OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

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

Meeting Date August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for EnCompass Academy

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Ask of the Board   Approval by the Board of Education of the 2022-2023 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, including Comprehensive Support & Improvement Grant
● Title IV, Parts A and B
● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for EnCompass Academy

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: EnCompass Academy

CDS Code: 1612590102988

Principal: Minh-Tram Nguyen

Date of this revision: 4/14/20

Board Office Use: Legislative File Info.
File ID Number: 22-1715
Introduction Date: 8/24/2022
Enactment Number: 22-1487
Enactment Date: 8-24-2022 CJH

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: 4/14/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: EnCompass Academy   **Site Number:** 181

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

    Date(s) plan was approved: _____4/14/2022_____

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

    [ ] Flyers in students' home languages   [ ] Announcement at a public meeting   [x] Other (notices, ParentSquare blasts, etc.)

Signatures:

Minh-Tram Nguyen	_Signature_	4/14/2022 Date
Principal		
Alicia Sikora	_Signature_	4/14/2022 Date
SSC Chairperson		
Monica Thomas	_Signature_	5.17.2022 Date
Network Superintendent		
Lisa Spielman	_Signature_	6/7/2022 Date
Director, Strategic Resource Planning		
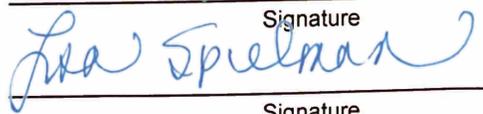
2022-23 SPSA ENGAGEMENT TIMELINE

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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/10/2022	Faculty & Staff Meeting	Budget wishlist, COVID conditions
2/8/2022	SSC	Needs Assessment, Strategies and practices
2/18/2022	Principal Parent Chat	Needs Assessment
2/16/2022	ILT	Strategies and practices
3/1/2022	SSC	Needs Assessment, Strategies and practices
3/8/2022	ILT	Strategies and practices
3/28/2022	Meeting w/ TSAs	Strategies and practices

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$118,080.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$495,718.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$108,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$18,060.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,880.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$228,435.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$7,200.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$118,080.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$377,638.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$495,718.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: EnCompass Academy	**School ID:** 181

School Description

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

School Mission and Vision

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	34%	*not available until Fall 2022*	85%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	29%	*not available until Fall 2022*	80%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	13%	*not available until Fall 2022*	75%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-78.2	n/a	*not available until Fall 2022*	0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	11%	*not available until Fall 2022*	65%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-80.4	n/a	*not available until Fall 2022*	0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	65%
CAST (Science) at or above Standard	All Students	5%	n/a	*not available until Fall 2022*	50%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-122.5	n/a	*not available until Fall 2022*	0.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	English Learners	-108.6	n/a	*not available until Fall 2022*	0.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	8%	*not available until Fall 2022*	60%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-123.6	n/a	*not available until Fall 2022*	0.0
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-98	n/a	*not available until Fall 2022*	0.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	2%	1%	*not available until Fall 2022*	15%

