

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Encompass Academy

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Encompass Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Encompass Academy.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: EnCompass Academy

0102988

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

HISTORY EnCompass Academy opened in 2004 after three years in design by a diverse team of educators and east Oakland parents. We began within the Oakland Unified School District's small school reform movement led by a coalition of parents, community organizers, and educators who wanted to counter chronic overcrowding and under-performance of Oakland's flatland schools. To do this, we surveyed and applied the feedback of 200 Elmhurst neighborhood residents about their vision for a school. Our Design Team consisted of educators and neighborhood parents who were of African, Latino, Asian, Indigenous, and Eastern European ancestry, immigrant, and American-born. Through this movement, we sought to institutionalize new perspectives, ethos, and an educational vision that brought the lives of our children and family to the center of school design. Our feeder school had an entrenched API score in the 500's and chronically unsafe conditions. Part of opening a new district school in the area would mean that we could help relieve the feeder school's over-crowded conditions so it would have a chance at regaining ground and creating more equitable outcomes for kids. The feeder school has since been redesigned and has shown growth in culture and climate, academics, and safety. The school district wanted to pilot schools like ours so that best practices can be fed back into the district infrastructure and benefit more schools. **CONTEXT** Located in east Oakland, California, EnCompass Academy is a Title I public elementary school that seeks to "teach to the whole child". We are located in a police beat known for its decades' long high violent crime statistics. Our families are disproportionately impacted by the social stressors of gangs, prostitution, drug addiction, sideshows, foreclosure, under/unemployment, as well as industrial pollution. All of these factors combine to shorten life expectancy of people who live in this zip code. In 2005 when we first opened, EnCompass Academy's Academic Performance Index (API) was 627. With an API of 750, we now serve a student body that is 88% free/reduced lunch, 20% African American, 74% Latinos, 4% Asian and Pacific Islanders, and 2% multiracial/"other". Sixty-seven percent are English Language Learners. Our students thrive through a culturally responsive and caring school culture, deep relationships, personal attention, data-driven and standards-based learning, family/school partnerships, balanced literacy, music, visual arts, gardening, movement through dance and fitness, and "looping" with

teachers for 2 years as much as possible. A student-centered staff ethos and campus oasis make this a special place for children. We support and expect ongoing professional development and collaboration, implement Si Swun Math, FOSS Science, Results for Academic Language Literacy Instruction (RALLI), and the Read-Think-Apply framework to build reading comprehension. Reading/ELD interventions are provided by an interventions team that aligns schedules, strategies, and standards. In 2012-13, we will pilot Blended Learning by using online content providers to individualize learning for students, led by classroom teachers. Within this context, we see incredible examples of resiliency and transformation every day at our school. This is signified by the beautiful campus oasis, built in 2005 with award-winning design and green space. Originally located in portable classrooms on the overcrowded campus of Webster Academy, our school moved to our brand-new campus on 81st Avenue in 2005, which we share with Acorn Woodland Elementary. Today, our campus features rolling lawns and pathways lined with native plants, beautiful play structures, garden beds, an outdoor amphitheatre, and a multipurpose auditorium. In January 2011, the largest branch of the Oakland Public library opened with a school computer lab, Community Room, and cafe.

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. 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. GUIDING PRINCIPLES: We believe that all children are good and deserve guidance to make appropriate choices. All children can do important and powerful things when given the opportunity to fully develop within the school day. Our learning community fosters: *Learning that is purposeful, rigorous, and connected to the real world *Students using knowledge from their histories, elders, and ancestors *Behavior that promotes peace, justice, honesty, respect, responsibility, compassion, and courage *Pride and honor in each person's identity, culture, and language *Commitment to social and community responsibility *Strong and caring relationships between students, families, and staff *Family health and wellness that supports our children to grow to their fullest potential 2011-12 School Wide Goals:1) 65% P/A in ELA & Math by MOY 2) move all 31 cohort-matched students up from Basic in ELA MOY benchmark, w/a focus on Af Am and ELL stu 3) Each grade level will move 10 FBB/BB students out by MOY ELA w/a focus on Af Am and ELL stu 4) Each class will have at least 97% attendance/wk

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

2011-12 School-Wide Goals: 1. 65% of students will be Proficient and Advanced in ELA and Math by Mid-Year Benchmark 2. All 31 cohort-matched BASIC students will move into Proficient/Advanced by mid year's ELA benchmark 3. Each grade level will move 10 students in Far Below Basic/Below Basic up by Mid-Year ELA with a focus on African American and English Learners. (K-1 TRC, 2-5 ELA benchmark) 4. 75% of students will read (or be read to) 1 million words by June 5. Each class will achieve 97% attendance each week Our Strategic Planning Group meets weekly to establish school priorities, monitor progress, make adjustments, and vet/develop new programs/initiatives to help fulfill school vision. We measure our progress through school-wide goals we set. SPG does the grunt work to share to SSC for review and approval on categorical areas; SSC has a more eagle's eye view of school plan. Monthly Faculty Council and Faculty Meetings are used to engage staff in progress of school and new developments to get timely feedback. The Instructional Leadership Team meets 2x/ month to develop and coordinate PD implementation. ILT also vets instructional initiatives and programs and provides adjustments in regards to supporting teachers in implementation.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

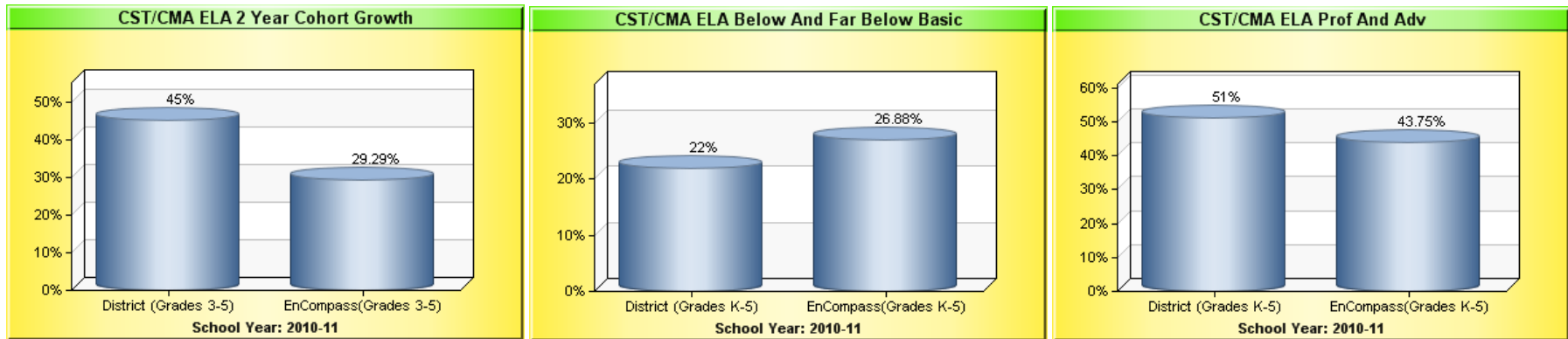
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core Sate Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



Data Analysis

- Summer reading loss (grades 2-5) could account for 20% Proficient & Above in SRI (early September) vs. 36% ELA fall benchmark (late October).
- Beginning of Year (BOY) to Mid Year (MOY) growth in Proficient & Advanced (P/A) by subgroup (gr. 2-5): African American 30% to 54%; Latino 39% to 68%; ELL 33% to 56%; English Only 29% to 50%
- % of Proficient or Above on MOY Scholastic Reading Inventory by Subgroup (grades 2-5): African American 30%, Latino 40%; Males 30%, Females 50%. Data unavailable for BOY SRI administration.
- % of Proficient or Above on Process Writing Assessment by subgroup (4-5): African American 20%; Latino 30%; English Learner 12%; English Only 24%; Reclassified Fluent English Proficient 53%; Female 28%; Male 23%.

Theory Action

- All students will use academic language development and content vocabulary in talking and writing throughout the school day.
- We will do this through lenses of rigor, differentiation, and consistency across classes.
- Students will read independently 60 minutes per day across the curriculum at their reading level, but will have scaffolded instruction at their grade level access to grade level text.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers will support this through effective lesson design, focusing on gradual release of responsibility to increase academic independence and personal responsibility.	Consistent use effective lesson design structure with exit tickets that match the lesson objective.	All Students	daily	Principal	4/2/2012	181SQ11A463	PLC day every 6 weeks	Non-SSC approved			0	\$0.00
Teachers will support this through effective lesson design, focusing on gradual release of responsibility to increase academic independence and personal responsibility.	Consistent use effective lesson design structure with exit tickets that match the lesson objective.	All Students	daily	Principal	4/2/2012	181SQ11A464	Sub Release	Non-SSC approved			0	\$0.00
Students will do this through independent reading and non-fiction	Increase in lexile reading levels	All	Daily,				Nonfiction class sets for					

writing 60 minutes/day across the curriculum. 4 days/week	across 3 administrations	Students	4x/week	Principal	4/2/2012	181SQ11A461	7 selected books \$500/class	N/A			0	\$0.00
Students will do this through independent reading and non-fiction writing 60 minutes/day across the curriculum. 4 days/week	Increase in lexile reading levels across 3 administrations	All Students	Daily, 4x/week	Principal	4/2/2012	181SQ11A462	Online reading materials through Achieve 3000	Centralized Services			0	\$0.00
Implement Read Think Apply Comprehension framework using Reciprocal Teaching (2-5) guided reading (K-1) and graphic organizers	Increase in lexile reading levels across 3 administrations, increase in ELA standards-based benchmarks	All Students	daily	ILT	4/2/2012	181SQ11A470	RTA Contract \$5000	Non-SSC approved			0	\$0.00
Professional development for after school programs staff in collaboration with school day staff	Increase in ELA standards-based benchmarks	All Students	2 days in Trimester 1	ASP Director/Principal	4/2/2012	181SQ11A474	Extended Contract for teachers for 3 hours	Non-SSC approved			0	\$0.00
Professional development for after school programs staff in collaboration with school day staff	Increase in ELA standards-based benchmarks	All Students	2 days in Trimester 1	ASP Director/Principal	4/2/2012	181SQ11A476	Extra hours for ASP staff \$13x5=\$65 x 3=\$195	N/A			0	\$0.00
Release time for peer observation and debrief	ELA Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3052	Pay for subs	Non-SSC approved			0	\$0.00
Release time for peer observation and debrief	ELA Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3061	ELA Peer Coaches support coaches	Non-SSC approved			0	\$0.00
Professional development on reading assessment tools that would help inform in class instruction	Increase in ELA standards-based benchmarks	FBB, BB	August-September	TSA	4/2/2012	181SQ11A478	Extended contract for new teachers	N/A			0	\$0.00
Professional development on reading assessment tools that would help inform in class instruction	Increase in ELA standards-based benchmarks	FBB, BB	August-September	TSA	4/2/2012	181SQ11A480	TSA salary 1.0 fte	N/A			0	\$0.00
Teach explicit expository writing instruction and identify grade level non-negotiables in this area	ELA Writing Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3049	Fund notebooks for writing across the curriculum	Non-SSC approved			0	\$0.00
Teach explicit expository writing instruction and identify grade level non-negotiables in this area	ELA Writing Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3053	Science and Math Coaches participate in ILT to weave academic language in content areas	Centralized Services			0	\$0.00
Teach explicit expository writing instruction and identify grade level non-negotiables in this area	ELA Writing Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3059	Seek to fund The Write Tools Contract \$15,000	N/A			0	\$0.00
Deepen RESULTS framework implementation	ELA Benchmark	All Students	August-June	RALLI teacher leaders MM, PRS	4/2/2012	181SQ11A3050	Provide off-site training and updates for new and returning teachers	Centralized Services			0	\$0.00
Deepen RESULTS framework implementation	ELA Benchmark	All Students	August-June	RALLI teacher leaders MM, PRS	4/2/2012	181SQ11A3051	Provide on-site observation, collaboration from RALLI	N/A			0	\$0.00

							lead teachers					
Deepen RESULTS framework implementation	ELA Benchmark	All Students	August-June	RALLI teacher leaders MM, PRS	4/2/2012	181SQ11A3054	Extended Contracts for 60 min/week/teacher for PLC using RALLI	N/A			0	\$0.00
Continue with emphasis on students? use of Academic Language and content vocabulary in speaking and writing throughout the day	ELA Benchmark	All Students	August-June	ILT	4/2/2012	181SQ11A3046	RTA Contract to support consistent implementation	Non-SSC approved			0	\$0.00
Continue with emphasis on students? use of Academic Language and content vocabulary in speaking and writing throughout the day	ELA Benchmark	All Students	August-June	ILT	4/2/2012	181SQ11A3047	Science and Math Coaches participate in ILT to weave academic language in content areas	Centralized Services			0	\$0.00
Continue with emphasis on students? use of Academic Language and content vocabulary in speaking and writing throughout the day	ELA Benchmark	All Students	August-June	ILT	4/2/2012	181SQ11A3060	Implement the RALLI framework across content areas	Centralized Services			0	\$0.00
Identify and purchase technology-based resources to support specific focus on literacy for increasing independent reading levels and stamina	ELA Benchmark	All Students	August-June	Wayne Poncia	4/2/2012	181SQ11A3041	Purchase technology intervention programs and needed technology support (technology materials, updated equipment, personnel to support technology infrastructure, etc)	Funded by Community Partner			0	\$0.00
Identify and purchase technology-based resources to support specific focus on literacy for increasing independent reading levels and stamina	ELA Benchmark	All Students	August-June	Wayne Poncia	4/2/2012	181SQ11A3042	Design PD schedule to provide training, collaboration, and planning time for Blended Learning cohort teachers to use for Balanced Literacy instruction	Funded by Community Partner			0	\$0.00
Identify and purchase technology-based resources to support specific focus on literacy for increasing independent reading levels and stamina	ELA Benchmark	All Students	August-June	Wayne Poncia	4/2/2012	181SQ11A3044	Develop a plan for implementation of tools to reach students outside of class using Achieve3000, Accelerated Reader, Reading Assistant.	Funded by Community Partner			0	\$0.00
Identify and purchase technology-based resources to support specific focus on literacy for increasing independent reading levels and stamina	ELA Benchmark	All Students	August-June	Wayne Poncia	4/2/2012	181SQ11A3058	Fund Accelerated Reader	Non-SSC approved			0	\$0.00
Implement Literacy focus area of Independent Reading and Conventions in After School Program	ELA Benchmark	All Students	August-June	EnCAS Director	4/2/2012	181SQ11A3045	Fund EnCAS staff for PD hours	Non-SSC approved			0	\$0.00
Implement Tier 1 Intervention in classroom across grades 2-5 consistently using a systematic	Benchmark data, progress assessments	FBB, BB	October-June	TSA	4/2/2012	181SQ11A3031	Fund TSA to coordinate	N/A			0	\$0.00

approach.													
Provide effective trainings in ELA Balanced Literacy framework	ELA Benchmark	All Students	August-June	ILT	4/2/2012	181SQ11A3032	Provide PD focused on small group differentiated instruction	N/A				0	\$0.00
Provide effective trainings in ELA Balanced Literacy framework	ELA Benchmark	All Students	August-June	ILT	4/2/2012	181SQ11A3033	PD on implementing and using data from BPST, Dibels Next, SRI that would help inform in-class instruction to whole and small groups	N/A				0	\$0.00
Provide effective trainings in ELA Balanced Literacy framework	ELA Benchmark	All Students	August-June	ILT	4/2/2012	181SQ11A3038	PD on implementing and using data from Reading Assistant, Achieve3000, and other Blended Learning tools with pilot cohort	Funded by Community Partner				0	\$0.00
Use redesign of time for increasing teacher collaboration	ELA Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3035	Release time for peer observation and debrief	Non-SSC approved				0	\$0.00
Use redesign of time for increasing teacher collaboration	ELA Benchmark	All Students	August-June	Principal	4/2/2012	181SQ11A3036	Bi-monthly RTI PLC on Fridays	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

