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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for EnCompass Academy

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for EnCompass Academy.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for EnCompass Academy



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** EnCompass Academy  
**CDS Code:** 1612590102988  
**Principal:** Minh-Tram Nguyen  
**Date of this revision:** 5/15/2025

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

**Position:** Principal

**Address:** 1025 81st Avenue  
Oakland, CA 94621

**Telephone:** 510-639-3350

**Email:** tram.nguyen@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/15/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** EnCompass Academy

**Site Number:** 181

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/15/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Minh-Tram Nguyen

*Principal*

*Minh-Tram Nguyen*

Signature

5/15/2025

Date

Michele Lee

*SSC Vice-Chairperson (in absence of Chair)*

*Michele E. Lee*

Signature

5/16/2025

Date

*SELLS Representative (optional)*

Signature

Date

Monica Thomas

*Network Superintendent*

*Monica Thomas*

Signature

5/16/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/16/25

Date

## 2025-26 SPSA ENGAGEMENT TIMELINE

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

**Site Number:** 181

181

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$102,860.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$701,076.98

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$100,080
Title I, Part A Parent & Family Engagement (#3010)	\$2,780
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$102,860</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$701,076.98</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$28,200
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$61,984
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$598,217</b>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: EnCompass Academy		School ID: 181
CDS Code: 1612590102988	SSC Approval Date:	Board Approval Date:
<b>School Mission and Vision</b> 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.		
<b>Purpose of this Plan</b> This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA): • Targeted Support & Improvement                      for the following groups:                      Special Education Students, African American Students		
The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.		
<b>Resource Inequities</b> (Briefly identify and describe any resource inequities identified as a result of your needs assessment.) Staff shortage to meet the heightened needs resulted in affected teacher sustainability and mental health. 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.		
<b>School Demographics, 2023-24</b>		

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.3%	15.5%	78.1%	0.7%	1.6%	12.9%	98.7%	59.4%	2.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.7%	1.0%	1.3%	0.3%	0.0%	0.3%	98.4%	7.4%	87.0%

## 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

### Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	25.5%	25.8%	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	38.9%	56.1%	not available until fall 2025	60.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	54.2%	61.8%	not available until fall 2025	75.0%



English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-95.7	-82.2	not available until fall 2025	-50.0
SBAC ELA Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	42.8%	72.7%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-106.6	-73.6	not available until fall 2025	-50.0
SBAC Math Participation	All Students	97.4%	97.4%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.2%	9.3%	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	4.3%	4.2%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	97.9%	100.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May of 2026 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY				
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-136.0	-93.2	not available until fall 2025	-50.0
SBAC ELA Distance from Standard Met	English Learners	-114.6	-98.4	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	57.9%	52.0%	not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-110.2	-27.3	not available until fall 2025	-20
SBAC Math Distance from Standard Met	English Learners	-122.9	-91.4	not available until fall 2025	-50.0
Reclassification Measures & Targets					
	*Reference <a href="#">Stages of ELD Data slides</a>				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.0%	14.3%	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	37.5%	0.0%	not available until fall 2025	50.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	65.4%	70.9%	not available until fall 2025	95.0%
Out-of-School Suspensions	All Students	1.5%	2.7%	not available until fall 2025	1.5%
Out-of-School Suspensions	African American Students	1.9%	11.1%	not available until fall 2025	1.9%
Out-of-School Suspensions	Special Education Students	2.2%	12.0%	not available until fall 2025	2.2%
Chronic Absenteeism	All Students	75.0%	32.1%	not available until fall 2025	15.0%
Chronic Absenteeism	African American Students	65.9%	50.0%	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
<b>Identified School Need:</b>	<p>Specifically:</p> <ul style="list-style-type: none"> <li>- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.</li> <li>- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.</li> <li>- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.</li> </ul>				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	77.5%	76.3%	not available until fall 2025	80.0%

# 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>Data conferences and Student-led conferences have helped activate student-led learning. Direct modeling and coaching of teachers from instructional leadership. MTSS, PBIS, Family engagement team and structures center students' experience to cultivate voice, expression, faster feedback for behavioral needs so they can feel school is a safe and joyful place to build community, take learning risks, and practice self-efficacy.</p> <p><b><u>As of 2024-25 MOY I-Ready Assessments:</u></b></p> <p>Math @ Early/On Grade =10.6% vs. 2023-24 MOY's 6.7% (+ 3.9%)  Math Meeting 100% Typical Growth Target =32.3% vs. 2023-24 MOY's 23.2% (+ 9.1%)  Math Meeting 40-100% MOY Typical Growth Target=64.4% vs 2023-24 MOY's 53.7% (+10.7%)  Math Meeting 40-100% MOY Stretch Growth Target 51.5% vs. 2023-24 MOY's 41% (+10.5%)</p> <p>ELA @ Early/On Grade = 21.3% vs. 2023-24 MOY's 16.1% (+ 5.2%)  ELA Meeting 100% Typical Growth Target =36.8% vs. 2023-24 MOY's 31.8% (+5%)  ELA Meeting 40-100% MOY Typical Growth Target= 67.2% vs 2023-24 MOY's 60.2% (+7%)  ELA Meeting 40-100% MOY Stretch Growth Target 50.8% vs. 2023-24 MOY's 41.2% (+9.6%)</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Creative and resourceful staff works to support tier 3 students. Experienced SPED teacher team.</p> <p>Protected uninterrupted literacy block implemented in all grade levels.</p> <p>On Level students with IEP in I-Ready ELA: 2024-25 MOY 21% vs. 2023-24 MOY's 11% (+10%)</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Vision and values-aligned programming, PD, staff culture</p> <p><b><u>As February 10, 2025 compared to 2024, we</u></b></p> <p>1. Increased positive attendance by over 1% from last year's. Increased Satisfactory attendance from 40.8% to 51.8%.</p> <p>2. Reduced chronic absenteeism to 25% vs. 32.1% in 2023-24.</p> <p>3. Suspension rate is below 2%, with 3 suspensions.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>-The use of staff Crew, storytelling brings the wisdom of staff.</p> <p>-The emphasis of tapping into teachers' inner wisdom in supporting the whole child reduces</p> <p>3 preps have helped.</p> <p>-Collaborative culture, hard working and diverse team.</p> <p>All new teachers hired in August have a BTSA induction coach who is also a teacher at the site.</p> <p>The ELLMA office coaches and Elementary Education department coaches are hands on and proactive. Talent Partner, Talent analyst, recruiter to support have been very helpful.</p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>

