

Board Office Use: Legislative File Info.	
File ID Number	19-1546
Introduction Date	8/14/19
Enactment Number	
Enactment Date	



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date August 14, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for EnCompass Academy.

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

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

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

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

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for EnCompass Academy



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

2019-2020 School Plan for Student Achievement (SPSA)

School: EnCompass Academy
CDS Code: 1612590102988
Principal: Minh-Tram Nguyen
Date of this revision: 4/30/2019

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/30/2019

The District Governing Board approved this revision of the SPSA on: 8/14/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: EnCompass Academy

Site Number: 181

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

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

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

Date(s) plan was approved: 4/30/19

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

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

Signatures:

Minh-Tram Nguyen



4/30/2019

Principal

Signature

Date

Yosdelhy Ortiz



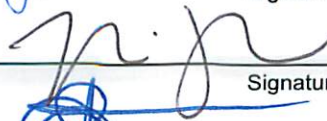
4/30/2019

SSC Vice-Chairperson (in lieu of Chair on maternity leave)

Signature

Date

Monica Thomas



5-30-19

Network Superintendent

Signature

Date

MURRAY OTIS



5/30/19

Officer, State and Federal Programs

Signature

Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** EnCompass Academy**Site Number:** 181

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/8/19	SSC & SELLS combined	Budget summary
1/17/2019	SSC & SELLS combined	Title 1 funding in SPSA, By-Law revision
3/7/2019	SSC & SELLS combined	Data update, program review and update
4/30/2019	SSC & SELLS combined	SPSA strategies udpate
2/13/2019	Instructional Leadership Team	Strategies for adult conditions for learning

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$88,135.33
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$592,006.83

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$86,473.50	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$39,663.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,661.83	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$262,123.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$88,135.33	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$507,334.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$595,469.33
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: EnCompass Academy

School ID: 181

School Description

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

School Mission and Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
Access to complex text	Use of complex text
	Alignment of designated ELD with science content
Structures for adult learning	Collaborative analysis of student language production in PLCs, GLAD strategies

Teacher awareness of Language Features	Teacher analysis of language features that appear in complex texts has been especially beneficial, in addition to instructional focus on these features through sentence unpacking or sentence patterning
Priority Challenges	Root Causes of Challenges
Low ELL SBAC ELA and Math	Piecemeal and/or non-standards-aligned curriculum leads to a lack of opportunities to build world knowledge and have a contextualized container for rich, authentic language use
Low AA SBAC ELA and Math	Pacing issues: students not accessing all the instruction with major work of the grade due to teacher newness to CCSS curricula
.	Not teaching the ALL Block in the EL ELA curriculum

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	All students build relationships to feel connected and engaged in learning.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	80.95%	90.00%	95.00%
Suspensions	African-American Students	-2pp	3.28%	1.00%	0.80%
Suspensions	Students with Disabilities	-2pp	2.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	33.96%	20.00%	18.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All students continuously grow towards meeting or exceeding standards in English Language Arts.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-63.1	-48	-33
ELA SBAC	Students with Disabilities	+20 points DF3	-113.6	-93.6	-73.6
ELA SBAC	African-American Students	+20 points DF3	-76.1	-56.1	-36.1

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	All students continuously grow towards meeting or exceeding standards in math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-68.3	-53.3	-38.3
Math SBAC	Students with Disabilities	+20 points DF3	-115.8	-95.8	-75.8
Math SBAC	African-American Students	+20 points DF3	-83.2	-63.2	-43.2

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	14.07%	16.00%	20.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	20.00%	25.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	All students grow a year or more in reading each year.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	42.76%	53.00%	58.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	48.28%	39.00%	30.00%
K at or above Benchmark	All Kindergarten Students	+5pp	35.29%	40.29%	85.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	28.00%	33.00%	85.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