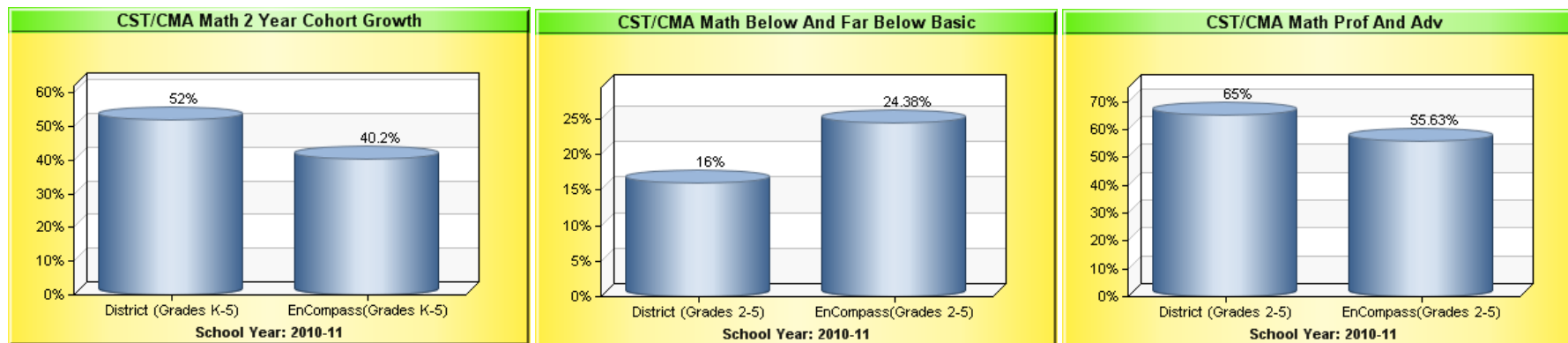
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

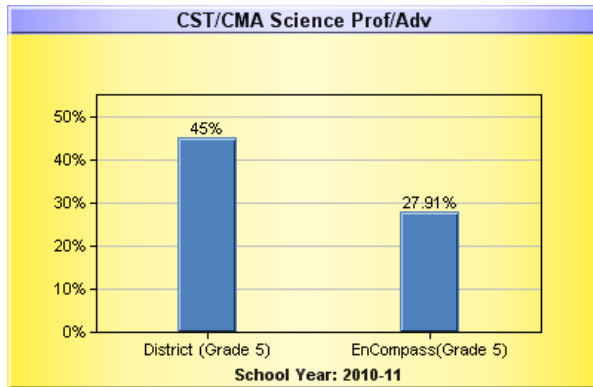
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Data Analysis

- Math 1 Proficient & Advanced by subgroup (grades 2-5): African American 48%, Latino 56%, English Learner 54%; English Only 49%; Reclassified Fluent English Proficient 88%. TBD for Math 2.

Theory Action

- All students will use academic language development and content vocabulary in talking and writing throughout the school day.
- We develop science to do this through lenses of rigor, differentiation, and consistency across classes.
- Master foundational math facts so students can confidently build conceptual knowledge afterwards

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
In After school, begin to teach students in digital information fluency (What information am I looking for, where will I find it, how will I get there, how good is the information and how will I ethically use the information, cyber-bullying and online safety) so that they are competent 21st century learners in all content areas	Baseline pre and post assessments	All Students	December	EnCas Director	4/2/2012	181SQ11B3102	Explore Intel Teach or similar programs to offer this type of curriculum	Funded by Community Partner			0	\$0.00
Teach students Typing in grade 3 in after school	Typing proficiency	All Students	October	EnCas Director	4/2/2012	181SQ11B482	Fund computers /keyboards	Funded by Community Partner			0	\$0.00
Teach students Typing in grade 3 in after school	Typing proficiency	All Students	October	EnCas Director	4/2/2012	181SQ11B3101	Fund typing software/online provider to teach typing	Non-SSC approved			0	\$0.00
Teach Number Talks routines at least 2x/week for 15 minutes during math facts block to increase number sense development and academic discourse in math	math benchmark		September-June	Math Lead Teacher	4/2/2012	181SQ11B2979	Math specialist provides support	Centralized Services			0	\$0.00
Teach FOSS science weekly for 60 min in k-1, 90	Instructional	All					Science Coach provides	Centralized				

minutes in every 2-5 classroom and integrated with literacy	minutes survey	Students	September	Principal	4/2/2012	181SQ11B3081	trainings and site coaching	Services			0	\$0.00
Teach FOSS science weekly for 60 min in k-1, 90 minutes in every 2-5 classroom and integrated with literacy	Instructional minutes survey	All Students	September	Principal	4/2/2012	181SQ11B3095	Principal walkthroughs	N/A			0	\$0.00
Teach FOSS science weekly for 60 min in k-1, 90 minutes in every 2-5 classroom and integrated with literacy	Instructional minutes survey	All Students	September	Principal	4/2/2012	181SQ11B3107	Meet with Science Lead Teacher 2x/month to support FOSS rotation and implementation	N/A			0	\$0.00
Blended Learning pilot classes will use online providers to individualize learning in math facts block to remediate/accelerate students	Full engagement of pilot participants	All Students	September	Principal and Wayne Poncia	4/2/2012	181SQ11B2978	Pay for subs Release Time for cohort members Blended Learning Pilot Lead team;	Funded by Community Partner			0	\$0.00
Blended Learning pilot classes will use online providers to individualize learning in math facts block to remediate/accelerate students	Full engagement of pilot participants	All Students	September	Principal and Wayne Poncia	4/2/2012	181SQ11B3103	Training provided by Junyo	Funded by Community Partner			0	\$0.00
Blended Learning pilot classes will use online providers to individualize learning in math facts block to remediate/accelerate students	Full engagement of pilot participants	All Students	September	Principal and Wayne Poncia	4/2/2012	181SQ11B3104	Each participating class will have laptop available for 50% of class to use at any given time	Funded by Community Partner			0	\$0.00
Blended Learning pilot classes will use online providers to individualize learning in math facts block to remediate/accelerate students	Full engagement of pilot participants	All Students	September	Principal and Wayne Poncia	4/2/2012	181SQ11B3105	Provide access to an online math intervention application to support the learning of math facts and concepts, aligned with Common Core Standards	Funded by Community Partner			0	\$0.00
Blended Learning pilot classes will use online providers to individualize learning in math facts block to remediate/accelerate students	Full engagement of pilot participants	All Students	September	Principal and Wayne Poncia	4/2/2012	181SQ11B3106	Provide Technical support staff to assist with implementation	Funded by Community Partner			0	\$0.00
Shift the practice of classroom visits to focus on evidence gathering of students? use of academic language to make meaning in science and in demonstrating mathematical thinking	math benchmark-performance tasks	All Students	September-June	Math Lead Teacher	4/2/2012	181SQ11B3097	Science Coach and Math Regional specialist provides support through walkthroughs with ILT to use Vital Behaviors Rubrics	Centralized Services			0	\$0.00
Shift the practice of classroom visits to focus on evidence gathering of students? use of academic language to make meaning in science and in demonstrating mathematical thinking	math benchmark-performance tasks	All Students	September-June	Math Lead Teacher	4/2/2012	181SQ11B3098	Stipend ILT teachers for meeting to debrief and plan next steps	Non-SSC approved			0	\$0.00
At least once a month each class will practice with math performance task and	math benchmark-performance	All Students	September-June	Math Lead Teacher	4/2/2012	181SQ11B3082	Score monthly performance tasks and plan for next task	N/A			0	\$0.00

grade student response in grade level	tasks						in math PLC per grade level						
At least once a month each class will practice with math performance task and grade student response in grade level	math benchmark-performance tasks	All Students	September-June	Math Lead Teacher	4/2/2012	181SQ11B3100	Teachers rotate ins sharing student work and strategies in math PD	N/A				0	\$0.00
Teach Spiral review for 10 minutes in 30 minutes math facts block at least 2x/week	math benchmark	All Students	September-June	Math Lead Teacher	4/2/2012	181SQ11B3067	Subscribe to Online Provider meeting the 6 A's criteria for students to use	Funded by Community Partner				0	\$0.00
Teach Spiral review for 10 minutes in 30 minutes math facts block at least 2x/week	math benchmark	All Students	September-June	Math Lead Teacher	4/2/2012	181SQ11B3080	Continue to provide Drops in the Bucket for those not using an Online Provider	Non-SSC approved				0	\$0.00
30 minutes of math facts 4x/week, 60 minutes of math lesson design 5x/week (K-5). Grades 4-5 practice 4 questions review strategy	math benchmark	FBB, BB and BAS	September	Math Lead Teacher	4/2/2012	181SQ11B3065	Release Gr 4-5 and Math Lead Teacher for PLC 2x/month	Non-SSC approved				0	\$0.00
30 minutes of math facts 4x/week, 60 minutes of math lesson design 5x/week (K-5). Grades 4-5 practice 4 questions review strategy	math benchmark	FBB, BB and BAS	September	Math Lead Teacher	4/2/2012	181SQ11B3099	Principal Walkthroughs	N/A				0	\$0.00
Implement a series of Science PD in academic language development in making meaning of content and notebooking; Teachers meet with Science Coach for planning once/month	Teacher Feedback surveys	All Students	September-June	ILT	4/2/2012	181SQ11B2980	Science Coach provides support	Centralized Services				0	\$0.00
Implement a series of Science PD in academic language development in making meaning of content and notebooking; Teachers meet with Science Coach for planning once/month	Teacher Feedback surveys	All Students	September-June	ILT	4/2/2012	181SQ11B3064	Science Lead Teacher observes classrooms, sub release	Non-SSC approved				0	\$0.00
Implement a series of Science PD in academic language development in making meaning of content and notebooking; Teachers meet with Science Coach for planning once/month	Teacher Feedback surveys	All Students	September-June	ILT	4/2/2012	181SQ11B3108	Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices	N/A				0	\$0.00
Increase science time in grades 4-5 to ensure achievement in state science assessment	Science benchmark	All Students	August	Science Lead Teacher	4/2/2012	181SQ11B3066	Science Coach provides support in planning and implementation	Centralized Services				0	\$0.00
Increase science time in grades 4-5 to ensure achievement in state science assessment	Science benchmark	All Students	August	Science Lead Teacher	4/2/2012	181SQ11B3096	Provide Sub release for teachers to collaborate with Coach	Non-SSC approved				0	\$0.00
Hold at least 5 Science PD, 5 Math PD to increase academic discourse to show science and math thinking	Teacher Feedback surveys	All Students	September-June	ILT	4/2/2012	181SQ11B2981	Math Regional Specialist provides PD	Centralized Services				0	\$0.00
Hold at least 5 Science PD, 5 Math PD to increase academic discourse to	Teacher Feedback	All	September-	ILT	4/2/2012	181SQ11B2982	Science Coach provides PD	Centralized				0	\$0.00

show science and math thinking	surveys	Students	June					Services				
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