<p>LCAP Goal 1:</p>	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<ul style="list-style-type: none"> <li>-Need additional reading tutors to increase foundational skills with students- it's been hard to fill this vacancy.</li> <li>-Need to increase daily intentional reading fluency practice implemented in daily schedules.</li> <li>-Students need more instruction, models of excellence, deliberate practice, and frequent feedback in writing.</li> <li>-Students need more deliberate practice to build reading stamina content-integrated response to text.</li> <li>-Students need to see exemplars and non exemplars and know how to self-assess and provide peer feedback in producing high quality work.</li> <li>-We need to increase sustained student discourse using language targets across content areas in a coherent way that transfer into quality writing.</li> <li>-Integrated language development needs to be built into Crew to ensure students get daily practice with language target.</li> <li>-There is lack of integrated coaching to tie this in Crew, ELA, Math, Science, and Social Studies</li> <li>-We need to increase site visits, school visits, and professional learning lens and experience beyond what is currently available within our site/district. We will greatly benefit from coaching at to get to the level EL Education-credentialed schools, through a combination of site observations and feedback, Professional Learning content in PLC/PD, and off site professional learning with EL Education credentialed schools.</li> <li>-We need to maintain clarity and tightness in the implementation cycle, in the data-driven cycle.</li> <li>-Release coverage for consistent PD, PLCs continues to be difficult as we lost our STIP sub and EEIP for most of the year.</li> <li>-Students need consistent routines to ensure total participation and increase student to student academic discourse.</li> <li>-Chonic absences impact over about 20% of students this year, accumulating from the past 2 years of missed school.</li> <li>-Our Gr. 3-5 ELA Coach is part time, and there is no Math Coach.</li> </ul> <p>Math @ Early/On Grade =10.6% is about 64% away from our goal of 75%</p> <p>ELA @ Early/On Grade = 21.3% and is 53.7% from our Goal of 75%.</p> <p>ELA Meeting 100% Typical Growth Target Grew 5% between last 2023-24 and this 2024-25 MOY, but this isn't high enough, given so many are below proficiency.</p> <p>While our EOY 2023-24 DECREASE in distance from standards compared to EOY</p>
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<p>LCAP Goal 2:</p>	<p>By May of 2026 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</p>	<p>-Staffing shortage of instructional support staff -completion of IEPs with coordination of shared ed psycholoist and unsustainable work load for SPE staff with IEP paperwork and students who need a more resitriictive environment not getting what they need in a larger classroom context. -More arts integration, project-based learning, physical movement, and field studies will offer students with IEPs pathways to demonstrate their genius. -Adult mindsets which personalize the student behavior, rather than understanding functions of behavior and engacting strategies consistently, neutrally, such as CHAMPS to set clear expectations.</p>
<p>LCAP Goal 3:</p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>As of Jan 2025: Staff illness/transitions, 20% chronic absence of students is still too high. Disporportionate suspensions are from students with IEP whose dysregulation can be highly disrupted and unsafe, causing suspension. Students who are chronically absent at a severe level has not made it to the SARB process, which is our Attendance Team's work to accelerate that pipeline. Training new attendance staff, the part time allocation of attendance staff makes it hard to complete all the many SARTs and SARBS. The allocation and staff formula or attendance post-pandemic has not be updated to meet what it takes to run our schools with so miuch more attendance issues, both as carry over from pandemic and ongoing serious flus that last longer and are more pernicious. Long Covid a factor affecting our community, and the ICE worries will continue to challenge our community.</p>



<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>While this goal presupposes so much for the site to hold and figure out, a lot of the major stressors for teachers are external to the site. Some examples include: Staff Transitions due to discipline/FMLA/Promotion: 2 classroom teachers, 1 STIP Sub, 1 out of classroom teacher While there is funds to replace STIP sub, the hiring freeze exemption process has been in limbo for and keeps us from having consistent support for absence and releases. There are a lot of teachers on various forms of temporary credentials in this teacher shortage era, so the time of structure of case management needs to adjust to meet the moment.</i></p> <p><i>Teachers have to navigate a large credentialing bureaucracy without case management support from central office- too much is left up to teachers. The Credentialing arm of Talent needs to be designed and staffed for a staff-centered and not bureaucracy centered user experience for teachers who are so time-impacted, can easily navigate and get case management support when CDC doesn't respond.</i></p> <p><i>The auditing formulas/process for determining SPED support also seems outdated and unable to meet the moment with real-time conditions of the nature of children's needs after the pandemic. SPED department's process of moving and assigning people, chasing compliance and holding people accountable without deeply embedding at sites leave SPED teachers on site feel disrespected, not valued, and increases burnout. The nature of supports are so fragmented.</i></p>
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ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	67.4%	44.7%	not available until fall 2025	38.7%
Suspension	Special Education Students	2.2%	12.0%	not available until fall 2025	2.2%
Chronic Absenteeism	African American Students	65.9%	50.0%	not available until fall 2025	44.0%
Suspension	African American Students	1.9%	11.1%	not available until fall 2025	1.9%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW	
School: EnCompass Academy	SPSA Year Reviewed: 2024-25 SPSA Link: <a href="#">2024-25 SPSA</a>
2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA	
Briefly describe the overall implementation so far of the <b>current</b> SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.	
<p>Breakfast in the classroom meant that morning meeting/crew time wasn't consistent and robust for SEL Foundations was moved to before recess, which allowed for coherent Crew first thing in the morning, improving SEL foundations. We closed the math TSA position and funded the EL Education contract. We departmentalized Math and ELA in gr. 3. We met w/ Nichole Rawlings to support planning backwards for Student-Led Data conferences. We launched Student Led Conferences for K-5 for Fall and will be implementing our Winter Cycle at the end of February.</p> <p>There were 2 classroom teachers on Leave for 4-5 weeks,there was classroom teacher transition and a replacement was sought, a STIP Substitute promotion created that vacancy, and another teacher illness with no end date in sight. WE lost our Testing Coordinator, and</p>	
Describe and explain the <b>effectiveness</b> of the strategies and actions to achieve the articulated goals.	