School: EnCompass Academy		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		SBAC ELA: Increase Proficiency by 10% from 21.4% (2015-16) to 31.4% (2016-17) overall. (This is higher than the minimum target set by OUSD below).			
Theory of Change for Language & Literacy:		If professional development structures enable teachers to design, deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions, communicate to students Content and Language Learning Targets and Success Criteria relative to a checklist/rubric/graphic organizer to access complex texts, Low Income and ELL students will reach literacy goals.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		Low-Income Students		40.0%	29.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
his year, we've used the Expeditionary Learning curriculum in grades 2-5. We funded a Language and Literacy ITL to support the professional learning.					
What evidence do you see that your practices are effective?					
In year one of roll-out we focused on implementation of the core curriculum, which is CCSS-aligned. From the first to the second IAB administration, students grew 7% overall. Based on SRI results from fall to early spring, students are, overall on track to make more growth this year than any of the previous four years. Fewer students than ever have stagnant SRI scores. In fact, among LTELs and EOs whose growth was stagnant or negative last year, 66% are on track to make a year's growth or more in this year's time. Students approaching, at, or above grade level have also made strong growth this year. Students far below grade level have not fallen further behind (showing that even the EL curriculum with novice implementation works as well for them as the previously-used district-provided options) but have made less growth than other subgroups; we believe this will change in a second year of implementation when teachers have the opportunity to implement more curriculum-embedded differentiation opportunities now that they know the core curriculum and have implemented it with positive results for most students.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
On Wednesdays, teachers receive brief (15-45 minute) professional learning, whole-staff team building, or data analysis time followed by 45-90 minutes weekly of teacher-driven PLCs with goals in the area of differentiation to support SEL and planning for and assessing ELA and Math. Grade 2-5 students take the SRI monthly as a progress monitoring tool in addition to every-other week curriculum-embedded assessments and daily formative assessments. Grade K-2 students and grade 3-5 students who are far below grade level also experience SIPPS, and SIPPS-embedded assessments are used to monitor student achievement. Formative assessments and end of module assessments are built into the curriculum, instead of teachers having to spend planning time creating formative assessments to the level of rigor needed.					

18-19 Standards-Based Instruction Priority:	STEM/STEAM		
June 2021 Standards-Based Instruction Goal:	SBAC Math: Proficiency (gr. 3-5) 70% overall. Reduce SBAC Math DF3 Results to less than 10% for students		
Theory of Change for Standards-Based Instruction:	If teachers design and deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions based on student schemas, progress monitor student success on DOK 2+ tasks based on the major work of the grade, and ensure STMath syllabus to 70%, then we will accelerate STEAM success for Low Income and ELL students.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	Low-Income Students	-44.1	-68.3
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We have been using CCSS-aligned math curriculum for the past 3 years for gr. 2-5, and 2 years in K-1. Many returning teachers have already been trained in the Introduction to Eureka PD, along with follow-up school-based PDs provided by our TSA, who has been trained in providing professional development for Eureka.			
What evidence do you see that your practices are effective?			
Gr. 4 was on OA was 49% Near Standard Gr. 5 was NBT was 44% Near Standard, uses Zearn Since our switch from using OUSD currm to Eureka, we have seen noticable gains in SBAC Math scores (about 12% from 3 in change DF3 goal of +15 shows that we have a good chance of surpassing based on last year's Gr. 3-4 SBAC, but 22% are Near Standard 3rd grade: students are able to show more work on paper and pencil ELLs seem to be doing better on SBAC since we have started using Eureka			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
The implementation in the first few years has definitely showed sustained improvement in results for students. One of the biggest challenges we have faced from making even further growth since this change is adult understanding of Common Core standards, mathematics models and effective math pedagogy. We have done much work in ELA in working to address the major shifts, but as math is often an area of growth for elementary school teachers in general, doing further professional development work is to address adult learning is going to be major priority in accelerating our success with using Eureka and with teaching Common Core math in general. Each month there will be a dedicated math PLC, a grade-level math planning release (as was implemented this year), and there will be regularly scheduled Math PD throughout the year to ensure that teachers are getting the support they need to teach the common core standards. Our Math-lead TSA and 4th and 5th grade team this year will also be attending the weeklong Standards Institute in Los Angeles this summer, with a focus on grade 3-5 mathematics. The Standards Institute bases their curricular work on Eureka Math.			

18-19 Conditions for Student & Adult Learning Priority:	Reduce students in Below/Far Below in reading benchmarks.		
June 2021 Conditions for Student & Adult Learning Goal:	95% of K-1 students are at benchmark in Core Multiple Measures. SRI Gr. 3-5 at are Multiple Year Below are no more than 10%.		
Theory of Change for Conditions for Student & Adult Learning:	If we routinely have strong Tier 1 instruction, and use systems and strategies for responses to inappropriate behaviors, we will maintain keep students more focused on instructional success.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	Low-Income Students	17.2%	22%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
<p>What's Worked:</p> <ul style="list-style-type: none"> Collaborative process for grouping students reduced the number of groups for any one teacher Regrouping as data is collected Accelerative SIPPS Extension Review Lessons Support with learning SIPPS 1 extra group pulled 5 days/week 1 group pulled an additional 2 days /week Time for planning independent work and fluency practice Close monitoring of Interventions session by ECCTL Coaching support by ECCTL Students knowing the routine and they are being held in academic schedules <p>What's Worked for 1st grade:</p> <ul style="list-style-type: none"> Intervention support for students in need of 1st trimester Kinder skills push-in support from K teachers Intervention support for sight words Reading Tutor Support collecting Placement and Mastery Test data Support with learning SIPPS Time for planning independent work and fluency practice 			
What evidence do you see that your practices are effective?			