Theory Action

- We will make explicit the challenges and benefits of making a transition in K and from 5th to 6th gr.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
5th graders have the option to participate in a "transitions" group held by our Counseling partner, culminating with a visit to at least 1 local middle school	Student surveys	All Students	May	Kinder team	4/2/2012	181SQ11C3029	Contract with Counseling partner Wright Institute	Non-SSC approved			0	\$0.00
CDC and exiting K students tour EnCompass K and 1st grade classrooms, respectively. CDC students participate in our Community Meeting.	CDC and K staff, students and families will be able to provide	Pre-Kindergarten	Last Wednesday in April	Kinder Team	4/2/2012	181SQ11C3026	K-1 Team plans for transition, pay for stipend	Non-SSC approved			0	\$0.00
Hold Options Tour for nearby CDCs the 2nd Wednesday of January so families can attend Community Meeting, meet with principal and teacher rep.	Diverse K enrollment reflects neighborhood ethnic demographics	Pre-Kindergarten	2nd Wednesday of January	Family Involvement Coordinator	4/2/2012	181SQ11C3022	Make brochures, ppt, and handouts	Funded by Community Partner			0	\$0.00
Gentle Beginnings for new K students to establish a balanced	Class rosters are balanced by ethnicity, language, gender and	All Students	1st 2 days of school	Lead K teacher	4/2/2012	181SQ11C484	Extended Contract for K team	Non-SSC approved			0	\$0.00

class list	chronological age												
Baseline assessment for incoming Kinder and parent intake meeting	# of Completed Progress Assessments	Pre-Kindergarten	June	K team, FIC	4/2/2012	181SQ11C2994	Stipends for K teachers	Non-SSC approved				0	\$0.00
Establish goal setting practices in grades 2-5. In 5th grade help students identify a 10-year plan.	each student can state a goal they can measure		December	EnCAS Director	4/2/2012	181SQ11C2992	Use technology to help students identify, record, and monitor goals	Funded by Community Partner				0	\$0.00
Provide opportunity for Early Childhood Education/Kindergarten Teachers to collaborate to align instructional strategies/look at student work	# of meetings	Pre-Kindergarten	April-May	Wayne Poncia	4/2/2012	181SQ11C2988	Pay for subs to release K teachers	Non-SSC approved				0	\$0.00
Provide opportunity for Early Childhood Education/Kindergarten Teachers to collaborate to align instructional strategies/look at student work	# of meetings	Pre-Kindergarten	April-May	Wayne Poncia	4/2/2012	181SQ11C2989	Coordinate with CDC admin to release CDC teacher	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

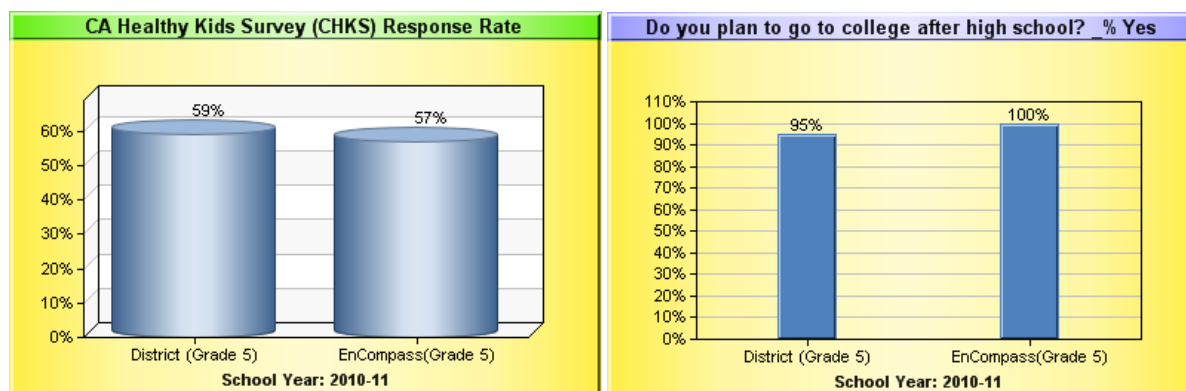
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10% - with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



Data Analysis

- While our students state that they want to go to college, we don't have data on why they want to go, how they think it will help them, or concrete examples of colleges and areas of studies they want to achieve.
- We don't have a way as yet to assess students' college knowledge--what do they really know about what it takes to go, and obstacles they may face getting there?

Theory Action

- Students in the elementary school should be exposed to an array of college and career opportunities, while understanding the difference between a job and a career and the educational paths one can take.
- Students should acquire college knowledge via key college-going vocabulary, cultivate the belief in the college dream, internalize the power of setting and achieving goals.
- Students will be taught common blocks urban high schoolers experience for college prep & will learn life-skills to help surmount obstacles: 1) persistence/perseverance 2) positive self-talk 3) resourcefulness 4) Self-advocacy

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Increase college and career readiness / awareness with students and families Family members organize a college visit day	# of college visit and attendance	All Students	September-June	SSC chair and FIC	4/2/2012	181SQI1D2946	College hosts school visit; Students in grades 3-5 will visit at least 1 college campus.	Funded by Community Partner			0	\$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	# of college visit and attendance	All Students	September-June	SSC chair and FIC	4/2/2012	181SQI1D3001	Incorporate college knowledge vocabulary into all aspects of school curriculum ? ex: personal statement in ELA, financial aid/saving for college in math; using college visuals to decorate the school to create a We?re all college bound! atmosphere	N/A			0	\$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	# of college visit and attendance	All Students	September-June	SSC chair and FIC	4/2/2012	181SQI1D3002	Teachers will embed within the content curriculum ? ways that science/math/social studies touches my everyday life? so that students can see that there are ways science, math, etc. interacts with their lives each day.	N/A			0	\$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	# of college visit and attendance	All Students	September-June	SSC chair and FIC	4/2/2012	181SQI1D3006	Hold a college info assembly for students & families on campus (evening and/or on weekends or during schoolwide events) to learn about how they can be preparing now (reading every night, practicing math, saving even a little bit of money each year, etc.).	Funded by Community Partner			0	\$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit day	# of college visit and attendance	All Students	September-June	SSC chair and FIC	4/2/2012	181SQI1D3013	Buy /put up college paraphanelia and visual visuals to decorate the school	Funded by Community Partner			0	\$0.00
Increase college and career readiness / awareness with students and families Family members organize a college visit	# of college visit and attendance	All Students	September-June	SSC chair and FIC	4/2/2012	181SQI1D3018	3 lessons of Believing in the College Dream Curriculum will be taught minimally to grades 3-5.	Non-SSC approved			0	\$0.00

week (grades 1-5).				Director			3 College Knowledge vocab words/month	Partner				
Hold a monthly College and Career Cafe the last 30 minutes of the week (grades 1-5).	Event attendance	All Students	October	Principal, EnCAS Director	4/2/2012	181SQI1D3015	Invite adult speakers who will share about their path into their current career (education requirements, etc.) and also engage students in asking questions, etc. Invite families to participate either to support their students or to be the presenters	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- P/A for African American Males: CST-ELA 41% (grew 12%), 42% on ELA 1, and 45% on ELA 2; CST-Math 53% (grew 29%) & Math 1 67%, Math 2 58%.
- P/A for English Learners: 1) CST-ELA 37% P/A, 33% on ELA 1, 57% on ELA 2. 2) CST-Math 59%, 58% on Math 1, 65% on Math 2, 15 students reclassified in 1st round

Data Analysis

- We are making significant gains with AA males and ELLs between benchmarks, and this may be due to our goal focus, as well as structures in place to do school-wide differentiation.

Theory Action

- If our focus and programs reach students who are most in need academically/socially or outside of the sphere of influence, then all students will benefit.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hold Differentiated ELD/AED/GATE block 4 days/week	Subgroup achievement in benchmarks	English Learners	launch in September	TSA, Principal	5/15/2012	181SQI1E2755	Fund TSA as ELD Coordinator	7091-EIA - LEP		T10TSA0122	0.3	\$29,171.37
Hold Differentiated ELD/AED/GATE block 4 days/week	Subgroup achievement in benchmarks	English Learners	launch in September	TSA, Principal	5/15/2012	181SQI1E2853	Purchase ELD Supplemental materials language development	7091-EIA - LEP	4310-SUPPLIES		0	\$848.24
Hold Differentiated ELD/AED/GATE block 4 days/week	Subgroup achievement in benchmarks	English Only	June-September	AED Lead Teacher	5/15/2012	181SQI1E2758	Stipend AED Lead Teacher inquiry and curriculum development	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$0.00
Hold Differentiated ELD/AED/GATE block 4	Subgroup achievement in	English	June-	AED Lead	5/15/2012	181SQI1E2851		N/A			0	\$0.00

days/week	benchmarks	Only	September	Teacher								
Differentiate gr 2-5 math facts block using Swun BTBF, Number Talks, and Blended Learning. Math PLC for gr 4-5 meets with principal/math lead teacher 2x/month in PLC	math benchmark	FBB, BB and BAS	December	Math Lead Teacher	5/15/2012	181SQI1E2759	Stipend math lead teacher	7090-EIA - SCE			0	\$1,000.00
Differentiate gr 2-5 math facts block using Swun BTBF, Number Talks, and Blended Learning. Math PLC for gr 4-5 meets with principal/math lead teacher 2x/month in PLC	math benchmark	FBB, BB and BAS	December	Math Lead Teacher	5/15/2012	181SQI1E2764	Blended Learning technical and data management support	Funded by Community Partner			0	\$0.00
Reduce Class size in upper grades to support differentiation in gr 4-5	Benchmark data	English Learners	August	Principal	5/15/2012	181SQI1E2760	Fund class size reduction teacher in upper grades	7090-EIA - SCE		TCHBIL0168	0.49	\$42,440.73
Reduce Class size in upper grades to support differentiation in gr 4-5	Benchmark data	English Learners	August	Principal	5/15/2012	181SQI1E2761	Fund TSA for content integration and blended learning support	7091-EIA - LEP		T10TSA9999	0.36	\$28,684.02
Individualize learning for ELA and Math acceleration using Blended Learning providers (ex Achieve3000, FastForward, Dreambox)in pilot classes 1st-5th	Math and ELA Benchmark	All Students	August-June	Principal and TSA	5/15/2012	181SQI1E2766	Integrate systems for blended learning for student sign on, data dashboard, lesson assignability and student adaptability	Funded by Community Partner			0	\$0.00
Individualize learning for ELA and Math acceleration using Blended Learning providers (ex Achieve3000, FastForward, Dreambox)in pilot classes 1st-5th	Math and ELA Benchmark	All Students	August-June	Principal and TSA	5/15/2012	181SQI1E2767	Train pilot participating teachers and staff	Funded by Community Partner			0	\$0.00
Individualize learning for ELA and Math acceleration using Blended Learning providers (ex Achieve3000, FastForward, Dreambox)in pilot classes 1st-5th	Math and ELA Benchmark	All Students	August-June	Principal and TSA	5/15/2012	181SQI1E2768	Subscribe to online provider Achieve3000	Centralized Services			0	\$0.00
Individualize learning for ELA and Math acceleration using Blended Learning providers (ex Achieve3000, FastForward, Dreambox)in pilot classes 1st-5th	Math and ELA Benchmark	All Students	August-June	Principal and TSA	5/15/2012	181SQI1E2769	Subscribe to online provider Scientific Learning	Non-SSC approved			0	\$0.00
Individualize learning for ELA and Math acceleration using							Establish hardware to					

Blended Learning providers (ex Achieve3000, FastForward, Dreambox)in pilot classes 1st-5th	Math and ELA Benchmark	All Students	August-June	Principal and TSA	5/15/2012	181SQ1E2770	enable Blended Learning in participating classrooms	Funded by Community Partner			0	\$0.00
Manage data scans and reports(state, benchmark, site) so that teachers and teams can use for disaggregated data inquiry and strategic decisionmaking (classroom and schoolwide).	Timely reports for use	All Students	August-June	TSA	5/15/2012	181SQ1E2777	Fund TSA	3010-Title I		T10TSA0122	0.25	\$24,309.48
Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	Dibels Next, BPST, ALS Benchmark		September-June	TSA	5/15/2012	181SQ1E2807	Fund TSA to monitor quality of ELA RTI block and strengthen Intervention PLC	3010-Title I		T10TSA0122	0.25	\$24,309.48
Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	Dibels Next, BPST, ALS Benchmark		September-June	TSA	5/15/2012	181SQ1E2812	Implement Reading Intervention by week 1 of October	N/A			0	\$0.00
Use Response to Intervention structure - small group intervention, 30 minutes, 4 times per week. Twice monthly RTI PLC's with classroom teachers, RTI coordinator.	Dibels Next, BPST, ALS Benchmark		September-June	TSA	5/15/2012	181SQ1E2817	Stipend teachers for 30 minutes every day	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$19,831.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

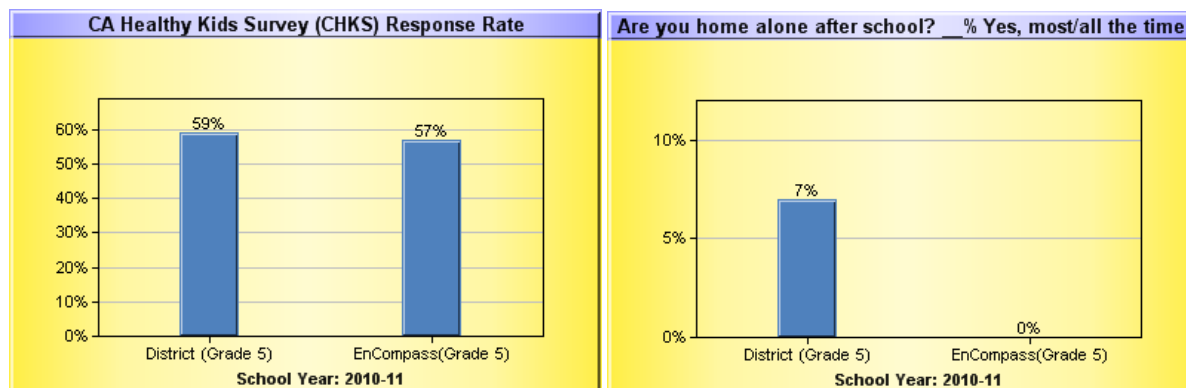
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- 100 students in afterschool program in grades 1-5.
- Tier 2 ELA intervention: Cycle 1 - 72 students; Cycle 2 - 61 students, Cycle 3 - 65 students. 29 students participated in Fast ForWord. 14 students have an Individual Education Plan.