We needed to increase sustained student discourse using language targets across content areas in a coherent way that transfer into quality writing. We needed an intellectually rigorous, whole-child resources to anchor early childhood experiences that also sustains and retains teachers.

Instead of teaching 6-7 different curricula our primary teachers and students experienced implemented the district-initiated pilot of the Great First Eight curriculum. Through that, the SEL, ELA, Math, Science, and Social Studies were woven into a holistic project-based learning curriculum and integrated PD process, for whole child impact. Our TK and K oratorical performances have been the best in the 20-year history of the school, and teachers and parents love it what the children are learning and are able to do. Students are showing more independence, confidence, and poise in scholarly behavior. Parents have asked for more of the Family Studios that come with the pilot because they are learning so much to support their child. In the national report, Learning, Joy, and Equity: A New Framework for Elementary Education, published by The Children Equity Project, our school was a featured under one of the identified 14 Core ingredients, "**Core ingredient #6: Research-informed, community relevant, individualized instruction and interdisciplinary curricula.**" Link: <https://cep.asu.edu/sites/default/files/2024-07/learning-joy-equity-071224.pdf>.

Other data points of the effectiveness of our many strategies:

We increased Satisfactory attendance from 40.8% to 51.8%, and as of February 2025, have reduced chronic absenteeism to 25% vs. 32.1% in 2023-24.

As of 2024-25 MOY I-Ready Assessments:

Math @ Early/On Grade =10.6% vs. 2023-24 MOY's 6.7% (+ 3.9%)

Math Meeting 100% Typical Growth Target =32.3% vs. 2023-24 MOY's 23.2% (+ 9.1%)

Math Meeting 40-100% MOY Typical Growth Target=64.4% vs 2023-24 MOY's 53.7% (+10.7%)

Math Meeting 40-100% MOY Stretch Growth Target 51.5% vs. 2023-24 MOY's 41% (+10.5%)

ELA @ Early/On Grade = 21.3% vs. 2023-24 MOY's 16.1% (+ 5.2%)

ELA Meeting 100% Typical Growth Target =36.8% vs. 2023-24 MOY's 31.8% (+5%)

ELA Meeting 40-100% MOY Typical Growth Target= 67.2% vs 2023-24 MOY's 60.2% (+7%)

ELA Meeting 40-100% MOY Stretch Growth Target 50.8% vs. 2023-24 MOY's 41.2% (+9.6%)

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.

EOY 2023-24 DECREASE in distance from standards compared to EOY 2022-23 are as follows:

SBAC MATH -106 pp (2022-23) vs. -73.6pp (2023-24) (decreased by 33pp)

SBAC ELA -95.7pp (2022-23) vs. -82.2 pp (2023-24) (decreased by 13.5 pp)

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure Code</b> <i>(this column will be hidden eventually)</i>	<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
1120 - Teachers Salaries Stipends	Extended Contracts for Teachers	Student Connectedness to School	TK-1 Parent workshop support in Feb-April	Not able to evaluate, as funds not expended.	Not able to evaluate, as funds not expended due to staff turnover
TSA Classroom 10Mos	10-Month Classroom Teacher on Special Assignment (TSA)	SBAC ELA Distance from Standard Met	N/A	Position closed	Position closed
1120 - Teachers Salaries Stipends	Extended Contracts for Teachers	i-Ready Reading at or above Mid-Grade	Small group instruction; teachers worked with approximately 40 students with language, literacy, foundational skills, and complex texts.	45% of the students receiving services made typical growth in ELA gr4. Adjustments were made to reflect staffing providers to increase students meeting typical growth targets.	Continue with modifications

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b>		EnCompass Academy	<b>SCHOOL ID:</b>	181
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	Students have authentic opportunities to demonstrate oral language using reading and writing to connect to EL Ed Module Topics/EnCompass Powers, participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation.	All Students	Academic	Tier 1 - Universal
1-2	Fund Language and Literacy Coach	All Students	Academic	Tier 1 - Universal
1-3	Fund Early Literacy Coach	All Students	Academic	Tier 1 - Universal
1-4	Fund Math Teacher Lead	All Students	Academic	Tier 1 - Universal
1-5	Fund a teacher to integrate arts, social studies, and language development to reach higher needs students.	All Students	Academic	Tier 2 - Supplemental
1-6	Sets expectation for students to pass at least SIPPS mastery test per month . Provides 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	Tier 2	Academic	Tier 2 - Supplemental

1-7	STRONG ROUTINE, VOCABULARY DEVELOPMENT: teach explicit Vocabulary Ladders routine to have weekly vocabulary sets based on degrees of magnitude, sentence clues, sentence stems, expanding	All Students	Academic	Tier 1 - Universal
1-8	STRONG ROUTINE, WRITING: Teach explicit Writing through predictable routines using the Hochman Method to integrate content starting with Self, and with EL Education module topics.	All Students	Academic	Tier 1 - Universal
1-9	WRITING: Provide deliberate writing practice using tools such as NewsELA Writing which provide immediate writing feedback. We focus on Informational Text Writing Response with these parameters: Restating Prompt, Answer the Question, Make a Claim, Elaboration, Summarize	All Students	Academic	Tier 1 - Universal
1-10	WRITING : Take Assessment 3x/ year schoolwide at the same time regard	All Students	Academic	Tier 1 - Universal
1-11	HQW: Use High Quality Student Work protocols with students with ILT and with teachers, and conduct 2 schoolwide HWQ protocols.	All Students	Academic	Tier 1 - Universal
1-12	SLTOL (Students Leading their Own Learning) : Student-Led Conferences In 2x/year will focus on HQW and reflection skills	All Students	Academic	Tier 1 - Universal
1-13	SLTOL: Project-based learning is integrated into Literacy	All Students	Academic	Tier 1 - Universal
1-14	SLTOL: Collaborative Reading routine will allow for students to lead their own learning while practicing reading fluency and text-response via student to student discourse.	All Students	Academic	Tier 1 - Universal
1-15	SLTOL/ Frequent Feedback/Exemplar: Individual student desk sets will include total participation cards, CHAMPS, awareness/attention self-assessment wheel, writing and language phrases for student access in speaking and writing.	All Students	Academic	Tier 1 - Universal
1-16	KNOWLEDGE BUILDING: (Gr. 3-5) Build Knowledge through the use of Text Sets and integrate writing into the Rolling Knowledge and Rolling Vocabulary Journals	All Students	Academic	Tier 1 - Universal
1-17	STRONG ROUTINE: Teach ELPAC Warm Ups in D-ELD once per week.	English Learners	Academic	Tier 1 - Universal
1-18	STRONG ROUTINE, DELIBERATE PRACTICE: Teach in integrated Crew Curriculum for integrated language development, writing, speaking, school vision, and student Self-Assessments.	All Students	Academic	Tier 1 - Universal
1-19	STRONG ROUTINE, DELIBERATE PRACTICE: Hold Daily Class Crew using consistent Crew structure and morning routine to include integration of language, writing, and background knowledge development integrating school vision, SEL, and using podcasts to improve vocabulary and listening skills.	All Students	Academic	Tier 1 - Universal
1-20	Integrate literacy into arts and dance enrichments.	All Students	Academic	Tier 1 - Universal