BOY : ~66% of 1st and 2nd graders were working on Kindergarten skills
 2nd Grade MOY
 Nov: 2nd grade students with Kindergarten Foundational Skills
 ~ 17% (down from ~66%)
 1st graders with Kindergarten Foundational Skills~ 56% (down from ~75%)

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

n/a

18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	50% of ELLs will be ReClassified compared our 15-17% rate between 2014-15 to 2016-17.		
Theory of Change for Conditions for English Language Learners:	If we routinely use text-based Sentence Patterning and Sentence Unpacking strategies, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	15.0%	14.10%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We have a Language and Literacy ITL

What evidence do you see that your practices are effective?

Among LTELs and EOs whose SRI growth was stagnant or negative last year, 66% are on track to make a year's growth or more in this year's time.

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

Use of complex text, alignment of designated ELD with science content, collaborative analysis of student language production in PLCs, GLAD strategies, professional development for teachers focused on English Language Learners. Challenge: Piecemeal and/or non-standards-aligned curriculum leads to a lack of opportunities to build world knowledge and have a contextualized container for rich, authentic language use

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

We will be funding the entire ITL position instead of sharing 50% cost with central office.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: EnCompass Academy

School ID: 181

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Reduce students in Below/Far Below in reading benchmarks.
School Theory of Change:	If we routinely have strong Tier 1 instruction, and use systems and strategies for responses to inappropriate behaviors, we will maintain keep students more focused on instructional success.
Related School Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Aligned blocks for small group instruction supports Reading Foundations instruction (SEEDS TK, SIPPS K-2 in class, 3-5 small group pull out)	Align 3 .50 FTE reading interventionists' time to conduct pull out small group in SIPPs at common levels between 2 classes to increase efficient use of time. Assign ECCTL, TSA and ILT to coordinate data and groups for K-1, 2-3, 4-5 cohorts.	Weekly Schedules
1-2	K-2 Teach phonics block at least 4/x week using SIPPs curriculum so to move students to mastery of SIPPs level.	Recruit/training 3 .5 FTE Reading Tutors	Core Multiple Measures, especially Oral Reading Fluency K-2
1-3	Develop vocabulary through wide and close reading.	Recognize students in monthly for meeting Vocabulary acquisition goals. Goal setting conference for target kids on Reclassification cusp- Add to Growth tracking sheet.	Vocabulary quizzes
1-4	Administer assessments to diagnose Reading Foundations gaps to support students below/multiple years below grade level. Use Blended Learning strategies and coordinate with Language and Literacy coach to accelerate learning for Newcomers.	Provide support for administration and analysis of assessments to diagnose Reading Foundations gaps. ITL provides Tier 2 support to Newcomers, and uses Imagine Learning for blended learning. Provide blended learning resources such as Imagine Learning to support Newcomers, and Google classroom to engage GATE students.	Reduction in students in Below/Multiple Year Below in F&P, SRI