Data Analysis

- Effectiveness of Tier 2 ELA Intervention (K-5): Beginning of Year DIBELS Next: 79% Well Below Benchmark, 15% Below Benchmark, 6% Benchmark. Middle of Year: 46% Well Below Benchmark, 37% Below Benchmark, 17% Benchmark.
- Effectiveness of Tier 2 ELA Intervention (2-5) for this cohort: Scholastic Reading Inventory 2: 78% Below Basic, 18% Basic, 2% Proficient, 0% Above. The data suggest that comprehension & vocabulary need more support. These are also end of year goa
- Effectiveness of Tier 2 ELA Intervention (2-5) for cohort: multiple choice ELA benchmark 1: 65% Below, 26% Approaching 9% Proficient, 0% Above; Multiple Choice ELA benchmark 2: 33% Below, 45% Approaching, 18% Benchmark, 4% Above.
- We usually receive about 60 referrals to the Student Success Team. We have many students who could benefit from Psychoeducational testing, but we

have limited personnel from Programs for Exceptional Children.

- We currently don't have data to monitor impact of EnCAS enrollment with Day program attendance-we need to gather data to understand the extent of value-added impact for most vulnerable students.

Theory Action

- Our after school program helps students build resiliency through participation in an inclusive and caring community that develops life-skills, leadership, and career awareness through enrichment programming.
- We can use technology access to strengthen home-school connection to deepen and extend student learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide after school program to at least 110 students in grades 1-5 using principles of youth development	ASP quality program evaluation	All Students	September-June	EnCAS Director	4/2/2012	181SQI1F3114	Explore new lead agency to increase ASP program capacity and support	N/A			0	\$0.00
Provide after school program to at least 110 students in grades 1-5 using principles of youth development	ASP quality program evaluation	All Students	September-June	EnCAS Director	4/2/2012	181SQI1F3115	Provide opportunities of EnCAS staff to participate in Day program activities to strengthen connection with students and faculty	Non-SSC approved			0	\$0.00
Provide after school program to at least 110 students in grades 1-5 using principles of youth development	ASP quality program evaluation	All Students	September-June	EnCAS Director	4/2/2012	181SQI1F3116	Plan in advance integration opportunities for beginning of school alignment in teaching expected routines/procedures, setting norms on culture and climate/behavior/hw/attendance	Funded by Community Partner			0	\$0.00
Spring recruitment of students for the after school programs will target those students whose attendance falls between 90% and 95%	# of EnCAS applications	All Students	April-May	EnCAS Director	4/2/2012	181SQI1F3112	Update application packets for distribution by April registration of new families	Funded by Community Partner			0	\$0.00
Spring recruitment of students for the after school programs will target those students whose attendance falls between 90% and 95%	# of EnCAS applications	All Students	April-May	EnCAS Director	4/2/2012	181SQI1F3113	Update EnCAS programmatic changes to help in development of outreach literature for the following year	N/A			0	\$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	ADA and chronically absent list	All Students	September-June	EnCAS Director	4/2/2012	181SQI1F3110	Supplement funding of EnCAS through OFCY and fundraising	Funded by Community Partner			0	\$0.00
After School Program provides family supports in conjunction with day program staff to address needs of family in order to increase attendance	ADA and chronically absent list	All Students	September-June	EnCAS Director	4/2/2012	181SQI1F3111	Allocate half day/week of attendance clerk time to support monitoring of truant student patterns between Day and ASP	Non-SSC approved			0	\$0.00

Blended Learning Pilot will provide OTX computers to interested families and support internet connection through Comcast so that students can continue the ELA and Math learning through online providers used during the school day.	Home sign-ons	All Students	October-June	FIC	4/2/2012	181SQ1F2968	Junyo will provide capacity building support	Funded by Community Partner			0	\$0.00
Blended Learning Pilot will provide OTX computers to interested families and support internet connection through Comcast so that students can continue the ELA and Math learning through online providers used during the school day.	Home sign-ons	All Students	October-June	FIC	4/2/2012	181SQ1F2969	Students and family members will be trained to use programs from home	Funded by Community Partner			0	\$0.00
Provide a robust RTI program to reach Tier 2-3 students.	Benchmark data, progress assessments	FBB, BB	September-June	TSA	4/2/2012	181SQ1F2975	Fund TSA to monitor quality of ELA RTI block and strengthen Intervention PLC	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

A quality school...

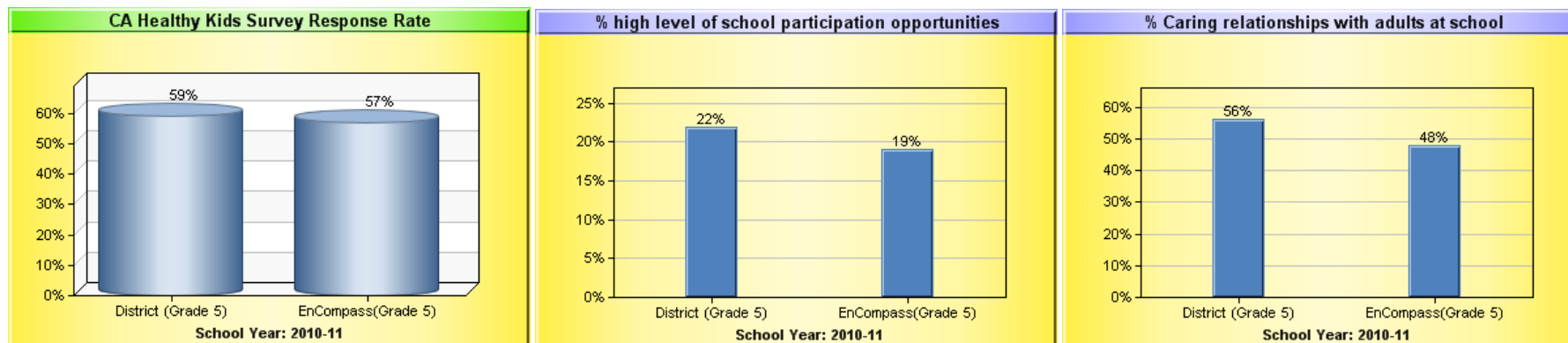
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

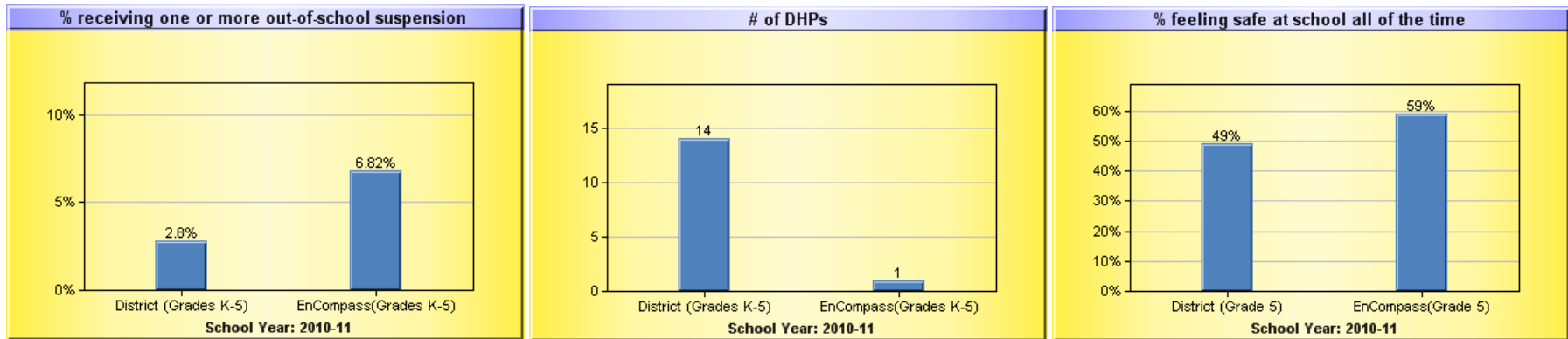
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- Approximately 75 students are referred to the Student Success Team every year; as of December 2011, 42 students have been referred to the SST and we expect ~ 20 more referrals.
- This year, 87% of 5th graders participated in CHKS

Data Analysis

- The data in the CHKS charts for 5th grade above represents a sample of students that were highly achieving in 5th grade, but upon coming to 5th grade, many dropped to Below proficiency in ELA and Math.
- Office referrals and parent complaints were unusually high for a large portion of the 5th grade cohort.
- The CHKS data reflects an uncharacteristically unhappy, dis-engaged, underperforming cohort of many 5th graders in one classroom. Personnel changes have resulted in a highly engaged, high-achieving 5th grade class in 2011-12.

Theory Action

- To academically succeed 7 years after they leave our 5th grade, students should be able to practice resiliency when faced with difficulties.
- We will develop character traits and teach children to use positive self-talk, practice self-advocacy, and to persevere by seeking out resources to reach their goals.
- Teach children to develop an eye for seeing beauty and sweetness in their surroundings so that they can always find hope and meaning amidst struggle.
- Our children will use appropriate words and behaviors to get their needs met in Culture of Power.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Read Teach Like a Champion and view videos with faculty to establish common language and techniques to increase teaching rigor and student engagement.	85% of class engaged at every 2.5 minute intervals	All Students	November	Principal	4/19/2012	181SQI2A2728	Purchase copies of Read Like a Champion for teachers	Non-SSC approved			0	\$0.00
Hold Back in School Night, Learning Showcase	Event attendance	All Students	late September, late May	Family Involvement Coordinator	4/19/2012	181SQI2A2730	Provide refreshments to increase family participations Provide extra hourly	9901-Title I - Parent Participation	4399-SURPLUS		0	\$700.00

Hold Back in School Night, Learning Showcase	Event attendance	All Students	late September, late May	Family Involvement Coordinator	4/19/2012	181SQI2A2736	pay for after school staff to support student supervision during event	Non-SSC approved			0	\$0.00
Hold Honors Night and Data Presentation 3x/year to celebrate student success in academic, excellent behavior, perfect attendance and provide families with update on school progress in these areas	Event attendance, # of students recognized	Proficient and Advanced	December, March, June	Family Involvement Coordinator	4/19/2012	181SQI2A2733	Provide Childcare and refreshments to increase family participations	9901-Title I - Parent Participation	4399-SURPLUS		0	\$500.00
Hold Honors Night and Data Presentation 3x/year to celebrate student success in academic, excellent behavior, perfect attendance and provide families with update on school progress in these areas	Event attendance, # of students recognized	Proficient and Advanced	December, March, June	Family Involvement Coordinator	4/19/2012	181SQI2A2735	Engage faculty, support staff, and after school team to review student recognition for behavior to make sure it is consistent in and out of classroom	N/A			0	\$0.00
Target 85%+ participation of 5th graders in CHKS and review results with SPG, SSC, Faculty Meeting	CHKS participation rate	All Students	February-June	5th grade teachers	4/19/2012	181SQI2A2738	Orient faculty to importance of CHKS and school implications	Funded by Community Partner			0	\$0.00
Target 85%+ participation of 5th graders in CHKS and review results with SPG, SSC, Faculty Meeting	CHKS participation rate	All Students	February-June	5th grade teachers	4/19/2012	181SQI2A2740	FIC and 5th grade team provides outreach to 5th grader families in the beginning of the year and in January	Funded by Community Partner			0	\$0.00
Hold Monthly Reading Cafe to support school-wide independent reading campaign: family members are read to (1-5)/read to students (K) for 20 minute block monthly, followed by a workshop to support home-school connection in reading	Event attendance		monthly	(FAST) Family Academic Support Team	4/19/2012	181SQI2A2743	Stipend for FAST team members to plan	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$300.00
Hold Monthly Reading Cafe to support school-wide independent reading campaign: family members are read to (1-5)/read to students (K) for 20 minute block monthly, followed by a workshop to support home-school connection in reading	Event attendance		monthly	(FAST) Family Academic Support Team	4/19/2012	181SQI2A2861	Produce educational handouts	9901-Title I - Parent Participation	4399-SURPLUS		0	\$100.00
Hold Monthly Reading Cafe to support school-wide independent reading campaign: family members are read to (1-5)/read to students (K)	Event attendance		monthly	(FAST) Family Academic	4/19/2012	181SQI2A2864		N/A			0	\$0.00

for 20 minute block monthly, followed by a workshop to support home-school connection in reading				Support Team								
Formalize COST Team with existing SST team	targetted students in FBB/truant/high behavior issues improve in these indicators	FBB, BB and BAS	Monthly	TSA	4/19/2012	181SQI2A2754	Fund TSA to coordinator SSTs - SLIBG .05 FTE	Non-SSC approved			0	\$0.00
Students will participate in field studies to deepen science learning	at least 1 field trip/class	All Students	September-June	Teachers	4/19/2012	181SQI2A2871	5th graders attend Science Camp, school subsidized	Non-SSC approved			0	\$0.00
Students will participate in field studies to deepen science learning	at least 1 field trip/class	All Students	September-June	Teachers	4/19/2012	181SQI2A2872	K-5 will use public transportation and charter buses to attend field trips	Non-SSC approved			0	\$0.00
Students will participate in field studies to deepen science learning	at least 1 field trip/class	All Students	September-June	Teachers	4/19/2012	181SQI2A2874	Students will have admissions fees waived or subsidized	Funded by Community Partner			0	\$0.00
School wide events and activities designed to engage students through multiple modalities will be offered: Science Fair (K-5), Math Facts (2-5), Oratorical (3-5), Spelling Bee (3-5), Fun Fitness Field Day (K-5), Spirit Week (K-5), Self as Super Hero (K-5), Fitness Rotation (1-5), Reading Parade (K-5), Reading Cafe (K-5), Fall and Spring BBQ/Jam (K-5), Wellness Faire, Love Yo Mama Earth Day	CHKS participation rate 3-4 (optional), 5th mandatory	All Students	September-June	SPG	4/19/2012	181SQI2A2877	Develop point person per event, led by FIC	Funded by Community Partner			0	\$0.00
School wide events and activities designed to engage students through multiple modalities will be offered: Science Fair (K-5), Math Facts (2-5), Oratorical (3-5), Spelling Bee (3-5), Fun Fitness Field Day (K-5), Spirit Week (K-5), Self as Super Hero (K-5), Fitness Rotation (1-5), Reading Parade (K-5), Reading Cafe (K-5), Fall and Spring BBQ/Jam (K-5), Wellness Faire, Love Yo Mama Earth Day	CHKS participation rate 3-4 (optional), 5th mandatory	All Students	September-June	SPG	4/19/2012	181SQI2A2879	Fund Wellness Champion to organize relevant events	Centralized Services			0	\$0.00
bi-weekly Community Meetings and special assemblies will teach school-wide social norms, feature student and classroom learning, reinforce character development, motivate	Surveys	All Students	September-June	Culture and Climate Team	4/19/2012	181SQI2A2880	Assembly team is led by school secretary for auditorium set up	Non-SSC approved			0	\$0.00