LTEL Reclassification	Long-Term English Learners	17%	0%	*not available until Fall 2022*	25%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	74%	80%	*not available until Fall 2022*	90%
Out-of-School Suspensions	All Students	1%	n/a	*not available until Fall 2022*	1%
Out-of-School Suspensions	African American Students	1%	n/a	*not available until Fall 2022*	1%
Out-of-School Suspensions	Special Education Students	2%	n/a	*not available until Fall 2022*	1%
Chronic Absenteeism	All Students	19%	23%	*not available until Fall 2022*	15%
Chronic Absenteeism	African American Students	23%	29%	*not available until Fall 2022*	15%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College/Career Readiness	Gr. 3-5 we increased substance and stamina for reading, progress on foundational skills, stronger schema and ownership of complex text. MOY 39 % of EO below standard in ELA vs 59% BOY (moved 17 EO students from Below). and Math __% in K new Letter Name by midyear __% 1st graders were at target fluency accuracy by midyear. Last year: 75% of students below standard in ELA and Math, lack of practice opportunities for speaking, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear.	* Standards-based curriculum * PLC anchored in student work * progress on foundational standards in K-2 * Increased teacher skill level, increased confidence, and expectation for student stamina * We increased substance and stamina for reading, stronger schema and ownership of complex text. * redesigned PLC creates greater focus on student learning lack of practice opportunities for speaking,
LCAP Goal 2: Focal Student Supports	Early start of direct phonics instruction (SIPPS) in K-2, the use of language dive increased in consistency, complex text use in K-2	* COST team has membership from multiple sectors which uses a systematic process for monitoring referrals and coordinating services weekly to meet student needs. * Strong Lead Inclusion teacher and support staff; Integration of Inclusion into schoolwide instruction and culture, culture of cross-functioning teams to provide T2,T3 where students were not successful.
LCAP Goal 3: Student/Family Supports	Families trust office staff, and teachers conducted digital home visits in the beginning of the year, use multiple means to communicate to families (Talking Points, WhatsApp, video, calls, emails, personal texts) in response to the conditions of distance learning. Disengaged students have multiple layers of staff working to support families.	*Strong schoolwide structures to support parents at all levels. * Student Family Connections Coordinator, Principal, consistent front staff, and teachers provide a customer service and student-centered culture. * 1:1 digital and drive by home delivery of computer, food. Distribution and tech support, engagement monitoring,
LCAP Goal 4: Staff Supports	Responsive PD and PLC structure now maintaining focus on student work. PLC was redesigned by ILT. Weekly PLC structure for grade level teams and grade Bands K-2, 3-5. Screen reader support enabled.	Strong partnership of coaches w/ Principal, ILT, Personal accountability of staff related to curriculum and standards improvement
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College/Career Readiness	ELL achievement needs to accelerate. Middle of year: **68**% of ELL below standard in ELA and **51**% of ELL below in Math, with single digit growth from Fall to Winter (caveat that different standards were assessed) *lack of practice opportunities for speaking *__% in K new Letter Name by midyear, __% 1st graders were at target fluency accuracy by midyear.	*absences from quarantines affected students receiving Tier 1 instruction as well as the neededTier 2, Tier 3 supports. Hard for teachers to keep the balance of moving forward on pacing while differentiating for those who missed school. *9 out of 14 teachers had not taught at EnCompass in physical school (6 were new to district this year and 3 started teaching at EnCompass during distance learning year. * Lack of knowledge of ELD standards and not having language objectives * Content gaps in Math rigor * Task design needs more opportunites for student language pracrice/rehearsal,student to student discussion (ELD Focal indicator 2.2,2.3) * Integrated and designated ELD is weak * Need to have consistent constructive monitoring * Teacher-centered instruction in math- mostly whole group. * Work through norming what academic rigor, quality work looks like with new team
LCAP Goal 2: Focal Student Supports	Absence of disengaged students persist for some students due to the many stresses of the pandemic conditions.	*Pandemic conditions and distance learning school required new structures and approaches that were being created along the way. * classroom-based progress monitoring needs to be normed *over-reliance on schoolwide support staff to monitor attendance *we need to do more inquiry and listening to students systematically to collect data on what would increase student agency and ownership in their learning. Teachers have vary effectiveness despite hard work to engage parents in asychonous learning supports.
LCAP Goal 3: Student/Family Supports	Everything is by phone, Zoom, and when teachers see parents during pick up at front of gate. Some teachers find it difficult to have hard conversations with families about accountability due to concerns about overstepping and due to getting push back and blame. Some perceive that pushing families is oppressive rather than supportive.	Student and teachers being masked affected learning engagement, increased eloptments, increased violence and conflicts resulting from reduced non-verbal cues and students unable to hear each other when attempted verbal communication, when heard and augmented by non-verbal facial cues, would have reduced conflict. There is a need to provide opportunities for parent education to that is more accessible whether in person or on-demand. We need to norm ways to post and share the data with kids so that they are motivated/inspired/feel urgent about chasing their own outcomes and success. Too much teachers doing the heavy lifting and mediating verbal discourse in classroom. Need to have student voice earlier in the year, earlier in the day, earlier in lessons

LCAP Goal 4: Staff Supports	A PLC structure with greater teacher ownership, use of data and assesments for learning was needed.	9 out of 14 teachers had not taught at EnCompass in physical school (6 were new to district this year and 3 started teaching at EnCompass during distance learning year. To set up physical school again with COVID safety precautions, adding breakfast outside without all structures in place, and restabilize a learning culture took most of Tri 1. Younger students who didn't have practice being in school, older students having anger, depression, hopelessness, frustration that carried over as vicarious trauma towards teachers and staff who were also handling pandemic stresses as humans.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW		

School: EnCompass Academy	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

ELL achievement needs to accelerate, 75% of students below standard in ELA and Math, lack of practice opportunities for speaking and writing, 50% in K new Letter Name by midyear, 20% 1st graders were at target fluency accuracy by midyear. A PLC structure with greater teacher ownership, use of data and assesments for learning was needed.Weekly PLC for math. Procure time and resources for Math PLC cycles

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Can be qualitative

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

Whether or not I will continue to work on those strategies that fund these Title 1 allocations

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
EEIP 2 (Mario Garcia)	College/Career Readiness	Provide small group intervention to students in: English Language Development (ELD) instruction, with a focus on Newcomer and Long Term English Learner (LTEL) students. Targeted math instruction to students currently performing below grade level. Support assessment administration for language, literacy, and math.	We have many absences due to COVID-19, COVID-related staff absences have required emergency coverage.

Upper grade students this year are much more disconnected from school, from the purpose of learning, have needed to redevelop scholarly habits and mindsets. We have needed to be more creative in how to increase motivation | Continue to provide FTE to ensure continued growth of ELLs and students below grade level in math. Plan and implement movement, play, and healthy competition integrating mathematics so that students develop a new narrative about math. |

TSA10	SBAC ELA Distance from Standard Met	Coordinate data and assessment platforms, Pull out focused instruction using instructional technology, supports Teacher Professional Development to enhance capacity to meet academic achievement content Support Services. Provide intervention services including working with reading tutors and attending IEPs; Assessment Data coordination and support planning and instructional practices in Math as a Math Teacher Leader; Collaborate with principal/ILT, attend all ILT meetings and serve on leadership committees.	The math support of new teachers in classroom observation and planning helped reset 5th grade math instruction to use more small group structures. Corodination of the district interim and ELPAC assessments for the new tests, platforms, calendars, schedules, and technology layers needed this type of support. The technology supports and expertise have been invaluable as we have 1:1 chromebook to student ratio. To increase rigor in shifting adult mathematics instruction, we need less of a math peer teacher leader and more of a Math Coach, who can hold the adult learning of conceptual mathematics more robustly.	Instead of serving as a math peer teacher leader, the role will function Math Coach and will provide more systematic observation and feedback . instead of remaining as math teacher leader to increase conceptual understanding of standards. The other functions of the job will be the same.
Stipends for teachers to lead- Workshop series for parents	Student Connectedness to School	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	With families and visitors not being allowed on campus due to pandemic conditions makes this time of workshop engagement not feasible. With returning to school from COVID shutdown doing school under pandemic conditions, along with the Omicron surge, our teachers and family members are at maximum bandwidth and have found it hard to engage in trainings.	We worked on building equitable relationships by having teachers participate in home visits - most on Zoom and some outside and family members' desired locations. For next year, we hope to fund for "Family Engagement On-Demand" platform to allow for family members ready-access to bilingual content to support their child based on their schedule and from their home.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: EnCompass Academy	School ID: 181