1-5	Implement strategies from COST, SST, and/or Inclusion meetings that are in the teacher's locus of control	Weekly COST Meetings to coordinate services, schedule SST and follows up,s and schedule and Inclusion Collaboration time with classroom teacher to provide more small group instruction	Coordination of services, aligned instructional strategies, more small group instruction
1-6	Immediately assess homeless students who arrive and provide COST referral so they can have wraparound monitoring.	Engage with parents/guardians of homeless youth by providing support through shool and district resources. Bilingual Admin Asst, Attendance Specialist, and Student Family Connections Coordinator work as a team to provide check in and support, including home visits.	COST tracker
1-7	Provide culturally relevant strategies in lesson delivery and culture building to engage African American and ELL students in rigorous learning tasks.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	SRI & Reclassification Rate
1-8	Communicate with office about student absences and reasons pertaining to students' absences	Fund bilingual Admin Asst to support communication with Spanish speaking families. Increase Attendance Specialist FTE to to do home visits and mentoring, family engagement support for low income, foster, and ELL students	Chronic absence rate,Parent and staff feedback
1-9	Follow IEP goals to guide instructional plan for students with disabilities. Use co-teaching, small group preteach/reteach, technology, time with Instructional Support Specialist/ParaEducator aligned with meeting IEP goals.	Provide collaborative planning and protected release times for IEPs to be conducted in a timely manner.	IEP goals met, IEP Completion Rate
1-10		Pay for clerical summer time work to prepare for strong fall start.	Parent and staff feedback
1-11	Teach The Toolbox Project Tools throughout the year.	Partner with Oakland Leaf and Girls Inc to provide extended learning support in literacy, social emotional literacy.	After School Assessment

1-12	TK, K teachers host visiting families	Coordinate schedules to support holding outreach event to incoming TK and K families. Parent leaders will outreach and provide a PK transition workshop to elementary school.	Parent feedback
1-13	Focus on 85% mastery of Letter Name Recognition in K as a foundation for fluency, focus on 85% Oral Reading Fluency in K-2 with frequent student practice, multiple small groups during SIPPS block, and student access to explicit SIPPS instruction at least 4x/week in K-2	SIPPS instruction will be scheduled in morning block, with distribution of 3 .50 FTE Reading Tutors to support K-2 teachers to have multiple SIPPS groups at the same time to ensure students get the appropriate frequency of explicit, systematic phonics instruction.	Core Multiple Measures, especially on Letter Name Recognition, Oral Reading Fluency K-2

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Science/Math
School Theory of Change:	If teachers design and deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions based on student schemas, progress monitor student success on DOK 2+ tasks based on the major work of the grade, and ensure STMath syllabus to 70%, then we will accelerate STEAM success for Low Income and ELL students.
Related School Goal(s):	All students continuously grow towards meeting or exceeding standards in math.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will use formative assessment of focal math standards to target small group instruction to meet students needs (with attention to low income, ELL, foster, and homeless students).	Provide Math Intervention in Gr. 4-5 ILT establishes target students	Formative assessments
2-2	K-5 Teachers will teach CCSS aligned Eureka Math curriculum	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curriculum, data systems and monitoring, ELL success in Math, and accelerate students through differentiation.	End of Module assessments, IAB

2-3	Teach PLC lessons refined from data analysis of student work & grade level partner observations of teacher practice.	Convene and develop capacity of Math Lead Team. Procure time and resources for Math PLC cycles	End of Module assessments
2-4	Prioritize concept development in math instruction so students can demonstrate multiple ways to solve problems.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in math classrooms; Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	End of Module assessments, IAB
2-5	Keep to pacing of modules and teach 60-90 minutes of math (which includes Eureka+STMath rotations)	Provide Instructional calendar template w/ suggested pacing based on Eureka curriculum overlaid w/ school minimum days and non-student days. Establish planning time for Instructional pacing calendar to cover Modules and assessments, and time to score and analyze	STMath syllabus progression, IAB, End of Module assessments
2-6	Establish mathematics goals and Content Language Objectives at the unit and lesson level situated in the grade level standards to focus and guide planning and just in time teaching decisions	Ensure math is included daily in every classroom's schedule, and weekly math walkthroughs, scheduled times to gather evidence of student learning in mathematics. Ensure that teachers have designated time to focus on unit planning at least once a month.	Observation Look Fors
2-7	Review STMath progress/alerts to select whole-class JiJi talk and target students with whom you can need to confer.	Recognize STMath progress monthly toward 100% completion of syllabus. Teacher PD at start of year re: ST Math implementation. Grade level teams create aligned schedules. Look at master schedule to make sure students don't miss math instruction due to interventions or other pull-out programs. STIP sub serves as Blended Learning Assistant to support blended learning program.	STMath Syllabus progression