1-21	Support parent/guardian academic engagement, student ownership, agency, academic push in support behavioral intervention in partnership with family members. Parents/Guardians are coached and empowered to engage in school roles, while students benefit from opportunities like Spanish language initiatives and SEL support to enrich their social and academic experiences. Integrate cultural relevance into academic innovation and encouraging family participation in special projects.	All Students	Academic	Tier 1 - Universal
1-22	Teach D-ELD and Integrated ELD per weekly schedule; expand student writing to at least 3x per week using explicit writing instruction.	English Learners	Academic	Tier 1 - Universal
1-23	T2 group for LTEL, Newcomer students	English Learners	Academic	Tier 2 - Supplemental
1-24	T2 groups for non-readers by 2nd grade	All Students	Academic	Tier 2 - Supplemental
1-25	Focus Attendance campaign on the high percentage of ELL students on the chronic absence list	English Learners	Academic	Tier 2 - Supplemental
1-26	Focus on 5 student discussion protocols schoolwide	All Students	Academic	Tier 1 - Universal
1-27	Oratorical events are organized several times during the year to highlight the genius of oral tradition	All Students	Academic	Tier 1 - Universal
1-28	Use the individual Total Participation rings to engage and self-assess	All Students	Academic	Tier 1 - Universal
1-29	Blended Learning platforms will support differentiation in math, vocabulary, fluency, comprehension, and writing	All Students	Academic	Tier 1 - Universal
1-30	Provide differentiated math groups for gr. 4-5	All Students	Academic	Tier 2 - Supplemental
1-31	Provide EL Education Coaching for leadership and classroom instruction that is affirming, liberatory, and transformational to develop academic and whole child excellence.	All Students	Academic	Tier 1 - Universal

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**



<b>School Goal:</b>		By May of 2026 - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Implement Mentoring Push in support for Tier 3 students to prevent elopement, minimize disruption, completion of work- systematic assignment and monitoring Case manage target students at the beginning of the year for check in check out Have structured opportunities to develop classroom community and social skills through daily Crew structure Create EnCompass Powers Crew to provide a student-facing RJ process that develops skills and personal /community accountability instead of detention	Low Income Students	Behavioral	Tier 3 - Intensified
2-2	Online platforms will support differentiation in ELA and Math.	STUDENTS with IEPs	Academic	Tier 3 - Intensified
2-3	To Increase visual and auditory engagement, especially when teachers are masked, we will use A/V equipment to provide multiple points of access for learners to use visual and auditory inputs.	Low Income Students	Academic	Tier 1 - Universal
2-4	SIPPS tutor and Math Boost groups, friendly competition for hitting targets based on the Fluency/Vocabulary/Independent Reading.	Low Income Students	Academic	Tier 2 - Supplemental
2-5	I-ready training and consultation from district partner Data-driven monitoring and recognition: I-ready progress, High Frequency Word, Math Facts, Fluency, Independent reading	Low Income Students	Academic	Tier 2 - Supplemental
2-6	Provide differentiated reading and math groups for gr. 3-5, start no later than week 6	Low Income Students	Academic	Tier 3 - Intensified
2-7	Cross-age buddies once per month as a Crew, to learn and practice the idea of "we are crew, not passengers"	Low Income Students	SEL / Mental Health	Tier 1 - Universal

2-8	Provide active learning opportunities for Tier 3 students to practice SEL skills through regular mind-body-connections practices and minimize disruptive behavior when disregulated.	Low Income Students	SEL / Mental Health	Tier 3 - Intensified
2-9	STRONG ROUTINES: Crew will have language targets, SEL, school vision, and academic routines that will have a foundational coherence. Each day of the week will have a theme to ensure frequent practices to apply lifeskills, and grades 3-5 will have Crew Leaders facilitating Crew meetings.	Low Income Students	SEL / Mental Health	Tier 3 - Intensified
2-10	STRONG ROUTINES: Daily routines for brain breaks, embodiment, mindfulness, and intention-setting use trauma-informed practices to help	Low Income Students	Academic	Tier 3 - Intensified
2-11	STRONG ROUTINES: Use PD routine using student response samples in reponse to assessment tasks to build teacher schema on student assets and misconception.	Low Income Students	Academic	Tier 3 - Intensified
2-12	STRONG ROUTINES: Text sets will be used Rolling Knowledge and Rolling Vocabulary	Low Income Students	Academic	Tier 3 - Intensified
2-13	STRONG ROUTINES: Small group structures will be implemented by week	Low Income Students	Academic	Tier 3 - Intensified
2-14	Fluency: Use sight word phrases lists for each grade, with EnCAS staff progress monitoring and entering in fluency tracker	Low Income Students	Academic	Tier 3 - Intensified
2-15	Fluency: Fluency Flyer campaign will be launched in October to tie in with Reading Parade & Rally	Low Income Students	Academic	Tier 3 - Intensified
2-16	Student High Frequency Word campaign will include, HF phrases, progress monitoring and sharing updates in schoolwide curriculum.	English Learner Students	Academic	Tier 1 - Universal
2-17	Automaticity campaigns: Sight Words, Math Facts, Fluency Flyers using Read Along feature in Google Classroom for students to get immediate feedback	English Learner Students	Academic	Tier 1 - Universal
2-18	Start Read-Along Fluency passage in Google Classroom in grades 3-5	English Learner Students	Academic	Tier 1 - Universal
2-19	Use the individual Total Participation rings to engage and self-assess level of attention/awareness on task, the discourse participation as adding a new idea, building on, or repeating	All Students	Academic	Tier 1 - Universal
2-20	Use the individual Total Participation rings to engage and self-assess level of attention/awareness on task, the discourse participation as adding a new idea, building on, or repeating	All Students	Academic	Tier 1 - Universal
2-21	Fund a teacher to integrate arts, social studies, and language development to reach higher needs students.	All Students	Academic	Tier 3 - Intensified