students, celebrate successes, and use performing arts to meaningfully engage students.												
bi-weekly Community Meetings and special assemblies will teach school-wide social norms, feature student and classroom learning, reinforce character development, motivate students, celebrate successes, and use performing arts to meaningfully engage students.	Surveys	All Students	September-June	Culture and Climate Team	4/19/2012	181SQI2A2881	Bring assemblies that are subsidized but also align with school goals (ex NED, Best Me)	Funded by Community Partner			0	\$0.00
All Day students will have instruction in visual arts, Congolese Dance, and Mind-Body Connections. Step Club will be offered 2x/week.	Surveys	All Students	September-June	Culture and Climate Team	4/19/2012	181SQI2A2882	Fund visual arts teacher so students will have 50 minutes of arts instruction weekly	Non-SSC approved			0	\$0.00
All Day students will have instruction in visual arts, Congolese Dance, and Mind-Body Connections. Step Club will be offered 2x/week.	Surveys	All Students	September-June	Culture and Climate Team	4/19/2012	181SQI2A2885	Fund Dance Instructor to teach weekly Congolese Dance and Leadership through Step Club (2x/week)	Funded by Community Partner			0	\$0.00
All Day students will have instruction in visual arts, Congolese Dance, and Mind-Body Connections. Step Club will be offered 2x/week.	Surveys	All Students	September-June	Culture and Climate Team	4/19/2012	181SQI2A2888	Organize time of ASIP teacher to teach social skills to all students through Mind-Body Connections class, 30 min every 2 weeks	Centralized Services			0	\$0.00
Implement Responsive Classroom, Character Counts, Second Step K-1	# of office referrals	All Students	August-June	Principal	4/19/2012	181SQI2A2964	Provide PD in New Beginnings Weeks	N/A			0	\$0.00
Use Vital Behaviors cards across subject areas to engage students academically and to increase academic discourse among students.	Vital Behaviors	All Students	Sept-June	Principal	4/19/2012	181SQI2A3787	Teach students vital behaviors in September	N/A			0	\$0.00
Use Vital Behaviors cards across subject areas to engage students academically and to increase academic discourse among students.	Vital Behaviors	All Students	Sept-June	Principal	4/19/2012	181SQI2A3788	Make copies of vital behaviors cards/classroom posters	N/A			0	\$0.00
Use Vital Behaviors cards across subject areas to engage students academically and to increase academic discourse among students.	Vital Behaviors	All Students	Sept-June	Principal	4/19/2012	181SQI2A3789	Focus on vital behaviors for August PD	N/A			0	\$0.00
Teach LifeSkills Curriculum in Mind-Body	Curriculum	All	October-	EnCAS			Purchase additional					

Connections Class or EnCAS for grades 3-5.	embedded assessments	Students	May	Director/MBC teacher	4/19/2012	181SQI2A3790	LifeSkills Curriculum as needed	N/A			0	\$0.00
Teach LifeSkills Curriculum in Mind-Body Connections Class or EnCAS for grades 3-5.	Curriculum embedded assessments	All Students	October-May	EnCAS Director/MBC teacher	4/19/2012	181SQI2A3791	Explore PD from Ripple Effects Partner to help at least EnCAS/MBC teachers understand teaching lifeskills	N/A			0	\$0.00
Do Equity Strand on reducing prejudice and bias through MBC class or in homeroom-targeting race, language, disabilities/difference	surveys	All Students	Sept-June	SPG	4/19/2012	181SQI2A3792	Intro lessons in PD in August	N/A			0	\$0.00
Do Equity Strand on reducing prejudice and bias through MBC class or in homeroom-targeting race, language, disabilities/difference	surveys	All Students	Sept-June	SPG	4/19/2012	181SQI2A3793	Do student surveys in gr 3-5	N/A			0	\$0.00
Do Equity Strand on reducing prejudice and bias through MBC class or in homeroom-targeting race, language, disabilities/difference	surveys	All Students	Sept-June	SPG	4/19/2012	181SQI2A3794	Inform families of initiative	N/A			0	\$0.00
Do Equity Strand on reducing prejudice and bias through MBC class or in homeroom-targeting race, language, disabilities/difference	surveys	All Students	Sept-June	SPG	4/19/2012	181SQI2A3795	Use Ripple Effects interactive software for Community Mtg mini-lesson	N/A			0	\$0.00
Do Equity Strand on reducing prejudice and bias through MBC class or in homeroom-targeting race, language, disabilities/difference	surveys	All Students	Sept-June	SPG	4/19/2012	181SQI2A3796	All grades teach 3 lesson of prejudice/bias using grade-appropriate literature	N/A			0	\$0.00
Do Equity Strand on reducing prejudice and bias through MBC class or in homeroom-targeting race, language, disabilities/difference	surveys	All Students	Sept-June	SPG	4/19/2012	181SQI2A3797	Purchase class sets of literature that surfaces themes for discussion	Non-SSC approved			0	\$0.00
Build "Loving our Heritage" series for communities in our school	surveys	All Students	Sept-May	Culture and Climate Team	4/19/2012	181SQI2A3798	Make Remembrance Day more multicultural.	N/A			0	\$0.00
Build "Loving our Heritage" series for communities in our school	surveys	All Students	Sept-May	Culture and Climate Team	4/19/2012	181SQI2A3799	Plan Events: Latin Heritage (Nov), African Heritage (Feb), Asian Heritage (March), Middle-Eastern Heritage (Dec/Jan), Polynesian Heritage (April), European Heritage (May)	Funded by Community Partner			0	\$0.00
Redesign Detention program		All Students	July-August	Culture and Climate Team	4/19/2012	181SQI2A3800	Do SWOT Analysis and data review	N/A			0	\$0.00
Redesign Detention program		All Students	July-August	Culture and Climate Team	4/19/2012	181SQI2A3801	Do Culture and Climate Team Retreat	N/A			0	\$0.00

Redesign Structured Play program without PlayWorks	Safe play, few injuries and referrals, all kids active	All Students	June-August	Culture and Climate Team	4/19/2012	181SQI2A3802	Stipend Culture and Climate Team Retreat	Non-SSC approved			0	\$0.00
Redesign AED/Challenge-GATE block	clear selection criteria, pre-post college knowledge assessments	English Only	June-August	AED Coordinator/College and Career Coordinator	4/19/2012	181SQI2A3803	Make planning time within the year for AED/Challenge-GATE PLC	Non-SSC approved			0	\$0.00
Redesign AED/Challenge-GATE block	clear selection criteria, pre-post college knowledge assessments	English Only	June-August	AED Coordinator/College and Career Coordinator	4/19/2012	181SQI2A3804	Provide Believing in the College Dream or similar curriculum	Non-SSC approved			0	\$0.00
Redesign AED/Challenge-GATE block	clear selection criteria, pre-post college knowledge assessments	English Only	June-August	AED Coordinator/College and Career Coordinator	4/19/2012	181SQI2A3805	Research Community Mentors or Careers that students can visit and interview	Funded by Community Partner			0	\$0.00
Redesign AED/Challenge-GATE block	clear selection criteria, pre-post college knowledge assessments	English Only	June-August	AED Coordinator/College and Career Coordinator	4/19/2012	181SQI2A3806	Stipend AED Coordinator	Non-SSC approved			0	\$0.00
Redesign AED/Challenge-GATE block	clear selection criteria, pre-post college knowledge assessments	English Only	June-August	AED Coordinator/College and Career Coordinator	4/19/2012	181SQI2A3807	Stipend College-Career Coordinator	Non-SSC approved			0	\$0.00
Redesign AED/Challenge-GATE block	clear selection criteria, pre-post college knowledge assessments	English Only	June-August	AED Coordinator/College and Career Coordinator	4/19/2012	181SQI2A3808	Stipend College-Career Coordinator	Non-SSC approved			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

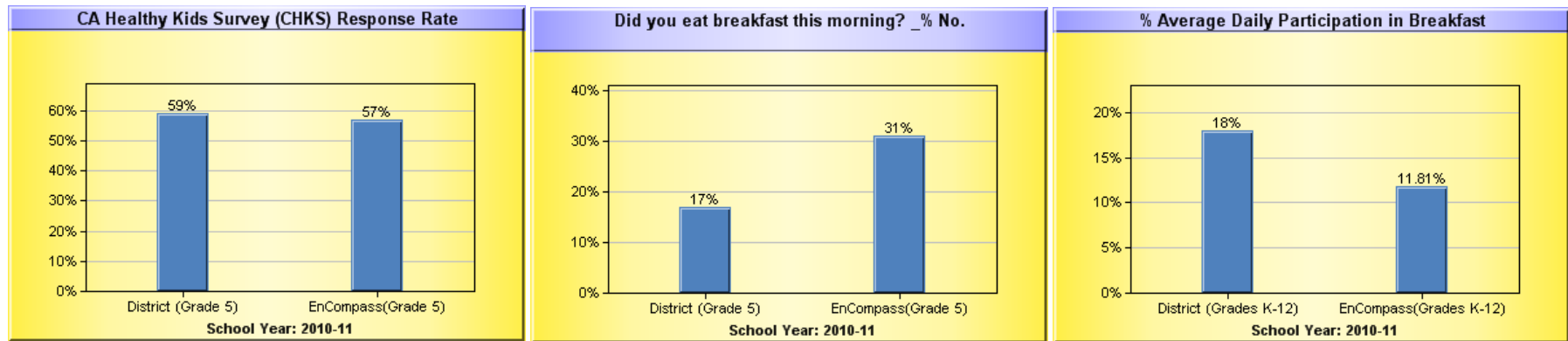
School Quality Standards relevant to this Strategic Priority

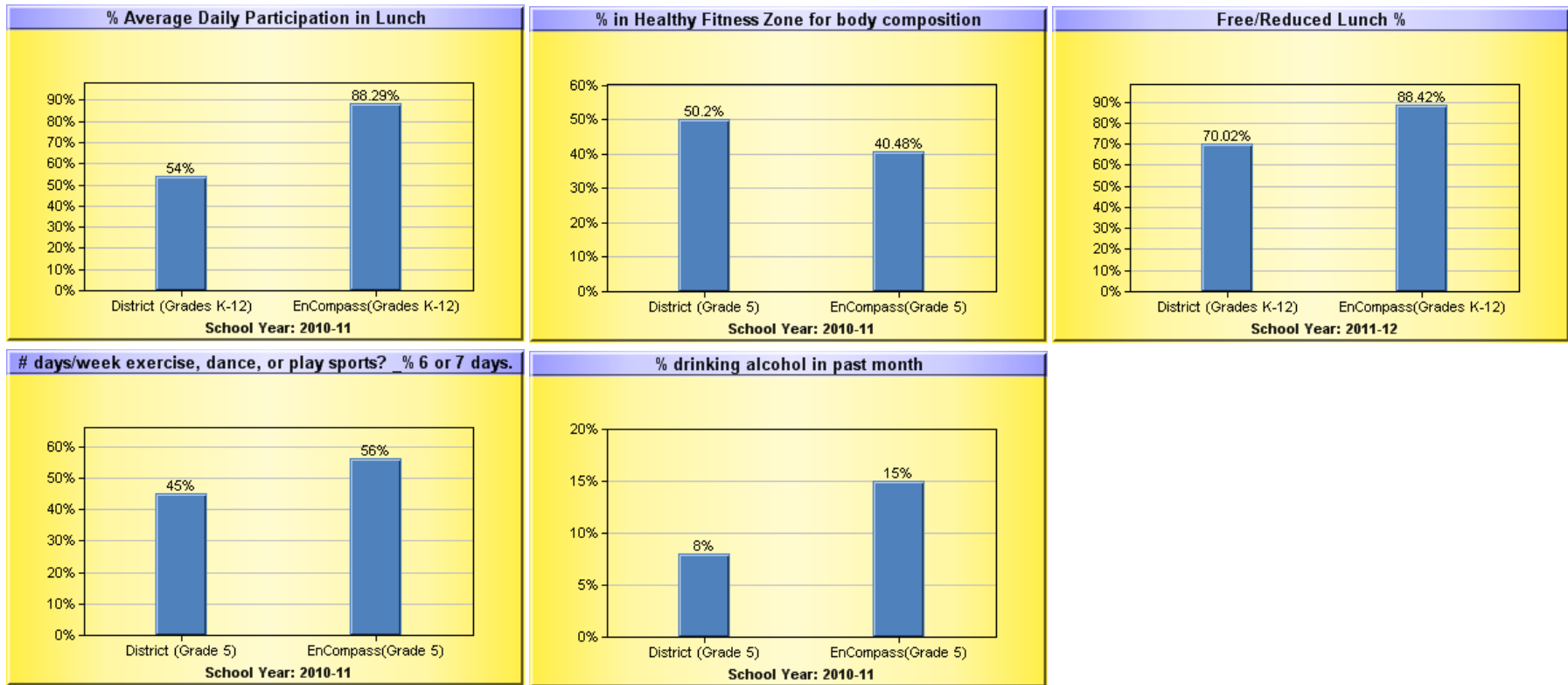
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Data

- We had a teacher who left school the last 1.5 months of 5th grade.
- The CHKS was minimally implemented, with surveys lost by a teacher who is no longer on staff.