3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices

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

School Priority:	Increase student positive response to "feeling connected to school" by 10%
School Theory of Change:	If we design and deliver standards-based educational experiences that are affirming, liberatory, and transformational, then students will achieve personal, academic, and community excellence.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Engage in Listening and Learning campaign each trimester and implement learnings.	Provide schoolwide staff training on SEL standards and strategies, train teachers on Crew model of community building	Listening Learning Notes		
1-2	Academic achievements and growth milestones are provided experienced-based rewards by organizing for class spirit day, silly class events, etc.	Student leadership and supports coordination will maintain positive behavior intervention systems.	Academic target and celebration charted out by year		
1-3	Teachers participate in student events such as competitions	Organize school events- Spelling Bee, Oratorical Fest, Math Bowl, etc that involve teachers and staff	Event schedule		

1-4	Teachers recognize student progress with families in monthly classroom-based engagement events.	ILT will collaborate with staff to design student "Story of Me Graduate Profile" working backwards to what Students need to master in order to be ready for the next grade. Focus on K-2 foundational literacy and math place value foundations.	Classroom community mtg schedule		
1-5	Teachers will use minimum days to schedule Parent Conferences in Fall and Spring to provide feedback to parents about academic progress	Coordinate weekly COST Team to support families using suspension, absence, counseling, and URF data. Explore Parent Partners/or those who sign up for strategy sessions.	Conference schedules		
1-6	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.All students and families have at least 1 staff member they are connected to.	Student -family connections coordination, and professional learning structures will integrate anti-bias and cultural competency teachers and staff.	Sown to Grow		
1-7	Engage families through progress report conferences, and frequent progress reports sent home.	Schoolwide staff support with data integration into progress reports and family meetings.	Parent Square messages		
1-8	Teach phonics through SIPPS	30 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year.	observation		

1-9	Teachers actively build relationships with students and families to develop and maintain educational experiences that are affirming, liberatory, transformational that so students develop academic and communituy excellence.	Provide planning time during first cycle of inquiry so teachers can plan and review expectations to ensure coherence.	Sown to Grow		
1-10	Chronically absent students will have an individual plan developed by COST and staff mentors.	Focus on automaticity and recognize student mastery and growth on Sight Word Lists and Math Fact Fluency.	Attendance data		
1-11	Provide EnCompass Points to recognize students consistently	Create Hour of Play to celebrate movement and fitness as an incentive from a collective EnCompass Points compilation.	EnCompass Points		
1-12	Provide students weekly opportunities to develop emotional self-awareness using class-based systems in TK-1 and writing reflections in Sown to Grow with a focus language demand in gr. 2-5.	Gr. 5 Enrichment groups: Earth, Fire, Water, Air to develop life skills through arts, community and fitness.	Sown to Grow student entries and teacher feedback		
1-13	Cognitive Development through use of common languae of learning.	Provide arts enrichment such as dance, vocal music, and visual arts to develop self-expression, confidence, and model excellence in different ways of "knowing".	Enrichment schedule		

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1-14	PRIDE and POISE: through monthly class/group presentations tied with EnCompass Powers to help students to build resiliency: Starts with Self (Aug), Guided by Family (Sept), Engaged in Community (Oct), Rooted in Ancestors (Nov), Starts with Self (Dec), Guided by Family (Jan), Engaged in Community (Feb), Rooted in Ancestors (Mar)	Fund Student Supports and Leadership role to supplement supports for T3 students			

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority:	Implement consistent mathematical routines using CCSS-aligned curriculum for students to develop strong math identities in their ability to practice and demonstrate mastery of focal standards.
School Theory of Change:	If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students' to become college and career ready, problem solvers, collaborators, communicators, and owners of the math. "
Related Goal(s):	Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math proficiency
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Backwards plan using adopted curriculum, major work of the grade, and pacing guide.	Provide a schedule for regular grade level planning.	End of Unit assessments. i-Ready assessment data		
2-2	Design tasks connected to mathematical Big Ideas and anticipate misconceptions.	Provide time and resources for Math PLC cycles Provide classroom Look-For's in the week following PD and provide feedback loop.	End of Unit assessments. i-Ready assessment data		