2-8	Teachers plan Content and Language Objectives for Science/Integrated ELD Lessons. Teachers teach Integrated ELD in Science, using language supports in NGSS FOSS to ensure acceleration of language and science learning.		Observation Look Fors
2-9	Unpack NGSS FOSS curriculum and study key understandings, cross-cutting concepts before teaching unit.	Organize time for teachers to read, unpack, and plan for each science unit. Once a month science PD.	Science walks, Science Journals.
2-10	Teachers teach new NGSS FOSS curriculum at least 60 min/week (K-1), 90 min/week (2-5).	Check teacher schedules to ensure science is included and drop in during scheduled times to ensure science instruction is happening. Grade level teams create aligned schedules. Organize supports for teachers to prep materials for hands-on lessons (e.g. parent volunteers)	Weekly schedules, Observations
2-11	Collaboratively plan and adjust math lesson to maintain pacing so that students will all have been taught the major work of the grade by end of year.	Weekly PLC for math	Pacing alignment
2-12	Use Edulastic's Affirm for computer-based Topic quizzes in gr. 2-5 to help get quicker data from formative assessments to adjust instruction, and to help students practice	Train for Gr. 2-5 use of Edulastic's platform for teachers to use for administering EOUs, EOM assessments.	Affirm quizzes through Edulastic

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If professional development structures enable teachers to design, deliver, and progress monitor well-paced lessons using academic discussion routines, anticipate misconceptions, communicate to students Content and Language Learning Targets and Success Criteria relative to a checklist/rubric/graphic organizer to access complex texts, Low Income and ELL students will reach literacy goals.
Related School Goal(s):	Increase Pacing (coverage of standards by end of year), Progress (opportunities for access to curriculum within weekly schedule), and Practice (within lesson)

Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teach reading comprehension by providing all students with multiple reads and close reading practice, building world knowledge through topic-based text sets, connecting to explicit vocabulary instruction, and writing demonstrations of reading understanding across genres.	Supplement ELA curriculum so that teachers have CCSS-aligned complex text sets, Writing assessment task connected to texts, collaborative discussion structures, a culminating authentic task to apply learning.	IAB, Performance tasks, vocabulary assessments
3-2	Teach reading comprehension in whole group and small group, teach foundational skills in small groups daily.	Schedule Learning Walk and debrief cycle; Organize master schedule to: 1. provide enough time to teach text sets, make reading/writing connection to text; provide Tier 2 Foundational Skills support to maximize intervention support Analyze underperforming SRI students with F & P	Schedules, observations
3-3	Take apart the test to think about the kinds of questions, and types of answers, multiple readings	Provide expected classroom Look-Fors in week following PD and provide feedback loop. Beginning of Year: Provide structures for teachers to make connections of lessons and assessments with the chapter/ sections of modules, and connect that with Key understandings. Preview curriculum to determine which Text Dependent Question will be given more teacher scaffolds and which ones to devote to have students carry more of the cognitive lift. Provide time for teachers to read novels being taught. Before module: Create time for teachers to take the end of unit test themselves and write out writing exemplar responses they expect from students.	Observations

3-4	Teachers read novels in text sets, plan the arc of the module/unit, complete end of module assessments and performance tasks before teaching the unit/module.	Work with ANet Coach to build capacity for leading adult learning in CCSS. Before Module, establish time for teachers to establish: Key understanding of texts, know what the culminating task is, make connection between key understanding and culminating task and how it relates to text complexity, what the expected student struggles in text complexity will be, take the end of Module assessment. ILT will calendar out ahead of time based on Tight Deadlines on pacing of getting through curriculum.	SRI, formative assessments
3-5		Develop ELA Lead Team	
3-6	Write standards-aligned, scaffolded text-dependent questions (and responses) that translate into text-based discussion and writing—all driving toward key understandings in the text (Core Actions 2 & 3, Shift 2) .Use Text Dependent Questions in Shared Reading/Interactive Read Aloud at least 4x/week	Release time for teachers to analyze data, and participate in data conference.	SRI, walkthroughs, formative assessments
3-7	Launch small groups by end of September	Establish biweekly formative cycles, as well as Interim assessments. Data systems are in place so teachers and Instructional Support staff can establish MTSS targets early.	Formative assessments
3-8	Create their post-data reflection differentiated action plan for all of the tiers	Recognize reading growth in Community Meeting and Advanced mastery in Honor's Night Set a time for parents to come and set up an event for SRI MYB students	SRI
3-9	set and communicate specific goals for students throughout the year using data goal sheet	STIP sub serves supports student goal setting and monitoring.	SRI
3-10	Accountability with Independent Reading and students showing thinking connected to purposeful comprehension/skill/strategy	ITL and TSA will provide acceleration small group for students Gr.2-5. Early Literacy Coach, for K-1	Core multiple measures