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
3-1	My Compass Guide integrated project includes arts-integration of EnCompass Life Spiral to help students strengthen their inner Compass.	All Students	Academic	Tier 1 - Universal
3-2	Cross-Age 1x/month session to build on monthly lessons according to EL Education Core Practices to help students be big buddies and model Power of Right Action	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Recess: Structured play, tighter structures which will free staff up to establish intramurals *Jr. Coaches- led by a staff to support with Conflict Resolution *Train noon supervisors, and engage in community partnership to reduce minor behaviors that take place during before school, morning recess, and lunch recess play given our new fun and engaging playstructure, soccer pitch, multipurpose court. *Recess equipment and storage will allow for the full use of the our new upgraded space.  * Communicate explicit expectations about the use of hate speech that students are taking from social media or adult culture and using it too loosely.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Provide Field Studies so students can deepen content learning apply content learning.	All Students	Academic	Tier 1 - Universal

3-6	Parent/Guardian Engagement -Progress Monitoring Skill building, Increase Visibility and Support Student Accountability, build relationship with classroom teachers; Maintaining strong attendance; Families participate in class Crew, in Compass Guide /Thinking Maps; classroom student weekly recognition, how to progress monitor and support students using i-ready data to meet stretch goal, Reading Fluency and Independent Reading targets, social media safety	All Students	Academic	Tier 1 - Universal
3-7	Crew: Classroom agreements, Crew Banner for Field Day, Class Charter will enshrine Crew identity, with consistent implementation using the school Crew Playbook	All Students	Academic	Tier 1 - Universal
3-8	Crew will have language targets, SEL, school vision, and academic routines that will have a foundational coherence. Each day of the week will have a theme to ensure frequent practices to apply lifeskills, and grades 3-5 will have Crew Leaders facilitating Crew meetings. Initiatives will build community, using non-verbal and verbally expressive games using Word Ladders, fluency and other word play. Crew reading will be scenario cards and multiple choice for mindsets and actions.	All Students	Academic	Tier 1 - Universal
3-9	Provide PD and schoolwide support staff for Tier 3 challenging behaviors in class	Tier 3	Academic	Tier 3 - Intensified
3-10	Parent Engagement: Provide Coaching of parents, recruit for leadership engagement, plan and make meaningful recognitions for cultural celebrations and student recognition events, provide Spanish language-affirming events and experiences, modeling/coaching professional development of CSM. Community building in crew, encouraging family participation. Coordinate Tier 3 literacy intervention programs such as Ignite Open Literacy. Provide opportunities to utilize Spanish within social groups. Provide support to ILT, Home visits, special projects identified by staff, parents and students. Weave culture into projects to ensure students feel seen and valued so they feel their culture is centered in their school work.	All Students	Academic	Tier 1 - Universal
3-11	Attendance Interventions Progress Monitoring by Attendance Team	All Students	Academic	Tier 1 - Universal
3-12	Attendance Interventions Progress Monitoring by Attendance Team for stu	SPED students	Behavioral	Tier 3 - Intensified
3-13	SART weekly, progress monitor ISP	All Students	Academic	Tier 1 - Universal
3-14	Hold Daily Class Crew using consistent Crew structure, Schedule for schoolwide "Starts with Self" unit for students connectedness and belonging to be foundational for building extended discourse	All Students	Academic	Tier 1 - Universal

3-15	Focus Attendance campaign on the high percentage of African American students on the chronic absence list	African American	Academic	Tier 1 - Universal
3-16	Communicate explicit expectations about the use of the N word that students are taking from social media or adult culture and using it too loosely.	English Learner Students	Behavioral	Tier 3 - Intensified
3-17	STRONG ROUTINES: Crew will have language targets, SEL, school vision, and academic routines that will have a foundational coherence. Each day of the week will have a theme to ensure frequent practices to apply lifeskills, and grades 3-5 will have Crew Leaders facilitating Crew meetings.	All Students	Academic	Tier 1 - Universal
3-18	STRONG ROUTINES: Daily routines for brain breaks, embodiment, mindfulness, and intention-setting use trauma-informed practices to help students tap into their inner genius	All Students	Academic	Tier 1 - Universal
3-19	STRONG ROUTINES: Daily Morning Routine (2-5) use mindfulness, trauma-informed, and embodiment practices to regulate the parasympathetic nervous system, build emotional resilience, integrate left and right brain for better coherence throughout the day.	All Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.			
<b>Identified Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.			
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>

4-1	Use storytelling and strategies below the Green Line in weekly PD	All Students	Academic	Tier 2 - Supplemental
4-2	Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short range planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	All Students	Academic	Tier 2 - Supplemental
4-3	Departmentalize gr. 3-4	All Students	Academic	Tier 1 - Universal
4-4	Provide resources for classroom instruction for schoolwide expectations	All Students	Academic	Tier 1 - Universal
4-5	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) Progress monitoring with Great First Eight Pilot (Pending expansion approval), SIPPS mastery tests and regularly analyzing data. Observation/Feedback with support coach.	All Students	Academic	Tier 1 - Universal
4-6	Teacher Clarity: focus on how Exemplars+Criteria for Success, Frequent Feedback, and Deliberate Practice is carried through in the schoolwide routines, regardless of content or time of day..	All Students	Academic	Tier 1 - Universal
4-7	Teacher Clarity: CHAMPS will help teachers and students have precise awareness of expectations (criteria for success) in every task.	All Students	Academic	Tier 1 - Universal
4-8	PD: Release Math to score and enter CEU data	All Students	Academic	Tier 1 - Universal
4-9	PD: Backwards plan from artifacts representing HQW and build in reflection after work completion, rather than wait for Student Led Conference preparation period	All Students	Academic	Tier 1 - Universal
4-10	PD/PLC Routine:Study student exemplar and non-exemplar responses to: 1. build knowledge of developmental student assets and common misconception, and teacher moves in anticipation of that 2. evaluate clarity of learning target, criteria for success through common trends of student responses 3. increase clarity of standard 4. explore if the task design yielded the expected results by looking at the formative assessment	All Students	Academic	Tier 1 - Universal
4-11	Establish schoolwide culture for teachers to provide appropriate student task for 2 minutes observation feedback routine	All Students	Academic	Tier 1 - Universal
4-12	EEIP provides extra prep through enrichment classes and push in/pull out small groups.	All Students	Academic	Tier 1 - Universal