2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.	PLC schedules. Students increased participation (percentage) per assessment.		
2-4	Use daily Math Talk and Mathematical Routines to build procedural and conceptual fluency. Provide adequate time for students to think, discuss, practice, and integrate new learning.	Establishes focal Math Routines for build schoolwide coherence, Model Math Talk Routine weekly at PD as a drop in the bucket.	End of Unit assessments. i-Ready assessment data		
2-5	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).	Fund TSA to support curricululum, data systems and monitoring, ELL succcess, and accelerate students through differentation.	End of Unit assessments. i-Ready assessment data		
2-6	Supplement adopted math curriculum with digital platform such as Zearn and STMath for in-class and homework sustained student practice.	Provide digital hardware, subscriptions, student whiteboards, and hands-on math tools. EEIP provides Math Pull out foundational skills mastery in Gr. 3-5.	End of Unit assessments. i-Ready assessment data		
2-7	Communicate daily mathematics goals, Content Language Objectives, and relevance to students	Professional learning time will provide training and monitoring of student work.	End of Unit assessments. i-Ready assessment data		
2-8	Attend foundational curriculum training for adopted curriculum, observe other teachers.	Schedule and communicate to teachers summer professional learning opportunities, schedule releases for teacher peer observations.	Teacher attendance		

2-9	Provide daily add/ or Weekly recognition and feedback to students on progress.	Work closely with the teachers and families to monitor progress on digital platform such as Zearn and STMath. Train teachers on how to monitor students' real-time work.	End of Unit assessments. i-Ready assessment data		
2-10	Nurture positive math identities & mathematical agency. Provide culturally-sustaining strategies with mathematical rigo. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction. Establish math in the school culture through Community Meeting, recess, events, weekly PD.	Student work Improved i-Ready proficiency Classroom observation		
2-11	Teachers teach NGSS FOSS curriculum at least 60 min/week (K-1), 90 min/week (2-5).	Ensure science is included and drop in during scheduled times. Organize supports for teachers to prep materials for hands-on lessons	Teacher schedules		
2-12	Provide daily, weekly, and topic quizzes	Data-driven instruction: Provide weekly Assessment of Learning to review student learning progress			
2-13	Release time for Math Planning after every PLC Cycle	Math Coach provides observation and feedback	Standards Mastery		
2-14	Students use common 5-step problem-solving strategy for word problems	PLC Cycle on Math review student 5-step problem strategy document.	Standards Mastery		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	CCSS-aligned instructional tasks will have students use meaningful reading content and new vocabulary to communicate thinking through sustained speak and writing.

				IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

	School Theory of Change:	If we design and implement Tier 1 standards-aligned tasks that are rigorous, culturally relevant with clear criteria for success communicated to students, then we will see all students continuously grow towards meeting or exceeding standards.

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Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. (K-2) 85% of students make grade level progress for reading fluency by benchmarks, (3-5) 75% of students reach proficiency or advanced in standards mastery assesments
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	TK-2 teachers implementing Phonological Awareness (Heggerty) daily	Purchase missing curricula Provide Professional/coaching development for new teachers Observation/Feedback focused on Phonological Awareness	DIBELS/IDEL data iReady PA data		
3-2	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	Purchasing missing curricula Provide Professional/coaching development for new teachers Observation/Feedback focused on SIPPS	SIPPS Mastery Test iReady Phonics data		
3-3	Teachers offering differentiated instruction	Schools developing systems for creating and monitoring SIPPS groups schoolwide	SIPPS groups ALL Block		
3-4	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data.	Schools conducting regular data analysis weekly in PD/PLC.	SIPPS Mastery Test progress		
3-5	Teachers center conversation around the text, uses strategic questioning to support learning for ALL students and promote productive and equitable conversations.	Principal, TSA and ILT members observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs and academic discussions	Informal or Formal Learning Walk Data Observations from Instructional Coach		

3-6	Teachers scaffold complex text through close reading, meaning making and differentiation.	Principal, TSA observe and provide specific, timely feedback on the implementation of closer reading strategies. 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.	Informal or Formal Learning Walk Data Observations from Instructional Coach		
3-7	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Fund TSA to support curricululum, data systems and monitoring, ELL succcess in Literacy, and accelerate students through differentation. Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices. Ensure planning and PLC time for Module and Unit unpacking, lesson planning, and looking at student work.	Informal or Formal Learning Walk Data Observations from Instructional Coach		
3-8	Teachers check for understanding through-out the lesson and make adjustments to support ALL students to meet the Learning Target.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Informal or Formal Learning Walk Data Observations from Instructional Coach		

3-9	TK Teacher will implement the newly adopted curriculum to fidelity and engage multilingual learners in developing oral language and beginning phonological awareness skills across all content areas that support the whole child through an SEL, asset-based lense.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Classroom observation and feedback cycles Implementation of adopted and aligned core TK curriculum, assessment, and report cards.		
3-10	Provide pre-referral interventions, trauma-informed practice, and Tier 1 literacy strategies to provide universal access to all learners, with specific attention to Low-Income children.	Provide expected classroom Look-Fors in week following PD and provide feedback loop Fund TSA to support curricululum, data systems and monitoring, ELL succcess, and accelerate students through differentation. Message progress of our throughline for equity success weekly and monthly. Leaders will model process of learning, expecting, supporting, monitoring, reflecting, to achieve equitable outcomes.	Informal or Formal Learning Walk Data Observations from Instructional Coach		
3-11	Provide critical thinking and metacognition strategies using schoolwide Thinking Maps.	Provide training and materials for schoolwide use of Thinking Maps across content, grades, and purposess.	Standards and Pacing check in		
3-12	Share goals progress with families weekly.	Establish biweekly formative cycles, as well as Interim assessments. Data systems are in place so teachers and Instructional Support staff can establish MTSS targets early.	Parent Square postings		

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-13	Conduct SIPPS Mastery tests and enter into Illuminate monthly.	Sets a clear expectation around SIPPS mastery test completion per month for every student. Provides follow up PD/PLC opportunities to learn how to give the Mastery Test via illuminate, reflect on the SIPPS pacing guide for teachers' grade-level, and reflect on integrity to routines Provides PD/PLC spaces to analyze the SIPPS Mastery Test Data (who is passing? who hasn't taken an assessment? who needs targeted support?) using New SIPPS Progress monitoring dashboards Sets aside times as an ILT and SLT to analyze grade-level and site-wide mastery test data for progress and trends.			

