_\_\_\_

## School Site Council Membership Roster – Elementary

School Name: EnCompass Academy

School Year: 2017-2018

<b>Chairperson :</b> Ligia Gonzalez	<b>Vice Chairperson:</b> Stevez Valadez
<b>Secretary:</b> Sarahi Almendra	<b>*LCAP Parent Advisory Nominee:</b> Katrina Pegross
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Minh-Tram Nguyen	X			
Steven Valadez		X		
Ann Henderson		X		
Mayra Alvarado		X		
Dana Turner			X	
Katrina Pegross				X
Sarahi Almendra				X
Yosdelhy Ortiz				X
Ligia Gonzalez				X
Dayana Perez				X

<b>Meeting Schedule</b> (day/month/time)	4th Thursdays of each month 4:30-6:00 pm
---	--

**SSC Legal Requirements: (Ed. Code 52852)**

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

**(Once filled, this document can be placed on your school site's letterhead)**

**\*Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.**