4-13	Student-led conferences: materials, model portfolios, and vision communicated at the beginning of the year	All Students	Academic	Tier 1 - Universal
4-14	Backwards plan EL Ed modules, determine lessons, and tasks within lessons must be taught to mastery for high quality student work and proficient response to DOK 2+ comprehension questions; expand student writing to at least 3x pers week using explicit writing instruction.	All Students	Academic	Tier 1 - Universal
4-15	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	SEL / Mental Health	Tier 2 - Supplemental
4-16	PD provides small group / ALL Block structure in first 8 weeks	All Students	Academic	Tier 1 - Universal
4-17	Integrate Hochman Method to teach writing per the Science of Writing res	All Students	Academic	Tier 1 - Universal
4-18	Teachers Use Exemplars and non examples for clarifying misperceptions	All Students	Academic	Tier 1 - Universal
4-19	Teachers and staff attend Professional Learning for writing, High Quality V	All Students	Academic	Tier 1 - Universal
4-20	Teaching using models of excellence in lessons	All Students	Academic	Tier 1 - Universal
4-21	Develop understanding the characteristics of true excellence in deepening	All Students	Academic	Tier 1 - Universal
4-22	AttendaSite Seminars and Conferences to improve practices in EL Educat	All Students	Academic	Tier 1 - Universal
4-23	Provide differentiated PD to establish baseline of Tier 1 conditions using academic routine, warm demand, Oppportunities to Respond, integrated oral language morning routine, aggressive monitoring.	All Students	Academic	Tier 1 - Universal
4-24	Build in opportunities for quantitative and qualitative data reflection, writing response in portfolio insert as students are completing the artifact for portfolio (Instead of waiting unitl SLC time)	All Students	Academic	Tier 1 - Universal
4-25	Progress monitor the level of discourse participation as New Idea, Building On, Repeat	All Students	Academic	Tier 1 - Universal
4-26	ELA PLCs will have an inquiry question which will integrate language content target in each data-driven cycle.	All Students	Academic	Tier 1 - Universal
4-27	Calendar Data Analysis and long range planning per trimester and release teachers Provide time and resources for PLC cycles Provide classroom Look-For's in the week following PD and provide feedback loop. Provide regular collaboration time to integrate culturally sustaining strategies in instruction. Data-driven instruction: Provide weekly Assessment of Learning to review student learning progress Coach provides observation and feedback	Low Income Students	Academic	Tier 1 - Universal

4-28	Principal, TSAs and ILT members conduct walkthroughs, provide specific, timely feedback; TSAs hold data-driven PLCs	All Students	Academic	Tier 1 - Universal
4-29	MATH: Backwards plan using adopted curriculum, major work of the grade, and pacing guide. Design tasks connected to mathematical Big Ideas and anticipate misconceptions. Nurture positive math identities & mathematical agency. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity. Provide daily, weekly, and topic quizzes Release time for Math Planning after every PLC Cycle Students use common 5-step problem-solving strategy for word problems Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons Expand math in the school culture through Community Meeting, recess, events, weekly PD.	All Students	Academic	Tier 1 - Universal
4-30	Backwards plan modules, determine lessons, and tasks within lessons must be taught to mastery for high quality student work and proficient response to DOK 2+ comprehension questions; expand student writing to at least 3x per week using explicit writing instruction.	All Students	Academic	Tier 1 - Universal
4-31	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	All Students	Academic	Tier 1 - Universal
4-32	SLTOL: Student-led conferences: materials, model portfolios, and vision communicated at the beginning of the year	All Students	Academic	Tier 1 - Universal
4-33	WRITING : Take Assessment 3x/ year schoolwide at the same time regard	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	Academic	Tier 1 - Universal
5-2	Teachers progress monitor the learning of African American students so that all read by 3rd grade.	African American	Academic	Tier 1 - Universal



5-3	Teachers ensure African American students are grappling the text/task and are deepening their understanding of the skills identified in the learning target towards DOK 2 and beyond.	African American	Academic	Tier 1 - Universal
5-4	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American	Academic	Tier 1 - Universal
5-5	Reconstruction.us online courses demonstrating Black history, Black excellence and Black joy. Provide training for code-switch, practice social check in skills with students.	African American	Academic	Tier 1 - Universal
5-6	Students participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation. Culminating event: Story of Me -Authentic opportunity to demonstrate oral language using reading and writing to connect to EnCompass Powers -In Family Events series- students show gratitude to families for their support -Raise family awareness for reading, speaking, writing across the curriculum and build some background knowledge about our instructional program -Hold at least 2 school oratorical events -Hold weekly Recognitions in Family Feedback Friday	African American	Academic	Tier 1 - Universal
5-7	Oratorical events are organized several times during the year to highlight the genius of oral tradition	African American	SEL / Mental Health	Tier 1 - Universal
5-8	Communicate explicit expectations about the use of the N word that students are taking from social media or adult culture and using it too loosely.	African American	SEL / Mental Health	Tier 1 - Universal
5-9	Provide professional development for staff related to address fears and doubt Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Schedule for schoolwide "Starts with Self" unit, provide planning time	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Student High Frequency Word campaign will include, HF phrases, progress monitoring and sharing updates in schoowwide curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-2	Automaticity campaigns: Sight Words, Math Facts, Fluency Flyers using Read Along feature in Google Classroom for studnets to get immediate feedback	English Learner Students	Academic	Tier 1 - Universal
6-3	Start Read-Along Fluency passage in Google Classroom in grades 3-5	English Learner Students	Academic	Tier 1 - Universal
6-4	Focus Attendance campaign on the high percentage of ELL students on the chronic absence list	English Learners	Academic	Tier 2 - Supplemental
6-5	Teach D-ELD and Integrated ELD per weekly schedule; expand student writing to at least 3x pers week using explict writing instruction.	English Learners	Academic	Tier 1 - Universal
6-6	T2 group for LTEL, Newcomer students	English Learners	Academic	Tier 2 - Supplemental
6-7	STRONG ROUTINE: Teach ELPAC Warm Ups in D-ELD once per week.	English Learners	Academic	Tier 1 - Universal