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Ensure teachers and leaders receiving strong professional learning in core curriculum, instructional priorities in order to design educational experiences that are affirming, liberatory, and transformational.
School Theory of Change:	If consistent high quality professional adult learning (PD and PLC) is provided for all teachers and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards aligned curriculum thus improving student outcomes
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Early Literacy Lead Teacher supports teachers on coherent blend of foundational skills with and reading comprehension and writing instruction using EL Education and SIPPS.	Develop PLC, observation, and ILT schedules aligned to the available staffing, coverage, and supports. EEIP teachers provide instruction during classroom teacher release on Wednesdays for Professional Learning and collaboration.	% of teachers that report feeling connected and engaged in PLCs (on staff survey) % of teachers reporting improved instructional practice because of Professional Learning (PDs, PLCs, Cycles of Inquiry)		
4-2	EEIP Teachers release classroom teachers for PLCs	Fund,organize align schedule	On PLC rubric (move to effective, strategic, transformational)		
4-3	Participate in PLC cycles	Weekly PLC time is protected, Model Looking at Student Work protocol, teachers will lead cohort and document learning, Professional learning time will provide training and monitoring of student work.	On PLC rubric (move to effective, strategic, transformational)		
4-4	Teach using Language Dive and student engagement protocols across content areas.	Monitor ELL progress	Scheduled walkthroughs and Peer observations Feedback documentation Observation tools		
4-5	Teachers align instructional schedules for each grade level	Schedule PLC times and align key instructional support resources (e.g., interim assessments, lesson planning tools, observation tools, coaching tools, PLC agendas) to the new curriculum and guiding principles. Make them available to support teachers' professional growth.	Calendared PLC times and agendas		

4-6	Teachers and instructional leaders collaborate and observe each other giving instruction and give each other feedback	Schedule time for teachers to observe each other, providing STIP coverage and/or prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction	Scheduled walkthroughs and Peer observations Feedback documentation Observation tools		
4-7	All teachers attend central 2nd Wednesday PD opportunities	Ensure high quality centrally provided professional development for all teachers on 2nd Wednesdays of every month.	Evidence of attendance at 2nd Wednesday PD and follow up at site based PLCs		
4-8	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	Provide time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. TSA supports instructional planning and implementation.	Growth on PLC rubric		
4-9	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data that includes Cycles of Inquiry and collecting/analyzing student work.	PD calendar and agendas, feedback		
4-10	Participate in peer intervisits for observation and feedback to support professional growth partnerships	Establish structure, training, schedule, and release for peer itnervisits process	Peer Intervisits scheduled, notes		

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Ensure teachers and leaders receiving strong professional learning in core curriculum, instructional priorities in order to design educational experiences that are affirming, liberatory, and transformational.

	School Theory of Change:	*If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives …then Black students will have a positive math identity, and become the owners of mathematics. *If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students … then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks. *If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.

	Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math/ELA proficiency

	Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Observations Self Reflection Participate in central PD		
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data PD		
5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		

#	Teaching Actions	Leadership Actions	Evidence of Implementation	If Title-Funded	MTSS Tier
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		
5-5	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Task of focal AA students Informal or Formal Learning Walk Data PD		
5-6	"Starts with Self" project in first trimester while introducing Thinking Maps, prepare students for their presentation on the weekly rotation schedule	Schedule for schoolwide "Starts with Self" unit, provide planning time	Student project completion and presentations		
5-7	Small group instruction providing opportunities for acceleration/ enrichment	Find funds and curate Reconstruction.us online courses demonstrating Black excellence and Black joy.	Completed courses		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	Consistent implementation of Designated and Integrated ELD practices
School Theory of Change:	If we routinely use text-based Language Dives to unpack sentences, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.
Related Goals:	We will reclassify 15% of our ELLs. 50 % will increase one ELPAC level, 25% will increase in one ELPAC level in the Listening category.) Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	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.	Language and Literacy PLC Cycles use target langage demand to plan towards EL Ed End of Module Performance Task. Provide support for use of Language Growth Tool Overlay to strengthen teacher knowledge to teach grammar in an integrated manner. Provide a direct vocabulary instruction in integrated content units using vocabulary selected from complex text sets.	Recognition postings		
6-2	Use Language Dive ELD block in which students are producing oral and written language at least 50% of the block.	Identify Reclassification target students in literacy growth tracker	Observations, Teacher reflections		
6-3	Writing process focuses on intentional language demands, monitored using Language Growth Overlay Tool.	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	Schedules		
6-4	Use Language Dives 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	Observations, Teacher reflections		