3-11	Provide pre-referral interventions, trauma-informed practice, and Tier 1 literacy strategies to provide universal access to all learners, with specific attention to Low-Income children.	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	Core multiple measures
3-12	Provide Writing Response as exit ticket daily, using supplemental curricula to support (ex: EL ELA, Reading with Relevance, Standards Plus)		Writing responses to text

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification
School Theory of Change:	If we routinely use text-based Sentence Patterning and Sentence Unpacking strategies, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.
Related School Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be Served by these Practices	English Learner students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	To ensure students learn 10 new words weekly, develop vocabulary through direct instruction of word meanings, explicit teaching of words and word parts using EL curriculum in ALL block.	Articulate the need for ELL support throughout day and decide on 1 strategy per grade level to be consistent about. Provide a direct vocabulary instruction in integrated content units using vocabulary selected from complex text sets.	EL EOU Assessments, Writing assessments, Reclassification Rate
4-2	Use Sentence Patterning in ELD block in which students are producing oral and written language at least 50% of the block.	Incorporate SRI Cut off into trackers, Identify Reclassification target students in literacy growth tracker	student expressive language checklist, SRI & Reclassification Rate
4-3	Maintain consistent schedule so that 100% English Language Learners will be in daily designated ELD classes for at least 30 minutes. 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework (integrated ELD).	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	SRI & Reclassification Rate

4-4	Use "Unpacking Sentences" strategy in Integrated ELD and Sentence Patterning in Designated ELD to support close reading and written response to complex text.	Walkthroughs with ILT with language development lense	Writing responses, Reclassification Rate
4-5	Provide all teachers PD on content language objectives (CLOs). Provide opportunities for teachers to work together to identify the language demands in the content area standards and curriculum.	Run a PD cycle on CLO using California ELA/ELD Framework, including support of Keystone Pedagogies such as Sentence Unpacking and use of the Genre Cheat Sheets.	SRI & Reclassification Rate
4-6	Teach ALL Block in EL Curriculum	Principal/ILT will ensure that all instructional expectations are fully implemented through walk-throughs, schedule development, and other accountability structures. Provide for more extended collaborative planning time to study standards and curriculum and for strong implementation.	SRI & Reclassification Rate
4-7	Provide oportunites for teachers & ELs to meet for data chats & goal setting.	Use ELL snapshots and follow the ELL progress monitoring calendar to set goals and monitor data for ELL students. Create formal celebrations for achievements, such as reclassification assemblies, medals or certificates for reclassification. Provide oportunites for teachers & parents to meet to discuss (parent conferences, parent nights, performances, etc).	SRI & Reclassification Rate
4-8	Work with families on the importance of reclassification nd the gateways that students need on the college readiness pathway.	Fund Student-Family Connections Coordinator Make Video orientation of our school : practical academic, including SRI reclassification info	Reclassification rate

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 181

School: EnCompass Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Partner with Oakland Leaf and Girls Inc to provide extended learning support in literacy, social emotional literacy.	181-1
\$1,500.00	General Purpose Discretionary	Classified Stipends	Goal 2: Students are proficient in state academic standards.	2120	Classified Instructional Aide Salaries: Stipends		n/a		Provide collaborative planning and protected release times for IEPs to be conducted in a timely manner.	181-2
\$14,740.00	General Purpose Discretionary	Attendance Specialist	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	3440	Attendance Specialist	0.70	Fund bilingual Admin Asst to support communication with Spanish speaking families. Increase Attendance Specialist FTE to to do home visits and mentoring, family engagement support for low income, foster, and ELL students	181-3
\$11,423.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	181-4
\$12,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	181-5
\$10,635.00	LCFF Concentration	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.10	Release time for teachers to analyze data, and participate in data conference.	181-6
\$32,416.00	LCFF Concentration	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom TSA	0.30	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	181-7
\$45,733.00	LCFF Concentration	Substitutes	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Release time for teachers to analyze data, and participate in data conference.	181-8
\$10,723.00	LCFF Concentration	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		Teach reading comprehension in whole group and small group, teach foundational skills in small groups daily.	181-9