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Lead Agency provides 9 staff, staff development, program materials, operational costs, so that students and staff have a consistent,engaging, safe, and quality program.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-1
Subcontractors to provide after school enrichment through soccer, poetry, service learning, dance,gardening, and digital arts to engage students, provide movement, and avenues of expression	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL	181-2
Pays for EEIP teacher to provide prep through enrichment classes for whole child development, increasing school engagement. The Arts is especially important for Tier 2-3 students who have gifts beyond academic performance.	\$53,062	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	1562	Teacher, Elementary Educational Enhancement/I ntervention Program (EEIP)	0.40			EEIP provides extra prep through enrichment classes and push in/pull out small groups.	181-3
Art supplies for students to provide create expression and tap into their mutiple intelligences.	\$2,922	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-4
ArtEsteem contract to work on mixed media on Self as Superhero project	\$6,000	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-5

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Community Engagement: Family Engagement Lead, COST, SST, Attendance Coordination, Student leadership Building, Coordinate and Anchor Student Leadership Hub for student referrals for students requiring support for school success, Coordinate Mental Health , Participate in ILT, FC, and SSC, Shared Site support, Coordinate PBIS program, Sown to Grow and Healthy Oakland Kids, collect and monitor data for school culture, engage community stakeholder, create positive school culture through events, SEL and MTSS support from recess, coaching classified staff around how to differentiate and support positive play during recess.	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 04	11-Month Community School Manager	0.5			Parent/Guardian Engagement -Progress Monitoring Skill building, Increase Visibility and Support Student Accountability, build relationship with classroom teachers. -Maintaining strong attendance -Family Feedback will happen during UED- starts 3rd week of school. Aug-September Families participate in class Crew, in Compass Guide /Thinking Maps, and help complete the family data for My Compass Guide. -1:1, small group, or In-class sessions will include interactive segment of the class to learn about classroom practices,to let student know that they are showing up with regularity,be present for classroom student weekly recognition, and outside of the classroom will include trainings on topics such as look-for's in curriculum and student work expectations, how to progress monitor and support students on math facts or sight words, using i-ready data to meet stretch goal, Reading Fluency and Independent Reading targets, social media safety. *Train parent volunteers to help hold the family-student check in to come help do a pre-assessment of student and post assessment	181-7

**PROPOSED 2025-26 SCHOOL SITE BUDGET****Site Number:** 181**School:** EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Total participation cards to support increased conversational opportunities for students in Tier 1 that are culturally competent, developmentally appropriate and tailored to the site.	\$4,012	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Students have authentic opportunities to demonstrate oral language using reading and writing to connect to EL Ed Module Topics/EnCompass Powers, participate in storytelling, enrichment-based activities to foster belonging, community healing and transformation.	181-8

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Meeting Refreshments: Potluck-style events, supplemented by meeting refreshments, allow families to bring dishes from their own backgrounds, fostering inclusivity and connection. These shared refreshments make it easier for parents to prioritize school events.	\$5,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			Parent/Guardian Engagement -Progress Monitoring Skill building, Increase Visibility and Support Student Accountability, build relationship with classroom teachers. -Maintaining strong attendance -Family Feedback will happen during UED- starts 3rd week of school. Aug-September Families participate in class Crew, in Compass Guide /Thinking Maps, and help complete the family data for My Compass Guide. -1:1, small group, or In-class sessions will include interactive segment of the class to learn about classroom practices, to let student know that they are showing up with regularity, be present for classroom student weekly recognition, and outside of the classroom will include trainings on topics such as look-for's in curriculum and student work expectations, how to progress monitor and support students on math facts or sight words, using i-ready data to meet stretch goal, Reading Fluency and Independent Reading targets, social media safety. *Train parent volunteers to help hold the family-student check in to come help do a pre-assessment of student and post assessment	181-9

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Family buy in combined with home-language status being show high value, students will transfer confidence and pride in their demonstration of oral language and written language in academic content and leadership development	\$120,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Parents are coached and empowered to engage in school roles, while students benefit from opportunities like Spanish language initiatives and SEL support to enrich their social and academic experiences. Integrate cultural relevance into academic innovation and encouraging family participation in special projects.	
Field Trip Admissions: Field trip transportation and admissions are essential for providing equitable, hands-on learning experiences that enhance joyful project-based and community learning.	\$3,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-11
Field Trip Transportation: Field trip transportation supports equitable access and safety by ensuring all students have the opportunity to participate	\$6,000	California Community Schools Partnership Program	5880	Transportation (Contracted)	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-12
Lead Agency provides 9 staff, staff development, programmaterials, operational costs, so that students and	\$125,000	Expanded Learning Opportunities Program	5100	Subagreements For Services	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning,so students	181-13

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Subcontractors to provide after school enrichment through soccer, poetry, service learning, dance, gardening, and digital arts to engage students, provide movement, and avenues of expression through oral and written expression.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide coherent experience between Day and Expanded Learning, so students have enrichment opportunities, receive academic support, and safe place to be in community and apply SEL skills.	181-14
Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short range planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	\$6,200	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short range planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-15
Provide mentoring and tutoring to target students, engage families before school launch, after school, or on weekends as needed.	\$7,000	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a			Focus Attendance campaign on the high percentage of ELL students on the chronic absence list	181-16
Provide EL Education Coaching for leadership and classroom instruction that is affirming, liberatory, and transformational to develop academic and whole child excellence.	\$5,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Provide EL Education Coaching for leadership and classroom instruction that is affirming, liberatory, and transformational to develop academic and whole child excellence.	181-17