10-Month Teacher on Special Assignment (TSA)	$29,977	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	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.	181-1
11-Month Teacher on Special Assignment (TSA)	$62,230	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	3978	Teacher TSA 11 Month - 12 Pay	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	181-2
CERTIFICATED EXTENDED CONTRACTS	$10,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Develop a system for schoolwide staff support with data reports and integration into reports	181-3
Classified Instructional Aide salaries	$44,700	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8726	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Engage in Listening and Learning campaign each trimester and implement learnings.	181-4
Classified Overtime	$1,000	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	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.	181-5
CLASSUPPT SUBSTITUTES	$2,000	LCFF Supplemental	2250	Classified Support Salaries: Substitutes		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Design tasks connected to mathematical Big Ideas and anticipate misconceptions.	181-6
CLERICAL SUBSTITUTES	$2,000	LCFF Supplemental	2450	Clerical Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Use daily Math Talk and Mathematical Routines to build procedural and conceptual fluency. Provide adequate time for students to think, discuss, practice, and integrate new learning.	181-7
CONTRACTS	$77,072	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	--Provide PD & instructional coaching via a Language & Literacy Coach. --Provide classroom walk thru data to inform next steps.	181-8
Copier Maintenance	$6,500	General Purpose Discretionary	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Weekly PLC time is protected, Model Looking at Student Work protocol, teachers will lead cohort and document learning, Professional learning time will provide training and monitoring of student work.	181-9
EXTENDED CONTRACT CLERICAL	$1,000	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	EEIP Teachers release classroom teachers for PLCs	181-10
ONLINE SITE LICENSES	$1,500	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Backwards plan using adopted curriculum, major work of the grade, and pacing guide.	181-11
Prep/Enrichment Teacher	$25,155	LCFF Supplemental	1105	Certificated Teachers' Salaries	8101	Teacher Education Enhancement	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Provide digital hardware, subscriptions, student whiteboards, and hands-on math tools. EEIP provides Math Pull out foundational skills mastery in Gr. 3-5.	181-12
Prep/Enrichment Teacher	$18,500	LCFF Supplemental	1105	Certificated Teachers' Salaries	1562	Teacher Education Enhancement	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Engage in Listening and Learning campaign each trimester and implement learnings.	181-13
Prep/Enrichment Teacher	$100,621	Title I: Basic	1105	Certificated Teachers' Salaries	8101	Teacher Education Enhancement	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have atleast 1 staff member they are connected to.	181-14

Student Support & Enrichment Tutoring	$7,200	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Chronically absent students will have an individual plan developed by COST and staff mentors.	181-15
Substitute Teacher Incentive Plan (STIP) Teacher	$74,306	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8727	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have atleast 1 staff member they are connected to.	181-16
Equipment Maintenance Agrement		LCFF Supplemental	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	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).	181-17
Supplies	$9,560	General Purpose Discretionary	4300	Materials & Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	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.	181-18
To be allocated in Fall 2022.	$7,379	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	181-19
To be allocated in Fall 2022.	$2,880	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have atleast 1 staff member they are connected to.	181-20

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

<mark>EnCompass Academy</mark>

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

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

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- We will present the plan at our Title 1 meeting in August.
- Post notices on campus, make Robocalls, send through Parent Square

The school communicates to families about the school's Title I, Part A programs by:
- Title 1 Meeting presentation at the Back to School Orientation
- Listening & Learning Sessions
- Provide ample notice and translation into Spanish
- Post notices on campus, make Robocalls, send Talking Point

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:
- Assessment results home for literacy, English fluency, SBAC tests

- We will present the plan in **August.** Translation, ample notice is given. Dates are embedded into school's annual calendar.

- By end of August annually: Gather and disseminate to parents for review the following materials at the Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, student achievement (state assessment results), non-highly qualified teacher.

- To do this: Share date of meeting with staff, meet w/ Student-Family Connections Coordinator to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, provide presentation with year's information, establish raffle, train volunteers. If virtual, set up Zoom link and send out notice on Parent Square.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- Provide ample notice and translation into Spanish and English

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- Provide bilingual English and Spanish training parents by Student-Family Connections Coordinator

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- Common Core standards
- The State of California and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- How to monitor their child's progress

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- SSC
- SELLS
- District LCAP

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:
- Ample notice provided
- Childcare and food are always provided at SSC, SELLS meetings
- Academic workshops will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
- Childcare is always provided
- Translation is always provided

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- Review at Annual Title 1 Meeting
- Review in SSC Meeting
- We will present the plan and applicable materials at our annual Back In School Night by the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
- All fliers, conferences, and Robocalls are provided with translation

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Meetings and presentations held in accessible and ADA-compliant facilities
- Meetings and presentations conducted in English and Spanish
- SSC and SELLs meetings held monthly and family members are given ample notice via fliers, Robocalls, Parent Square

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Share Academic Data at least 2 times/year to staff
- Conduct Professional Development on parent involvement, including listening to a parent panel.
- Inclusion parent meeting
- Parent engagement in Student Success Team, Student Attendance Review Team, Principal-Parent Chat/Town Hall

The school provides support for parent and family engagement activities requested by parents by:
- Consultation with Student-Family Connections Coordinator

- We will present the plan and applicable materials in September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.

- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Faculty hold report conference in November and March report card conferences for ALL families
- Some teachers/staff conduct home visits.
- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:
- We will present the plan and applicable materials in September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- Faculty hold report conference in November and March report card conferences for families
- Some teachers/staff conduct home visits.
- Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.
- Student-Family Connections Consultant will lead K2C college savings campaign

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption
This policy was jointly developed and adopted by EnCompass Academy on August 30, 2021 and will be in effect for the period August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Minh-Tram Nguyen, Principal

Signature of Principal: *Minh-Tram Nguyen*

Date: 8/30/2021

Título I, Parte A Política de participación de los padres y la familia de la escuela

Todas las escuelas del Título I desarrollarán conjuntamente una política escrita de participación de los padres y la familia con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos de participación de los padres y la familia designados en el Título I, Parte A.