\$493.00	LCFF Concentration	ST Math license	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Recognize STMath progress monthly toward 100% completion of syllabus. Teacher PD at start of year re: ST Math implementation. Grade level teams create aligned schedules. Look at master schedule to make sure students don't miss math instruction due to interventions or other pull-out programs. STIP sub serves as Blended Learning Assistant to support blended learning program.	181-10
\$18,763.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6578	STIP Teacher	0.50	STIP sub serves supports student goal setting and monitoring.	181-11
\$10,132.60	LCFF Supplemental	.1 TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.10	Fund TSA to support curriculum, data systems and monitoring, ELL success in Literacy, and accelerate students through differentiation.	181-12
\$91,193.40	LCFF Supplemental	.9 ITL	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.90	ITL and TSA will provide acceleration small group for students Gr.2-5. Early Literacy Coach, for K-1	181-13
\$10,000.00	LCFF Supplemental	Teacher stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Provide collaborative planning and protected release times for IEPs to be conducted in a timely manner.	181-14
\$3,887.00	LCFF Supplemental	Substitutes	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Release time for teachers to analyze data, and participate in data conference.	181-15
\$9,000.00	LCFF Supplemental	Classified stipends	Goal 2: Students are proficient in state academic standards.	2220	Classified Support Salaries: Stipends		n/a		Provide collaborative planning and protected release times for IEPs to be conducted in a timely manner.	181-16

\$10,075.00	LCFF Supplemental	Conferences	Goal 2: Students are proficient in state academic standards.	5200	Travel And Conferences		n/a		Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	181-17
\$106,000.00	LCFF Supplemental	Contracts	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in math classrooms; Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	181-18
\$3,000.00	LCFF Supplemental	Licensing	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Provide support for administration and analysis of assessments to diagnose Reading Foundations gaps. ITL provides Tier 2 support to Newcomers, and uses Imagine Learning for blended learning. Provide blended learning resources such as Imagine Learning to support Newcomers, and Google classroom to engage GATE students.	181-19
\$75,636.00	Title I: Basic	.7 TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom TSA	0.70	ITL and TSA will provide acceleration small group for students Gr.2-5. Early Literacy Coach, for K-1	181-20
	Title I: Basic	.1 ITL	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	3978	11-Month Classroom TSA	0.10	ITL and TSA will provide acceleration small group for students Gr.2-5. Early Literacy Coach, for K-1	181-21
\$7,447.00	Title I: Basic	Substitutes+benefits	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Release time for teachers to analyze data, and participate in data conference.	181-22

\$1,661.83	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	181-23
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Title I School Parental Involvement Policy 2018-19

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

Involvement of Parents in the Title I Program

EnCompass Academy agrees to implement the following statutory requirements:

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

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

1. Translate into Spanish
2. Post in halls, library and at parent bulletin board
3. Make Robocalls
4. Send Talking Points

- Offer a flexible number of meetings for parents.
 1. Family Engagement Meetings will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
 2. Childcare is always provided
 3. Translation is always provided
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 1. By end of October annually: Gather and disseminate to parents for review the following materials at the Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, student achievement (state assessment results), non-highly qualified teacher.
 2. To do this: Share date of meeting with staff, meet w/ Student-Family Connections 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 in **October**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 1. We will present the plan at our annual Title 1 meeting by **October**. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - Back In School Night (September)
 - Report Card Conferences
 - Science and Engineering Extravaganza (April)
 - SSTs, IEPs, SARTs (Throughout year)
 - Learning Showcase (May)
 - SARC report on OUSD website
 - Principal-Parent Chats
 - Work with Counseling and other partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness

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) **Common Core standards**
 - 2) **The State of California's and Oakland Unified School District's academic assessments, including alternate assessments**
 - 3) **Academic proficiency levels students are expected to achieve**
 - 4) **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 by October. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.**
 - **We use SSTs and SARTs to help educate parents regarding what it takes to have school success**
 - **Faculty hold report conference in November and March report card conferences for ALL families**
 - **Some teachers/staff conduct home visits.**
 - **Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.**
 - **Kinder Intake interview in June provides an opportunity for families to receive information to prepare their child for Kinder in the Fall.**

- **Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.**
 - **Share Academic Data at least 2 times/year to staff**
 - **Conduct Professional Development on parent involvement, including listening to a parent panel.**
 - **Student-Family Connections Consultant will remain an active member of the school leadership**
 - **Teacher Liaison participates with Student Family Connections Consultant and Principal in Family Involvement Collaborative with other schools to share best practices**

- **Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.**
 - **Student-Family Connections Consultant will lead K2C colleague savings campaign**
 - **Teacher Liaison participates with Student-Family Connections Consultant and Principal in Family Involvement Collaborative with other schools to share best practices**

- **Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.**
 - **We will present the plan and applicable materials at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar**
 - **All fliers, conferences, and Robocalls are provided with translation**

- **Provides support, during regularly meetings, for parental activities requested by Title I Program parents.**
 - **All fliers, conferences, Talking Points, and Robocalls are provided with translation**

Accessibility

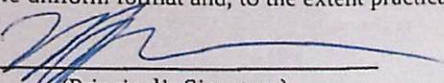
- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

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 10/9/18 and will be in effect for the 2018-19 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.