**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Quizzizz, ZenGengo, Listenwise, LingoLift, Beanstack help teachers engage students in listening, speaking, writing, reading, build vocabulary and schema to accelerate students.	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Blended Learning platforms will support differentiation in math, vocabulary, fluency, comprehension, and writing	181-18
Early Literacy Coach supports,enhances reading instruction for students with a particular focus on foundational skills for TK-5, and on grade TK-2 literacy curricula. This role involves monitoring and analyzing data, creating and managing targeted reading groups,coaching and collaborating with teachers and tutors to ensure that all students meet literacy benchmarks.	\$62,210	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 01	11-Month Teacher on Special Assignment (TSA)	0.4			Fund Early Literacy Coach	181-19
Language and Literacy Coach provides observation and feedback, PLC and planning support, EL Ed materials management for grades 3-5, lifesills and literacy integration w/ students.	\$54,834	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	10-Month Teacher on Special Assignment (TSA)	0.4			Fund Language and Literacy Coach	181-20
A teacher who is an artist will integrate social studies content into EL Ed expeditions and math stories to expand oral and written language expression through collaboratve reading routine, vocabulary campaign, Hochman Method writing, blended learning programs with Tier 1-3 students in Gr. 3-5.	\$21,763	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	10-Month Teacher on Special Assignment (TSA)	0.2			Fund a teacher to integrate arts, social studies, and language development to reach higher needs students.	181-21

**PROPOSED 2025-26 SCHOOL SITE BUDGET****Site Number:** 181**School:** EnCompass Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short rang planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	\$4,217	Literacy Coaches & Reading Specialists Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teacher Extended Contract for work such as (but not limited to): mentor, tutor, plan content for expeditions, integrate the arts, pacing adaptations, attend late meetings, work on report cards, prepare students for conferences, conduct, long and short range planning, participate in leadership bodies, attend trainings pertaining to standards/curricula/programs/applications, create student-facing materials, ready the class and plans for parent engagements.	181-22

**PROPOSED 2025-26 SCHOOL SITE BUDGET**
**Site Number: 181**
**School: EnCompass Academy**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Administrative costs for grant	\$4,949	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Sets expectation for students to pass at least SIPPS mastery test per month . Provides 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 to analyze grade-level and site-wide mastery test data for progress and trends.	181-23
<a href="#">December 2024 SSC determined allocation to provide hands on-materials for math learning in parent engagement events.</a>	\$2,780	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a		i-Ready Math at or above Mid-Grade	Teachers will build strong relationships with families through ongoing 2-way communication and contact	181-24
A teacher who is an artist will integrate social studies content into EL Ed expeditions and math stories to expand oral and written language expression through collaborate reading routine, vocabulary campaign, and Hochman Method writing method with Tier 1-3 students in Gr. 3-5.	\$65,288	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	10-Month Teacher on Special Assignment (TSA)	0.6		SBAC ELA Distance from Standard Met	Fund a teacher to integrate arts, social studies, and language development to reach higher needs students.	181-25

**School:** EnCompass Academy

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

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

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

### **EnCompass Academy**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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

- Back In School Night (**September**)
- Student-led Conferences (Fall, Winter)
- End of Term Report Cards ((Spring)
- Learning Showcase (May)
- Weekly parent/guardian Crew meetings: Academic Workshops, Safety and well-being training
- Oakland Promise/College Readiness education

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 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.
- Post notices on campus, send notices home in backpack, and 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 translation into Spanish
- Post notices on campus, send in Parent Square

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:

- Mid-term progress conferences: Assessment results home for literacy, math English fluency, SBAC tests
- 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, 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 notice and translation into Spanish and English, and all parent home languages in Parent Square

## **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:

- Post notice on campus and on Parent Square
- 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 in SSC Meeting
- We will present the plan and applicable materials at our annual Back In School Night and Title 1 Meeting in **August**. Translation, childcare, and ample notice is given via Parent Square
- All fliers, conferences, events are provided with Spanish 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 SELs meetings held monthly and family members are given ample notice via fliers, 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 whole school 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

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

- Consultation with Student-Family Connections Coordinator, Community School Manager
- 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
- 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 at meeting. Translation, childcare, and notice is given.
- We use SSTs and SARTs to help educate parents regarding what it takes to have school success
- 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, 2024 and will be in effect for the period September 4, 2024 through May 29, 2025.

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

Minh-Tram Nguyen

*Minh-Tram Nguyen*

August 30, 2024

Name of Principal

Signature of Principal

Date

Link: [2024-25 Title 1 School-Parent-Student Compact EnCompass](#)



## School-Parent-Student Compact

*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 2024-25 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 conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - a) Hold student-led conferences in Fall and Winter 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, Student-Led Conferences, Learning Showcase
  - 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 Back in School Night & Title 1 meeting.
  - c) Post notices, send Parent Square



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

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

- a) Listening & Learning Session 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 SELs meetings held monthly and family members are given ample notice via fliers, 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 family involvement



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

- 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 or Community School Manager
  - 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:

- 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.
- Promote positive use of my child's extracurricular time by limiting television watching or video games, and being on social media.
- Participate in decisions related to the education of my child.
- 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.
- 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")



## School-Parent-Student Compact

- **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:

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

**CELL PHONES AND PORTABLE ELECTRONICS:** Children can make and receive emergency calls from the office and may **not use cell** phones during school hours. If 3rd-5th grade students must bring a cell phone to school, the parent/guardian and student **MUST** complete the Student-Parent Tech Agreement. **These valuables brought to school may get lost or stolen; the school will not be held responsible for lost or stolen valuables, even if it is turned in to staff.** If students bring a phone to school and it rings/vibrates in a bag, or is used in any manner, the CELL PHONE will be confiscated until picked up by parent/guardian according to the following steps.

- 1st Offense= ClassEquity Power\$ Fine & Phone confiscated for the day
- 2nd Offense = ClassEquity Power\$ Fine & Phone confiscated for 5 school days
- 3rd Offense= ClassEquity Power\$ Fine & Phone confiscated until end of the school 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 EnCompass Academy on **August 30, 2024** and will be in effect for the period of **September 4, 2024 to May 29, 2025**.

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 **September 4, 2024**.

Minh-Tram Nguyen	<i>Minh-Tram Nguyen</i>	August 30, 2024
Name of Principal	Signature of Principal	Date

Link: [EnCompass Parent & Family Engagement Policy 2024-25](#)

## Strategic Resource Planning (SRP)



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

## EnCompass Academy

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Justine McGrath
Vice Chairperson:	Michele Lee
Secretary:	Arelis Rivera

### 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Arelis Rivera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Michele Lee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Dana Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Justine McGrath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1*</b>
Claudia Reyes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
Victoria Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
Sophonie Sejour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\* (new term round under new elections)

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>2nd Thursdays, 4:30-6:00pm</b>
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#### SSC Legal Requirements (EC Sections 65000-65001):

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