Data Analysis

- The data in the CHKS charts for 5th grade above represents a sample of students that were highly achieving in 5th grade, but upon coming to 5th grade, many dropped to Below proficiency in ELA and Math.
- Office referrals and parent complaints were unusually high for a large portion of the 5th grade cohort.
- The CHKS data reflects an uncharacteristically unhappy, dis-engaged, and underperforming cohort of many 5th graders in one classroom. Personnel changes have resulted in a highly engaged, high-achieving 5th grade class in 2011-12.

Theory Action

- EnCompass Academy is explicit about the path to healthy & holistic development amidst living in 'the hood.' This is based on the principles of resiliency and the pedagogy of hope.
- These practices inoculate children to stressors in high-stress conditions.

- We develop Health and Wellness programming through the lense that "Education Starts with Self, is Guided by Family, engages with Community, and rooted in the Ancestors."
- Programs address universal access, targetted support, and intensified support through an integrated model involving all staff partnerships: day/after school, general ed/special ed, certificated/classified/partners.
- To reach children at the root of their blocks/potential, we will employ relationships, brain-based research, technology, the arts, and movement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gang prevention; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners		All Students			4/19/2012	181SQI2B3133	Bring G.R.E.A.T. program to teach 5th graders gang prevention	Funded by Community Partner			0	\$0.00
Provide health education in priority areas (e.g. nutrition; alcohol, tobacco & other drugs; gang prevention; reproductive health; healthy relationships; social emotional learning) through OUSD staff or community partners		All Students			4/19/2012	181SQI2B3136	Bring Pre-Puberty Training to 5th graders from Planned Parenthood	Funded by Community Partner			0	\$0.00
Provide robust school-wide referral/case management system (e.g., COST, SST) to both on-site and community-based student support services		All Students			4/19/2012	181SQI2B3135	Launch COST team on Mondays to include PEC staff, SST Team, FIC, Wright Counseling, EnCAS, Attendance Clerk	N/A			0	\$0.00
Offer staff wellness opportunities (e.g. walking groups, stress reduction workshops, yoga, Psychological First Aid, information on Employee Assistance Program) throughout the year Hold a Community Wellness Day in May		All Students			4/19/2012	181SQI2B3126	PD provided by Wright Institute	Funded by Community Partner			0	\$0.00
Keep Girls on the Run program, expand Step Leadership Class	# of participants	All Students	Spring	Ms. Cruger	4/19/2012	181SQI2B3124	Maintain partnership with Girls on the Run	Funded by Community Partner			0	\$0.00
Keep Girls on the Run program, expand Step Leadership Class	# of participants	All Students	Spring	Ms. Cruger	4/19/2012	181SQI2B3125	Continue to fund Step Instructor to offer youth leadership development and an incentive in lieu of lunch detention	Funded by Community Partner			0	\$0.00
Provide extra staffing support for fitness instruction in grades 4-5	Fitnessgram	All Students	October-May	Stip Sub	4/19/2012	181SQI2B3123	Fund Stip Sub to support students in fitness and structured play rotations	Non-SSC approved			0	\$0.00
Continue with a teacher in the Wellness Champion role		All Students	October-June	Ms. Insixiengmay	4/19/2012	181SQI2B2961	Ensure that food served or sold outside of the School Meal Program (e.g. at events or fundraisers) follows OUSD's Wellness Policy (i.e. no junk food)	N/A			0	\$0.00
Continue with a teacher in the Wellness Champion role		All Students	October-June	Ms. Insixiengmay	4/19/2012	181SQI2B3121	Plan 2nd annual Wellness Faire	Non-SSC approved			0	\$0.00

Continue with a teacher in the Wellness Champion role		All Students	October-June	Ms. Insiengmay	4/19/2012	181SQI2B3131	Wellness Champion is stipended	Centralized Services			0	\$0.00
Integrate Night Custodian into the Gardening Program through grants		All Students	January-May	Wellness Champion	4/19/2012	181SQI2B3122	Seek grant funding to bring forth Mr. Saelee's gifts as farmer and extend his connection to students by offering a garden club	N/A			0	\$0.00
Teach Congolese Dance 30 minutes/week for 20 weeks	Student quality of performances	All Students	Nov-May	Sister Ayo	4/19/2012	181SQI2B3118	Fund dance instructor	Funded by Community Partner			0	\$0.00
Increase Fitness time for student. Explore it for the first 10 minutes schoolwide for flexibility/ cardio.	Student Survey	All Students	October-May	Wellness Champion	4/19/2012	181SQI2B3120	Fund ASP staff time to support rotation after school	Non-SSC approved			0	\$0.00
Provide PD on Fitness gram to staff in grades 3-5.	5th grade PE test	All Students	October-March	TSA	4/19/2012	181SQI2B2959	Provide required PE minutes by a credentialed teacher (200 minutes every 10 school days not including recess and after school)	N/A			0	\$0.00
Explore partnership to bring on a Behavioral Health coach for students	improvement in attendance, referrals data	All Students	October	Principal	4/19/2012	181SQI2B3119	Seek partnership with CBO specializing in this area	N/A			0	\$0.00
Provide high quality health & mental health services through community partners (e.g., Wright Counseling Institute, Big Smiles program); explore online tracking to keep it up to date.	data dashboard	All Students	October-May	Office Manager	4/19/2012	181SQI2B3127	Contract with Wright Institute	Non-SSC approved			0	\$0.00
Provide high quality health & mental health services through community partners (e.g., Wright Counseling Institute, Big Smiles program); explore online tracking to keep it up to date.	data dashboard	All Students	October-May	Office Manager	4/19/2012	181SQI2B3132	Calendar Big Smiles in advance for annual calendar	Funded by Community Partner			0	\$0.00
Provide high quality health & mental health services through community partners (e.g., Wright Counseling Institute, Big Smiles program); explore online tracking to keep it up to date.	data dashboard	All Students	October-May	Office Manager	4/19/2012	181SQI2B3134	Align vision and hearing screening date with Big Smiles date if possible as part of Fall Health and Wellness Day	Centralized Services			0	\$0.00
Restart the Mind-Body Connections class, led by ASIP instructor to work with mainstreamed ASIP as well as gen ed students	Student's use of strategies at home	All Students	October-June	ASIP Teacher	4/19/2012	181SQI2B3128	Provide Stipend for planning time to develop curriculum	Non-SSC approved			0	\$0.00
Restart the Mind-Body Connections class, led by ASIP instructor to work with mainstreamed ASIP as well as gen ed students	Student's use of strategies at home	All Students	October-June	ASIP Teacher	4/19/2012	181SQI2B3784	Integrate into school schedule for remediation/enrichment block	N/A			0	\$0.00
Continue with daily Salad Bar, weekly Produce Market	# of shoppers	All Students	October-June	Market Mgr	4/19/2012	181SQI2B3129	FIC Coordinates volunteers for salad bar	Funded by Community Partner			0	\$0.00
Continue with daily Salad Bar, weekly Produce Market	# of shoppers	All Students	October-June	Market Mgr	4/19/2012	181SQI2B3130	Shared site market manager coordinates volunteer for Produce Market	Funded by Community Partner			0	\$0.00

Provide 30 minutes of school day extension so that all students have fitness/mbc/wellness time and remediation/enrichment by certificated staff	Student surveys	All Students	Sept-June	Principal	4/19/2012	181SQI2B3137	Pay teachers extended contract	N/A			0	\$0.00
Champions for Change partners will conduct nutritional cooking demonstrations and classes monthly for families.	Event participation	All Students	October-June	Ericka Doolittle	4/19/2012	181SQI2B3783	Partner with Alameda County Champions for Change	N/A			0	\$0.00
Deepen partnership with EOYDC to plan college-pathways cross-age mentorship.	Event participation	All Students	Sept-June	Stip Sub	4/19/2012	181SQI2B3785	East Oakland Community Run event	Funded by Community Partner			0	\$0.00
Deepen partnership with EOYDC to plan college-pathways cross-age mentorship.	Event participation	All Students	Sept-June	Stip Sub	4/19/2012	181SQI2B3786	Plan an east Oakland elementary school track and field meet	Funded by Community Partner			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

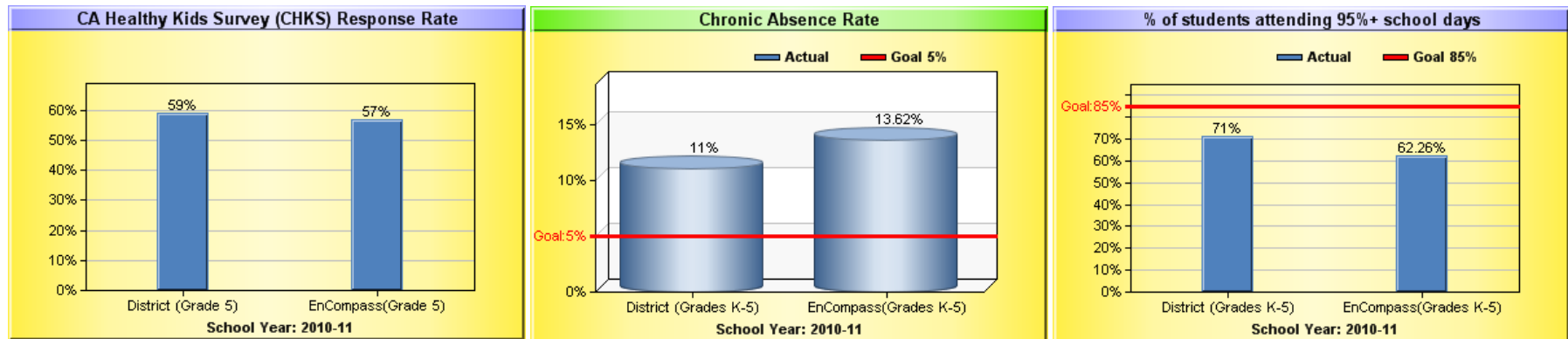
A quality school...

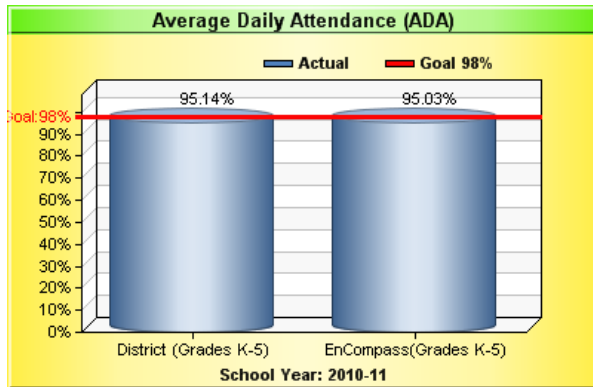
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Data Analysis

- We didn't frontload attendance expectations for families last year.
- We didn't do PD or a good job raising awareness for staff on student attendance and link to achievement and equity.
- We didn't have data systems to communicate progress on attendance to staff.
- We did recognize students for attendance.
- We didn't implement consistent SARTS and was underfunded in staffing capacity.

Theory Action

- If we focus our attendance strategies on the teacher to parent/guardian/student connection, we will yield more consistent attendance results
- If teachers got more regular attendance data, they will be able to communicate concerns to families.
- Students recognized for being cool to be smart and in school will help maintain a positive school culture.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Post attendance data in front of each classroom so stakeholders can monitor weekly progress	Weekly attendance by class	All Students	Weekly, starting in August	Attendance Clerk	4/1/2012	181SQI2C422	Asst Attendance Clerk	Non-SSC approved			0	\$0.00
Post attendance data in front of each classroom so stakeholders can monitor weekly progress	Weekly attendance by class	All Students	Weekly, starting in August	Attendance Clerk	4/1/2012	181SQI2C429	Office intern	Non-SSC approved			0	\$0.00
Teachers make weekly contact with parent/guardian of 3 students with absence/tardies. Attendance clerk will follow up with teacher about what they found out.	Weekly attendance review will indicate increase in attendance of targeted students.	All Students	Weekly	teachers	4/1/2012	181SQI2C426	Extended Contracts for 60 min/month	N/A			0	\$0.00
Share attendance data (tardies, absences, chronic absence list) monthly at faculty meeting and at Data Presentation	Trimester attendance report will show that each class will reach 97% or higher attendance for	All Students	monthly faculty mtg	Attendance Clerk	4/1/2012	181SQI2C428	Asst. Attendance Clerk .5	Non-SSC approved			0	\$0.00

to families at least 2x/year	at least 6/13 weeks per Trimester											
Recognize students/classes at Community Mtg and Honors Night medals	Trimester attendance report will show that each class will reach 97% or higher attendance for at least 6/13 weeks per Trimester		at beginning of each month, starting in Sept.	Attendance Clerk	4/1/2012	181SQI2C437	Asst. Attendance Clerk .5	Non-SSC approved			0	\$0.00
Hold Group SARTs, focusing on Chronic Absence students, using Consultancy protocol, led by FRC, Secretary, Attendance Clerk, and Principal as needed for break outs	Weekly attendance meets attendance goals, including in targeted areas (K,4). Students with chronic absence attend school more frequently after our efforts to reach out.		Monthly	, Attendance Team led by Attendance Clerk, and Teachers	4/1/2012	181SQI2C456		N/A			0	\$0.00
Attendance Team (Principal, FIC, Attendance Clerk, Elem Clerk) meets biweekly	Monthly attendance report will show that each class will reach at least 97% weekly attendance twice a month		Monthly	Attendance Team	4/1/2012	181SQI2C450	Asst. Attendance Clerk .6	Non-SSC approved			0	\$0.00
Attendance Team (Principal, FIC, Attendance Clerk, Elem Clerk) meets biweekly	Monthly attendance report will show that each class will reach at least 97% weekly attendance twice a month		Monthly	Attendance Team	4/1/2012	181SQI2C451	Contract with OSF to maintain work w/ Family Involvement Coordinator	Funded by Community Partner			0	\$0.00
Attendance Team (Principal, FIC, Attendance Clerk, Elem Clerk) meets biweekly	Monthly attendance report will show that each class will reach at least 97% weekly attendance twice a month		Monthly	Attendance Team	4/1/2012	181SQI2C457	Meeting supplies for 10 mtgs \$300	N/A			0	\$0.00
Train faculty by October re Independent Studies Process	# of IS requests	All Students	October	Attendance clerk	4/1/2012	181SQI2C2931	Fund Asst. Attendance Clerk .6	Non-SSC approved			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