(Principal's Signature)

10/9/18
(Date)



EnCompass Academy
Teaching to the Whole Child
 1025 81st Ave. Oakland, CA 94621 Tel. 510-639-3350 Fax 510-639-3352

Student & Family Compact with School

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

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

Student Signature _____ My Teacher _____ Grade _____

Parent/Guardian Name _____

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

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

ACADEMIC SUPPORT

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

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

Parent/Guardian initial _____



Student & Family Compact with School

HOMEWORK creates opportunities for students to:

- 1) Practice Personal Responsibility (ex: finish what you start, set a goal and go after it, follow your own progress to achieve your goal, “handle your business”)
- 2) Practice Study Skills (ex: use different ways to memorize information, solve a problem, ask good questions, manage your time, or use resources to get what you need done)
- 3) Apply Organizational Skills (ex: put things in their place, organize work space, completing your work, making work neat, getting credit for your work).

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

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____



EnCompass Academy

Teaching to the Whole Child

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

Student & Family Compact with School

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____

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

Parent/Guardian initial _____

ITEMS NOT ALLOWED ON CAMPUS:

- Weapons or "pretend weapons" are grounds for serious disciplinary action, including suspension or expulsion.
- Heelies, all toys, such as action figures, Pokémon cards
- Precious and dangling jewelry, gum, candy, junk food
- Cell phones/smartphones (see below), Game Boys, other electronic items

Parent/Guardian initial _____

CELL PHONES AND PORTABLE ELECTRONICS:

Children can make and receive emergency calls from the office and may not use cell phones during school hours. If students must bring a CELL PHONE to school, pre-approval by teacher or principal is required. If so, student must leave it with their teacher or with the office for pick up after school. These valuables brought to school may get lost or stolen; the school will not be held responsible for lost or stolen valuables, even if it is turned in to staff. If students bring a phone to school and it rings/vibrates in a bag, or is used in any manner, the CELL PHONE will be confiscated until picked up by parent/guardian according to the following steps.

- 1st Offense=phone confiscated for the day
- 2nd Offense =phone confiscated for 5 school days
- 3rd Offense= phone confiscated until end of year

Parent/Guardian initial _____



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SCHOOL EVENTS/MEETINGS:

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

Parent/Guardian initial _____

COMMUNICATION AND SCHOOL SUPPORT

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

- I will be compassionate about how hard teachers work and will respond to messages from my child's teacher.
 - I usually: Call back the same day ____ Call back by the next day ____ Come by the school ____
- Follow-through with school recommended actions, and communicate my needs if I am having difficulty.
- Actively collaborate and communicate with teachers to meet my child's learning needs. If I have a concern or question, I will first reach out to the teacher. Such actions will be welcomed by the teachers and not be used to count against my child.
- When on campus, model the EnCompass Academy Guiding Principles (in Family Handbook/ posted around the building).
- Communicate with the teacher if I have questions, comments, concerns, or need support to meet these commitments.
- Review this agreement with my child
- Donate on average \$5 dollars a week toward the Classroom Fund (\$5 per family, not per child) if I can.
- Volunteer at least 3 hours per month for my child /children (3 hrs/ family, not per child). I will fill out the Parent Interest/Needs survey.

Parent/Guardian initial _____



2018-2019
School Site Council Membership Roster – Elementary

School Name: EnCompass Academy

Chairperson : Cecilia Magdaleno
Vice Chairperson: Yosdelhi Ortiz
Secretary: Hilda Pena

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
• Minh Tram-Nguyen	X			
• Mayra Alvarado		X		
✓ David McKay		X		
• Elizabeth Cruger		X		
• Dana Turner			X	
• Katrina Pegross				X
• Yosdelhy Ortiz				X
• Sarahi Almendra				X
✓ Hilda Pena				X
✓ Cecilia Magdaleno				X
				X
				X

Meeting Schedule (day/month/time)	3rd Thursday of each month at 4:30 pm - 6:00 pm
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SSC Legal Requirements: (Ed. Code 52852)

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

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