La Academia EnCompass

acuerdo implementar las siguientes prácticas de participación, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para la Participación Familiar Significativa::

Estándar 1 de Participación Familiar de OUSDPrograma de Educación para Padres / Cuidadores Las
familias reciben apoyo con habilidades de crianza y crianza de niños, comprensión del desarrollo de niños y adolescentes y establecer condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.

La escuela proporciona a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos mediante:

- Noche de regreso a la escuela (septiembre)
- Talleres académicos
- Oakland Promise / Educación de preparación universitaria
- Conferencias de
- boletas de calificaciones Muestra de aprendizaje (Mayo)

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:

- Presentar el plan en nuestra reunión anual de Título 1 en **agosto.** Se proporciona traducción, cuidado de niños y amplia notificación. Las fechas están integradas en el calendario anual de la escuela.
- SST, IEP, SART (durante todo el año)
- Informe SARC en el sitio web de OUSD
- Charlas entre el director y los padres

- Trabajar con la consejería y otros socios para proporcionar talleres para padres sobre el desarrollo de la resiliencia, la eficacia, las comunicaciones entre los padres y la autoestima de los niños , preparación para la universidad

Estándar 2 de participación familiar de OUSD: Comunicación con los padres y cuidadores
Las familias y el personal de la escuela participan en una comunicación significativa, bidireccional y regular sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de los padres y la familia de la escuela al:
- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y explicar los requisitos del programa y el derecho de los padres a participar.
- Presentaremos el plan en nuestra reunión de Título 1 en agosto.
- Publicar avisos en el campus, realizar llamadas automáticas, enviar a través de Parent Square

La escuela se comunica con las familias sobre los programas de Título I, Parte A de la escuela mediante:
- Presentación de la reunión de Título 1 en lasorientación de regreso a la escuela
- Sesiones de escucha y aprendizaje de
- Proporcionar amplia notificación y traducción alen español
- correoavisos en el campus, realizar llamadas automáticas, enviar puntos de conversación

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes mediante:
- Resultados de la evaluación de alfabetización en el hogar, fluidez en inglés , Pruebas SBAC

- Presentaremos el plan en **agosto.** Traducción, se da amplia notificación. Las fechas están integradas en el calendario anual de la escuela.

- Anualmente para fines de agosto: Reúna y difunda a los padres para que revisen los siguientes materiales en la reunión anual del Título I: Política actual de participación de los padres de la escuela, pacto entre la escuela y los padres, logros estudiantiles (resultados de evaluaciones estatales), maestro no altamente calificado.

- Para hacer esto: Comparta la fecha de la reunión con el personal, reúnase con el Coordinador de Conexiones entre Estudiantes y Familia para brindar apoyo logístico para el programa (cuidado de niños, comida, limpieza, asistencia, alcance), reunirse con el coordinador de datos del sitio, brindar una presentación con la información del año, establecer rifa, capacitar voluntarios. Si es virtual, configure el enlace Zoom y envíe un aviso en Parent Square.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres entienden al:
- Proporcionar una amplia notificación y traducción al español e inglés

Estándar 3 de participación familiar de OUSD: Programa de voluntariado de padres
Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para las familias como voluntarios en los salones de clase y otras actividades escolares por:
- Provide bilingüe formación de padres españoles por conexiones Coordinador de Estudiantes-FamiliaInglés y

OUSD Participación Familiar Estándar4: aprendizaje en el hogar
Las familias están involucrados con sus hijos en las actividades de aprendizaje en el hogar , incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos mediante:
- Estándares básicos comunes
- Lasdel Estado de California evaluaciones académicasy del Distrito Escolar Unificado de Oakland, incluidas evaluaciones alternativas
- Niveles de competencia académica que se espera que logren los estudiantes
- Cómo monitorear el progreso de su hijo

Estándar de participación familiar de OUSD 5: Poder compartido y toma de decisiones
Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales mediante:
- SSC
- SELLS
- Distrito LCAP

La escuela brinda oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos mediante: Se
- proporciona un aviso amplio Se proporciona
- cuidado de niños y alimentos en el SSC, reuniones de SELLS
- Se proporcionarán talleres académicos en una combinación de eventos matutinos (después del comienzo de la escuela), o para superponerse con el programa después de la escuela despido para maximizar la asistencia.
- Siempre se proporciona cuidado de niños Se proporciona siempre
- traducción

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela por:
- Revisión en la reunión anual del Título 1
- Revisión en la reunión del SSC
- Presentaremos el plan y los materiales aplicables en nuestra Noche de Regreso a la Escuela anual a fines de septiembre. Se proporciona traducción, cuidado de niños y amplia notificación. Las fechas están integradas en el calendario anual de la escuela
- Todos los volantes, conferencias y llamadas automáticas se proporcionan con traducción

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:
- Reuniones y presentaciones realizadas en instalaciones accesibles y que cumplen con la ADA
- Reuniones y presentaciones realizadas en inglés y español
- Las reuniones de SSC y SELL se llevan a cabo mensualmente y los miembros de la familia reciben un aviso con suficiente antelación a través de folletos, llamadas automáticas, personal de Parent Square