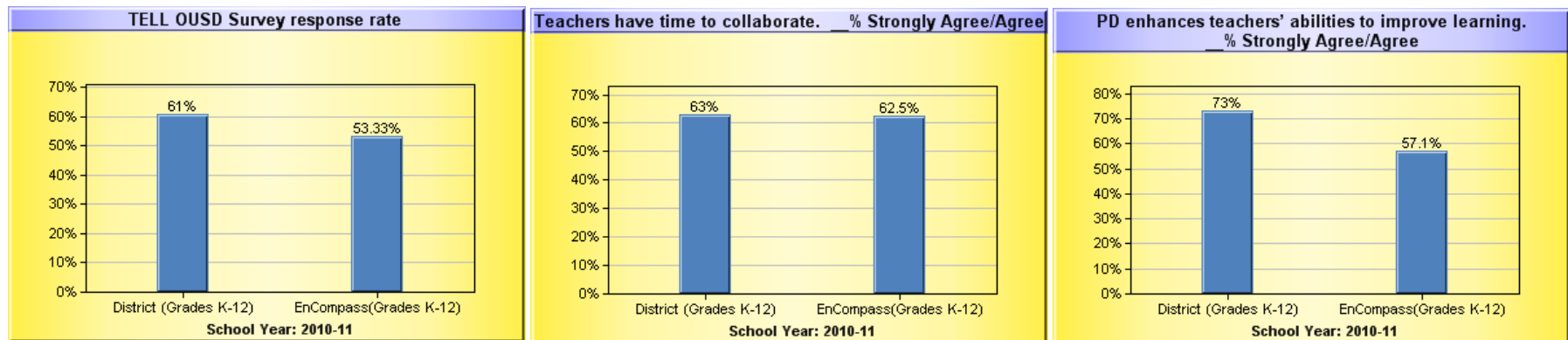
A quality school...

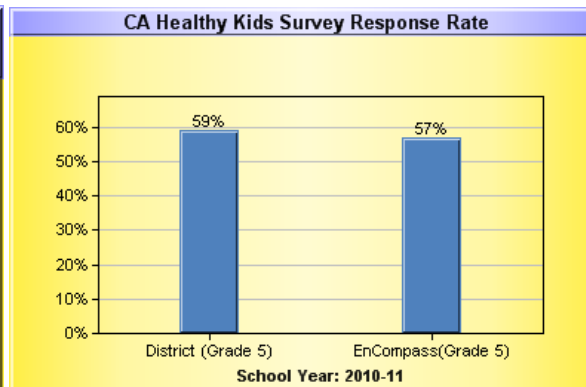
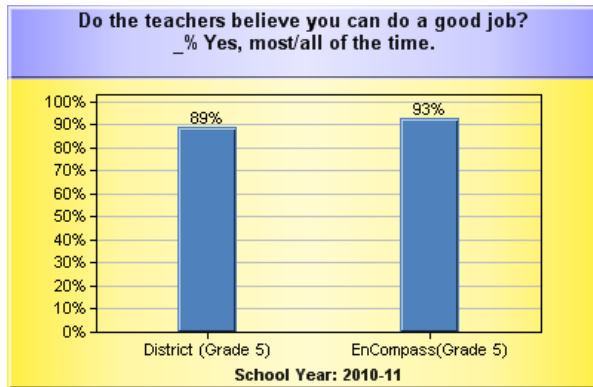
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Data Analysis

- Teacher input wasn't structured strongly into organizational practice because we lacked an ILT.
- We didn't do a needs-assessment of PD
- We didn't develop PD strands to go deep and return to topics as much as we could have.

Theory Action

- Our theory of action is centered upon building professional and cultural competency among staff, as well as to strengthen professional capacity and increase effective practice through collaboration, coaching and training.
- We maintain a culture of continuous professional growth through a variety of means:
 - a) Strategic Planning Group (SPG) - a leadership team which analyzes data during 3 yearly team retreats and makes subsequent academic decisions in response to the data.
 - b) Use of a living set of Community Agreements to facilitate effective communication to foster professional growth among staff.
 - c) An integrated approach to staff input and participation in the decision-making process that utilizes reflection, responsibility and creative problem solving among both certificated and classified staff members.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers' continuous learning is supported through: a) use of preferred, familiar subs when release time is necessary for training. b) regularly scheduled, structured PD's and PLC's. c) funding for extended contracts.	surveys	All Students	August-June	Principal	4/18/2012	181SQI3A210	Pay for subs	Non-SSC approved			0	\$0.00
1) ELA Peer Coaches - homeroom teachers are released on Wednesdays to observe, model, and meet with coachees in 3 coaching cycles per year. Each peer coach serves grade level cohorts K-2 and 3-5 respectively.	site based assessments	All Students	begin 8/12	Principal	4/18/2012	181SQI3A222	Pay peer coaches \$3500 stipends	Non-SSC approved			0	\$0.00

West High School interns in apprenticeship with EnCas, mentored by Sister Ayodele Kinchen, EnCas director. 2 Envision Charter High School interns, supporting art program and office staff. Mentored by Lesley McClintock and Ms. Rico.	Participation by 11 student interns from multiple sources	All Students	Begin 8/12	Principal	4/18/2012	181SQI3A212	Provide mentors for student interns	Funded by Community Partner			0	\$0.00
Read Teach Like a Champion and view videos with faculty to establish common language and techniques to increase teaching rigor and student engagement.	85% of class engaged at every 2.5 minute intervals	All Students	November	Principal	4/18/2012	181SQI3A2744	Purchase texts and videos for PD	Non-SSC approved			0	\$0.00
ELA RTI and Math PLC teams each meets 2x/month to focus on 5 focal students	completed plans from PLC	FBB, BB	September-June	TSA	4/18/2012	181SQI3A2800	Launch RTI calendar, theory of action, and expectations in September	Non-SSC approved			0	\$0.00
ELA RTI and Math PLC teams each meets 2x/month to focus on 5 focal students	completed plans from PLC	FBB, BB	September-June	TSA	4/18/2012	181SQI3A2804	TSA coordinates RTI PLC	3010-Title I			0	\$0.00
ELA RTI and Math PLC teams each meets 2x/month to focus on 5 focal students	completed plans from PLC	FBB, BB	September-June	TSA	4/18/2012	181SQI3A2825	Math Lead teacher supports Math PLC for gr 4-5	3010-Title I			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- We have 53% return rate for CHKS Survey from families.
- We have 50+ parents/guardians for monthly Reading Cafe participation, all teachers participated. Back in School Night 2012 attendance=70%

Data Analysis

- The data allows us to see what families need extra outreach and follow up. Where we have a leadership team around, we have high participation of teachers in family engagement event.

Theory Action

- Parents/Guardians have been a part of the creation of EnCompass Academy from its initial design and planning stages, and will always be a core component of our school development.
- Each time we engage with families, it is an opportunity to help them understand the dev't of their children in school, understand how our school works to teach to the whole child, or gain access and strategies to the educational process in gen
- We see each interaction as an opportunity for family members to build and use their power to advocate for their child in schools. Each interaction is also an opportunity for us to gain deeper understanding about their child.
- We believe that education "Starts with Self, is Guided by Families, Engaged in Community, and Rooted in Ancestors."

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide workshops, presentations, and events, such as: School Success Starts in Kinder, Childhood												

Stress and Test Success workshops,Back in School Night BBQ & Family Fall Jam (october),EnCas Community Celebration (December),Honoring Ancestors and Remembrance Table Tour (November), Learning Showcase	attendance sign in, evaluation	All Students	ONCE A MONTH	FAST	4/1/2012	181SQI4A1114	OSF Contract for FRC	Non-SSC approved			0	\$0.00
Provide workshops, presentations, and events, such as: School Success Starts in Kinder, Childhood Stress and Test Success workshops,Back in School Night BBQ & Family Fall Jam (october),EnCas Community Celebration (December),Honoring Ancestors and Remembrance Table Tour (November), Learning Showcase	attendance sign in, evaluation	All Students	ONCE A MONTH	FAST	4/1/2012	181SQI4A1115	Stipend Teacher liaisons	Non-SSC approved			0	\$0.00
Provide workshops, presentations, and events, such as: School Success Starts in Kinder, Childhood Stress and Test Success workshops,Back in School Night BBQ & Family Fall Jam (october),EnCas Community Celebration (December),Honoring Ancestors and Remembrance Table Tour (November), Learning Showcase	attendance sign in, evaluation	All Students	ONCE A MONTH	FAST	4/1/2012	181SQI4A2902	Provide Childcare and refreshments	9901-Title I - Parent Participation	4399-SURPLUS		0	\$400.00
Progress Report Card conferences: Family members meet with teachers in mandatory conferences at least twice per year to discuss their child's progress towards meeting grade-level standards. The standards-based report cards, teacher comments, student work samples, and intervention plans (as appropriate) are shared.	Attendance sign ins	FBB, BB and BAS	November, December, March, and June	classroom teachers	4/1/2012	181SQI4A1113	Stipend Teachers	Non-SSC approved			0	\$0.00
Implement Tier 2 and Tier 3 actions to include families with specific needs for student achievement through SART & SST.	Benchmark, SRI, Attendance	All Students	2 times a year	TSA and FRC	4/1/2012	181SQI4A1110	Attendance Clerk	Non-SSC approved			0	\$0.00
Implement Tier 2 and Tier 3 actions to include families with specific needs for student achievement through SART & SST.	Benchmark, SRI, Attendance	All Students	2 times a year	TSA and FRC	4/1/2012	181SQI4A1111	OSF Contract for Family Collaborative work	Non-SSC approved			0	\$0.00
Honors Night celebrates success with students and	attendance at	All	3x a year	FRC	4/1/2012	181SQI4A1108	Pay for custodial	N/A			0	\$0.00

families	event	Students					coverage					
Honors Night celebrates success with students and families	attendance at event	All Students	3x a year	FRC	4/1/2012	181SQI4A1112	FRC contract	Non-SSC approved			0	\$0.00
Provide Home-School Compact that outlines how family members, the school staff, and students will share the responsibility for improved student academic achievement.	Return of completed compact		one a month	Principal	4/1/2012	181SQI4A1107	Hand out compact at Back In School Night	9901-Title I - Parent Participation	4399-SURPLUS		0	\$253.00
Plan for and implement increased school and teacher engagement with families (e.g. via robocall, fliers, home visits).	Surveys	All Students	August-June	Family Involvement Coordinator	4/1/2012	181SQI4A1117	Create a logistics support plan for teacher engagement with families	N/A			0	\$0.00
Plan for and implement increased school and teacher engagement with families (e.g. via robocall, fliers, home visits).	Surveys	All Students	August-June	Family Involvement Coordinator	4/1/2012	181SQI4A2858	Stipend teachers for family engagement	Non-SSC approved			0	\$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator	Event attendance	All Students	September-June	Family Involvement Coordinator	4/1/2012	181SQI4A1119	Launch monthly Reading Cafe to have consistent interactions between teachers and families	N/A			0	\$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator	Event attendance	All Students	September-June	Family Involvement Coordinator	4/1/2012	181SQI4A1120	Create job descriptions for a Room Guardian and a Room Guardian Structure for the Family Resource Center	N/A			0	\$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator	Event attendance	All Students	September-June	Family Involvement Coordinator	4/1/2012	181SQI4A1121	Create a framework for classroom presentations on college and careers	N/A			0	\$0.00
Increase family leadership through team structures, coordinated by the Family Resource Coordinator	Event attendance	All Students	September-June	Family Involvement Coordinator	4/1/2012	181SQI4A1122	Create job descriptions for a Room Partners Rep.	N/A			0	\$0.00
Family members organize a college visit day, community anti-violence forum, Teacher Appreciation Fundraising events, Volunteers support Salad Bar, Farmers Market	# of volunteers	All Students	September-June	FIC	4/1/2012	181SQI4A2950	Fund Family Involvement Coordinator	Funded by Community Partner			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: EnCompass Academy

Principal: MINH-TRAM NGUYEN

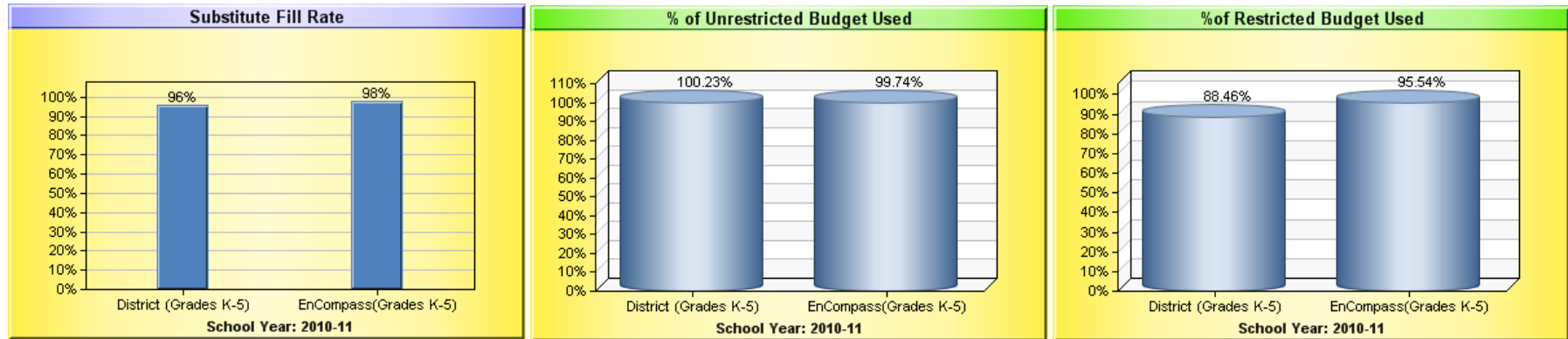
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Theory Action

- Increased Teacher Leadership opportunities and structures will build greater success for student achievement
- Teachers need a pipeline to continue professional growth to increase job satisfaction, where salary won't be enough
- Classified and Support Staff are valued and integrated into the school systems and structures =

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To develop and align PD with school goals, ILT meets on 1st and 3rd Thursdays, integrating content coaches from Region 3 once a month	Benchmark data	All Students	September-June	Math Lead Teacher	5/14/2012	181SQI5A2815	Stipend 2 ILT teacher participants	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$1,000.00

To develop and align PD with school goals, ILT meets on 1st and 3rd Thursdays, integrating content coaches from Region 3 once a month	Benchmark data	All Students	September-June	Math Lead Teacher	5/14/2012	181SQI5A2841	Science and Math Coaches participate in IL	Centralized Services			0	\$0.00
Set students up for success by aligning Testing coordination with schedules, calendar, IEPs, and 504 plans for gen ed, PEC, support staff, students and families to increase alignment during testing period	Low behavioral referrals and student transition during testing periods	All Students	September-June	TSA	5/14/2012	181SQI5A2796	Fund TSA as Testing Coordinator	3010-Title I		T10TSA0122	0.15	\$14,585.69
Strategic Planning Group meets weekly for 1.5 hours and through half-day retreats to set and monitor school priorities in service of the school vision	school-wide goals as established by SPG	All Students	August-June	Principal	5/14/2012	181SQI5A2847	Stipend 3 SPG teachers for participation	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$2,000.00
Use extended day program to supplement core instruction (interventions and enrichment)	ASP evaluation		September-June	EnCAS Director	5/14/2012	181SQI5A2922	Contract with ASP Lead Agency	Funded by Community Partner			0	\$0.00
Use extended day program to supplement core instruction (interventions and enrichment)	ASP evaluation		September-June	EnCAS Director	5/14/2012	181SQI5A2924	Support EnCAS Director through weekly meetings with principal	N/A			0	\$0.00
Use extended day program to supplement core instruction (interventions and enrichment)	ASP evaluation		September-June	EnCAS Director	5/14/2012	181SQI5A2925	Hold summer and mid-year retreat to evaluate EnCAS progress and make appropriate adjustments	Non-SSC approved			0	\$0.00
Work with TSA to provide weekly staff bulletin and updated calendar to help people plan and coordinate	Weekly staff bulletin and annual calendar updated	All Students	August-June	TSA, Principal	5/14/2012	181SQI5A2926	Fund TSA	N/A			0	\$0.00
Implement a clear system for requesting and distributing supplies in a timely fashion, Implement a clear system for reporting facilities repair requests, tech requests	timely fixing of physical plant issues, timely supply distribution	All Students	August-June	Ana Chavez-Perez	5/14/2012	181SQI5A2927	Fund Elem Clerk	Non-SSC approved			0	\$0.00
Implement a clear system for requesting and distributing supplies in a timely fashion, Implement a clear system for reporting facilities repair requests, tech requests	timely fixing of physical plant issues, timely supply distribution	All Students	August-June	Ana Chavez-Perez	5/14/2012	181SQI5A2928	Fund clerical overtime	Non-SSC approved			0	\$0.00
Use data inquiry in SPG in order to make decisions about resource allocations, use surveys and SPG member outreach to gain feedback for decision points	staff survey	All Students	August-June	SPG	5/14/2012	181SQI5A2935	Stipend 3 SPG teachers for participation	Non-SSC approved			0	\$0.00
Design teaching assignments and class sizes to ensure highest-need students are assigned to teachers most able to meet their needs	parity in student referrals, equitable outcomes become classes	All Students	August-June	Principal	5/14/2012	181SQI5A2939	Fund teachers for class size reduction	Non-SSC approved			0	\$0.00

Schedule Routines and Procedures teaching rotations in the first 6 week of school to align expected behaviors and reduce loss of instructional minutes	student and staff clarity on expectations	All Students	September	Principal	5/14/2012	181SQI5A2943	Teacher lead plans rotation	N/A			0	\$0.00
Extend school day by 30 minutes for intervention/enrichment with teacher-approved extended contracts	Benchmark data	All Students	August-June	Principal	5/14/2012	181SQI5A2953	Teacher extended contract	Non-SSC approved			0	\$0.00
Work with Junyo to create Teacher Dashboard for integrated and easy retrieval of student progress in technology-based programs, including student discipline, attendance, benchmark and SRI data, SST notes, report/progress report, and comments by EnCAS and support team members. Consider what part of this can be made available as an online progress report for family members.	Teacher Feedback surveys	All Students	September-June	Wayne Poncia	5/14/2012	181SQI5A2985	Junyo will provide capacity-building support	Funded by Community Partner			0	\$0.00
Develop online tool to support student goal setting and monitoring	Benchmark data, progress assessments	All Students	September-June	Junyo	5/14/2012	181SQI5A2986	Junyo will provide capacity-building support	Funded by Community Partner			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

School Site: EnCompass Academy

Site Number: 181

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 1/3/12, 2/7/12, 3/13/12, 4/19/11.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/19/12.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



 SSC Chairperson's Signature

N/A (Merged w/SSC)

 ELAC Chairperson's Signature



 Principal Signature



 Executive Officer's Signature



 Director, State & Federal Compliance Signature

DeShanna Brown

 SSC Chairperson's Name (printed)

N/A (Merged w/SSC)

 ELAC Chairperson's Name (printed)

Minh-Tram Nguyen

 Principal's Name (printed)

Kimi Kean

 Executive Officer's Name (printed)

Susana Ramirez

 Director, State & Federal's Name (printed)

4/19/12

 Date

4/19/12

 Date

5/11/12

 Date

6/8/12

 Date

Membership Roster – EnCompass Academy



School Name: EnCompass Academy

School Year: 2011-12

Chairperson: De Shonna Brown	Vice Chairperson: Veronica Ramirez
Secretary: Tanisha Washington	Parliamentarian (Optional):

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Minh-Tram Nguyen	1025 81 ST Ave. Oakland CA 94621	x			
Marlene Klein Atwood	1025 81 ST Ave. Oakland CA 94621		x		
Elizabeth Cruger	1025 81 ST Ave. Oakland CA 94621		x		
Monica Alcala	1025 81 ST Ave. Oakland CA 94621		x		
Ana Chavez	1025 81 ST Ave. Oakland CA 94621			x	
Tanisha Washington	1025 81 ST Ave. Oakland CA 94621				x
Veronica Ramirez	1025 81 ST Ave. Oakland CA 94621				x
Jesus Hernandez	1025 81 ST Ave. Oakland CA 94621				x
DeShonna Brown	1025 81 ST Ave. Oakland CA 94621				x
Maria Isabel Flores	1025 81 ST Ave. Oakland CA 94621				x

SSC Legal Requirements:

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

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

Title I School Parental Involvement Policy 2012 - 2013

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 I 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 I Plan.

We will present the plan at our annual Back In School Night at the end of September. Translation and ample notice is given.

1. Translate into Spanish
 2. Provide in Family Handbook for distribution
 3. Share with SSC/ELAC for revision during Site Plan revision process
 4. Place in parent volunteer packet
 5. Post in halls, library and at parent bulletin board
 6. Make Robocalls
 7. Give a quiz on it and those who fill out qualify for raffle
- 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 September annually: Gather and disseminate to parents for review the following materials at the Back In School Night/Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, Parents' right to know: student achievement (state assessment results), non-highly qualified teacher.
 2. To do this: Share date of meeting with staff, meet w/ family Involvement coordinator 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 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.
- 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 Back In School Night at the end of September. 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)
 - Report Card Conferences
 - Family Literacy Night
 - SSTs (Throughout year)
 - Learning Showcase (May)
 - Reading Café (Monthly)
 - 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 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
 - We hold monthly Reading Workshops for parents/guardians
 - We use SSTs and SARTs to help educate parents regarding what it takes to have school success
 - Faculty hold progress report conference in November 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.

- 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 3 times/year to staff
 - Conduct Professional Development on parent involvement, including listening to a parent panel.
 - Family Involvement Coordinator will remain an active member of the school Strategic Planning Group
 - 2 Teacher Liaisons participate with Family Involvement Coordinator 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.
 - Family Involvement Coordinator will remain an active member of the school Strategic Planning Group
 - 2 Teacher Liaisons participate with Family Involvement Coordinator and Principal in Family Involvement Collaborative with other schools to share best practices
 - 2 Teachers are on the Family Academic Success Team (FAST) to develop family engagement events

- 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 1, Part A Programs, as evidenced by

This policy was adopted by the (EnCompass Academy) School Site Council on (4/19/12) and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, 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.

Minh-Tram Nguyen (electronic signature)
(Principal's Signature)

4/19/12
(Date)

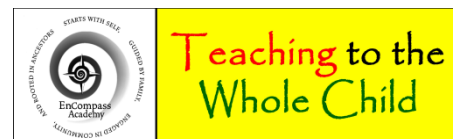
School – Family Compact: What will the school do for your child’s academic success?

EnCompass Academy and the parents/guardians of the students agree that this compact outlines how the family members, entire school staff, and students will partner and share the responsibility for student academic achievement.

Student Responsibilities

As a student, I will share the responsibility to improve our academic achievement to meet California academic standards. I will:

- *Read, or be read to at least 30 minutes every day outside of class*
- *Read, or be read to 15-20 books per year*
- *Practice personal responsibility by using my study skills when doing my homework every day*
- *Ask for help when I need it*
- *Know what I need to learn in my grade and set goals for attendance and academics*
- *Take at least an Accelerated Reader quiz a week*



School Responsibilities - EnCompass Academy will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment as follows:

- ❖ Teach standards-based curriculum to emphasize high achievement through a whole-child approach.
- ❖ Teach Math 60-90 min daily , ELA 120-150 minutes daily, Science 60 minutes (K-2), 90 minutes (3rd -5th) weekly, Writing 40 minutes daily, Integrate social studies and Visual Arts.
- ❖ Blocks of time during the day to differentiate for student levels in Reading, Math Facts, and English Language Development/Academic English Development/GATE.
- ❖ Literacy instruction emphasizes non-fiction texts to develop student’s background knowledge about the real world. Student-centered approach to child development builds resiliency and social skills using the Responsive Classroom.

2) Provide a Full Service Wellness model through fitness , nutrition, mental health counseling, character building, composting, and arts.

3) Closely monitor student academic and behavioral progress at the classroom and school-wide level

4) Foster strong family engagement. Parent-teacher progress and report card conferences, special events and trainings, the Family-Student Compact, and celebrations, support family members to support their child. We will review the Compact during Back-In-School Night in the Fall. Teachers meet with 100% of family members in the **November Progress Report Conference, and March Report Card conferences.** During the **December and June** report conference period, teachers will meet family members of students below grade level in either or both Math and ELA. Other family members are invited to sign up as well.

- ❖ **Provide parents with frequent reports on their children’s attendance, behavior, and academic progress through teacher phone calls, notes and report card conferences.**

5) Provide parents reasonable access to staff before or after school hours, during one of their extra preparation periods (above OEA contract requirement), or established conference time.

- ❖ Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities after signing in.



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

Family-Student Compact

Student Name _____ Teacher _____

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 full commitment to the following agreements:

ACADEMIC SUPPORT

READING! SPEAKING! READING! SPEAKING! My child will read at least 20-30 minutes/day outside of school.

- Read to, or listen to my child read a text at their level, in any language. Target reading at least 15 books a year.
Share time looking for things we each want to read at the library. Books on tape are good for K-1. Talk about it.
Expect my child to speak in complete sentences in whatever language they choose. They need to respond to questions in complete sentences.
Talk to my child at least 10 minutes every day about what they are learning in school and about things on their mind.
Make sure my child takes an Accelerated Reader Quiz each week.

Parent/Guardian initial _____

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.

- Ensure that my child has a quiet and well-lit space for studying.
Daily check their backpacks thoroughly. Look for school announcements and notes from teacher.
Look for the family school folder and student planner (grades 3-5)
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 _____

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 looks forward to having a family member show interest or acknowledge their progress on these days.

Parent/Guardian initial _____

READING TIME TOGETHER in Class: Teachers will establish a consistent 15 minute block of time each week for your child to read to you. Beginning readers could also have a family member read to them! The act if reading time together with an important family member will motivate your child to practice and build their reading fluency and comprehension. If I can't attend, other people who my child can read to are _____.

Parent/Guardian initial _____

ATTEND and ACHIEVE-- "Be in it to win it!"

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. I will have at least 3 replacement tops and bottoms (dark blue or khaki pants) to replace lost or dirty uniforms. I can teach my child to hand wash and air dry their tops because waiting for laundry to be done is not an acceptable excuse. If my child is out of uniform on random "Uniform Check Days," my child will lose privileges such as recess, and weekly fun fitness activities with their class. They may be "shirted" with a school uniform loan shirt for the day. I understand that I may be eligible and can apply in the office for **uniform scholarship**.

Parent/Guardian initial _____

BEFORE SCHOOL: (Breakfast) My child will: 1) **Arrive by 8:10am** if s/he eats **school breakfast** 2) **Line up by 8:25am** daily 3) **Must arrive at school NO EARLIER THAN 8am** because supervision does not begin until 8:00am.

Parent/Guardian initial _____

AFTER DISMISSAL: My child must be picked up on time; the school is not responsible for supervising for my child 15 minutes after dismissal. Picking up my child more than 30 minutes late 3 times per grading period, will result in a call to the Child Protective Services for child neglect.

Parent/Guardian initial _____

DRIVER SAFETY: Following all traffic signs and directions by the School Security Officer will ensure that the parking lot is a safe place for my child and all other children and staff.

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 Volunteer survey.

Parent/Guardian initial _____