Educates, con la ayuda de los padres de Título I, en el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales.
- Compartir datos académicos al menos 2 veces al año con el personal.
- Realizar desarrollo profesional sobre la participación de los padres, incluida la escucha de un panel de padres.
- Reunión de padres de inclusión
- Participación de los padres en el Equipo de Éxito Estudiantil, Equipo de Revisión de la Asistencia de los Estudiantes, Charla entre el Director y los Padres / Ayuntamiento

La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:
- Consulta con el Coordinador de Conexiones entre el Estudiante y la Familia

- Presentaremos el plan y materiales aplicables en septiembre. Se proporciona traducción, cuidado de niños y amplia notificación. Las fechas están integradas en el calendario anual de la escuela.

- Usamos SST y SART para ayudar a educar a los padres sobre lo que se necesita para que la escuela tenga éxito. La
- facultad realiza una conferencia de informes en las conferencias de boleta de calificaciones de noviembre y marzo para TODAS las familias.
- Algunos maestros / personal realizan visitas domiciliarias.
- Actualizar el proceso de revisión del plan del sitio con SSC: Las actualizaciones considerarán los cambios demográficos de la escuela, el apoyo disponible para la participación familiar, el énfasis estratégico de la escuela para acelerar el rendimiento y mejorar el clima escolar en base a nuevos datos.

Estándar 6 de participación familiar de OUSD: Recursos y colaboración comunitaria
Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Presentaremos el plan y materiales aplicables en septiembre. Se proporciona traducción, cuidado de niños y amplia notificación. Las fechas están integradas en el calendario anual de la escuela.
- Usamos SST y SART para ayudar a educar a los padres sobre lo que se necesita para que la escuela tenga éxito. La
- facultad realiza una conferencia de informes en las conferencias de boleta de calificaciones de noviembre y marzo para las familias.
- Algunos maestros / personal realizan visitas domiciliarias.
- Actualizar el proceso de revisión del plan del sitio con SSC: Las actualizaciones considerarán los cambios demográficos de la escuela, el apoyo disponible para la participación familiar, el énfasis estratégico de la escuela para acelerar el rendimiento y mejorar el clima escolar en base a nuevos datos.
- El consultor de conexiones entre estudiantes y familias dirigirá la campaña de ahorros para la universidad de K2C

Si un plan para toda la Escuela Título I no es satisfactorio para los padres, un padre puede presentar cualquier comentario sobre el plan (SPSA) a laOficina de Planificación Estratégica de Recursos

adopción
Esta política fue desarrollada y adoptada por EnCompass Academia elen forma conjunta 30 de agosto, 2021 y estará en vigente para el período del 9 de agosto de 2021 al 25 de mayo de 2022.

La escuela distribuirá esta política a todos los padres a más tardar el 30 de septiembre del año escolar actual.

Minh-Tram Nguyen, director

Firma del director: *Minh-Tram Nguyen*

Fecha: 30/8/2021

School-Parent-Student Compact

EnCompass Academy

2021-22

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

This School-Parent Compact is in effect for the 2021-22 school year.

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   a) Communicate clear expectations for performance to students, staff, family members
   b) Address the individual needs of the student through Tier 1 instruction, and using a Multi-Tiered Service and Support model to determine Tier 2 or 3 support as needed
   c) Provide a safe, positive and healthy learning environment
   d) Hold timely SSTs, IEPs, 504 Plan, SARTs for applicable students referred through COST process
   e) Work with community partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   a) Faculty hold report conference in November and March report card conferences for all families
   b) Family members will have translation support in Spanish as needed
   c) Family members will have an opportunity to attend make-up conferences if unable to attend during the conference period

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

   a) The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children through Back to School Orientation. Weekly Classroom Family

Meetings, Oakland Promise/College Readiness education, Report Card Conferences, Learning Showcase, Town Hall with Principal

b) The school communicates to families about the School Parent and Family Engagement Policy by convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. We will present the plan at our Title 1 meeting in August.

c) Post notices, make Robocalls, send Talking Point

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

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

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

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

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

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

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

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
   a) Opportunities for consultation with Student-Family Connections Coordinator
   b) Use SSTs and SARTs to help educate parents regarding what it takes to have school success

Parent Responsibilities

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

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

Student Responsibilities

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

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

This Compact was adopted by the EnCompass Academy on August 30, 2021 and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 30, 2021.

Signature of Principal: *Minh-Tram Nguyen*

Date: August 30, 2021

Strategic Resource Planning (SRP)

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

EnCompass Academy
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Alicia Sikora
Vice Chairperson:	Rose Coffield
Secretary:	Samantha Montemayor

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Minh-Tram Nguyen	☑	☐	☐	☐	
Dana Turner	☐	☐	☑	☐	
Justine McGrath (alternate)	☐	☐	☐	☑	
Sandra Garcia	☐	☐	☐	☑	
Rosa Diaz	☐	☐	☐	☑	
Isabel Pedroza	☐	☐	☐	☑	
Nichelle Pendleton	☐	☐	☐	☑	
Sandra Briseno	☐	☐	☐	☑	
Samantha Montemayor	☐	☑	☐	☐	
Rose Coffield	☐	☑	☐	☐	
Alicia Sikora	☐	☑	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	Tuesdays, 1st of each month 5:00-6:00 PM

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members