

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Encompass Academy.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Encompass Academy.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** EnCompass Academy  
**CDS Code:** 1612590102988  
**Principal:** Minh-Tram Nguyen  
**Date of this revision:** 5/12/2016

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

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** EnCompass Academy

**Site Number:** 181

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

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





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

**Date(s) plan was approved:** 5/12/2016

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|--|--|--|

**Signatures:**

Minh-Tram Nguyen		5/12/2016
Print name of School Principal	Signature	Date
Valezka Silva		5/12/2016
Print name of SSC Chairperson	Signature	Date
Monica Thomas		5/25/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian		5-31-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** EnCompass Academy

**Site Number:** 181

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/8/2015	SSC	Explained the SPSA, and the scope of authority and responsibility of SSC with the SPSA.
1/27/2016	SSC	Presented data on attendance. Provided budget training on district budgeting process and received feedback and questions.
4/11/2016	Faculty Meeting	Presented Goals on SPSA. Data presentation: Reading Benchmarks
4/12/2016	Instructional Leadership Team	Engaged body in data inquiry of benchmark Math data. Shared school strategies to increase Math achievement and transition to the Common Core.
3/22/2016	SSC	Continued to review and discuss SPSA goals and strategies, shared data on SEL development via discussion of attendance and CHKS.

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$52,812.50	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$180,859.12	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$48,588.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$379,138.79</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$65,944.57	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,706.26	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$67,650.83</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

---

At EnCompass Academy, we believe that education “Starts with Self, is Guided by Families, Engaged in Community, and Rooted in Ancestors.” Our “full service community school” specialty is in seeing / building upon children’s strengths, and supporting adults to hold strong systems and relationships in service of children. We strive to teach and reach the whole child; our students thrive through a safe, vibrant, culturally-responsive, and caring school culture. We teach students to: 1) provide claims and evidence across subject areas using academic language and critical thinking 2) use traditional and computer-based strategies to maximize their level of learning in reading and math. EnCompass Academy uses the school day in intentional, rigorous, and meaningful ways to develop the whole child: science-rich learning, authentic family-school partnership, and quality enrichment (visual arts, singing, fitness & nutrition, technology & engineering, social-emotional skill development). Close alignment of general and special education staff help students in the Resource, Autistic Spectrum, and Special Day Class programs to accelerate learning as integrated members of the school community. In 2015, we complemented our EnCompass After School Scholars Program by adding an Extended Day online Personalized Learning Block for 4th-5th graders. Our beautiful campus oasis, with award-winning design and green space, have rolling lawns, native plant-lined pathways, garden beds, an outdoor amphitheater, and a multipurpose auditorium. Our school library is the inspiring state-of-the-art 81st Avenue Community Library, co-located on the our campus. Community partnerships bring graduate student-teachers, counseling interns, and technology to enhance the work of our highly-skilled teachers. A daily student salad bar lunch option, fruit and vegetable snack 3x/week, and schoolwide fitness reinforce student and family Wellness habits. Our pursuit of providing a well-rounded TK-5th Grade schooling experience has yielded the following Special Distinctions and Designations: Arts Learning Anchor School, Reading Reward School, Blended Learning Pilot School, Science and Literacy Cohort School, SEEDS of Early Literacy Initiative TK Cohort, shared campus California AIR Health “Award of Achievement”. In a 2012 visit to our site, State Superintendent of Instruction Tom Torlakson visited EnCompass and called us an example of a “full-service community school” which he’d like to replicate.

### School Mission and Vision

---

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

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	Balanced Literacy
<b>Major Improvement Priority #2:</b>	STEM
<b>Major Improvement Priority #3:</b>	English Language Learner Reclassification

### MAJOR IMPROVEMENT PRIORITY #1: Balanced Literacy

#### PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
2013-14 to 2014-15 SRI Growth 7%; Blue in SPF	SRI Proficient/Adv 33.2%; Red
2013-14 to 2014-15 SRI Growth 8.3% for African American; Blue in SPF	SBAC 19.9% Proficient/Advance ELA; Red in SPF
2013-14 to 2014-15 SRI Growth 5.3% for ELL; Green in SPF	SBAC ELL 4.3% Proficient/Advance ELA; Red in SPF

#### ROOT CAUSE ANALYSIS for Priority #1

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Our focus on growth through increasing access and practice to complex text is yielding impact. Our Blended Learning approaching provides students comfort with taking the assessment on the computer.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

We need to be able to understand the Common Core standards in Literacy, teach to the higher levels of cognitive demand (Depth of Knowledge 1-4).

#### STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase SBAC ELL proficiency (Gr. 3-5) by 10% from 20% to 30% overall, from 4% to 14% for ELL	SRI	English Learners	33	25%	30%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic	Increase Schoolwide SRI by 12% from 33.2% to 45%	SRI	All Students	33%	45%	55%	2: Students are proficient in state academic standards.
Academic	3rd-5th ELL students will increase SRI proficiency by 5% per year, to 30% by Spring 2016-17	SBAC ELA	All Students	20%	25%	30%	2: Students are proficient in state academic standards.
Academic	1st Grade: Increase by 10% 1st grade students who read at Instructional level F (Dec), H (March) and J (end of year)	F&P	All Students		70%	80%	3: Students are reading at or above grade level.
Academic	TK/K: Increase by 10% K student who are at Instructional level B in Winter and Level D (end of year).	F&P	All Students		70%	80%	3: Students are reading at or above grade level.
Academic	70% Schoolwide Proficiency in F&P reading levels	F&P	All Students	33%	70%	70%	3: Students are reading at or above grade level.
Academic	55% will be At/Above in Gr. 3 SRI	SRI	All Students	50%	55%	55%	3: Students are reading at or above grade level.
Academic	50% will be At/Above in Gr. 2, 4-5 SRI	SRI	All Students		45%	50%	3: Students are reading at or above grade level.
Climate & Culture	Each grade TK-1 will increase by 10% for Satisfactory Attendance and decrease by at least 5% for Chronic Absence by the end of February compared to previous year data point.	Attendance Rate	All Students	Chronic MOY: 23% (TK/K), 15% (1st)	Chronic MOY: 28% (TK), 13% (1st)	Chronic MOY: 15% (TK), 9% (1st)	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *1) Rigorous Common Core/NGSS Tasks: Teachers design or implement DOK 2-4 tasks that require students to use academic language to read complex text, write with evidence, and discuss across the curriculum (math tasks require procedural, conceptual, applicational understanding).*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
--------------------	----------------------	--



<p>T: use F&amp;P reading records/SRI/Levelset to understand individual student skills, guide instruction, communicate goal with students, set class goal.</p>	<p>L: Work with ILT to define grade level or school-wide expectations, common assessment, and key strategies for Academic Discussion or Literacy across the Curriculum. Build this in schoolwide recognition of progress in the same way that Reading Level Growth is acknowledged.</p>	<p>O: Fund 1.0 FTE TSA to support Teacher PD, Coordinate Data, Targeted Acceleration, ELD/AED, Blended Learning</p>
<p>T: Use SIPPS to progress monitor and teach Tier 1 for students below in foundation reading skills.</p>	<p>L: Set common practice expectation and time for daily instruction of Foundation Skills in all grades for those who need it.</p>	<p>O: PD calendar allows for PLC time to analyze data and plan reading weekly. Gradual release roll out of PLC structure</p>
<p>T: Teach a balance of literacy experiences on a daily and weekly basis: Reading/Writing Workshop, Shared Reading/Writing, Interactive Read Aloud, Word Study.</p>	<p>L: Define department/grade level or school-wide expectations and key strategies for Academic Discussion or Literacy across the Curriculum</p>	<p>O: Calendar in data conferences and ILT walkthroughs for the year and share with staff. Arrange subs accordingly.</p>
<p>T: use shared reading, mini-lessons, and small group instruction through guided reading and conferences to gradually release responsibility for reading.</p>	<p>L: Define expectations for BAL implementation or Literacy across the Curriculum</p>	<p>O: Common Board Configurations: time/task/target (objectives), do-nows, homework</p>
<p>T: TK/K teach to mastery sight words, automaticity in capital letters and lower case, sounds</p>	<p>L: Hold Academic Conference to analyze reading data for grading level AND how they are using 3 Reads in Math, integrating literacy in Science</p>	<p>O: Showcase of Teaching to build teacher practice; inter class visits at least twice a year</p>
<p>T: Foundation Reading Skills daily to students who need it in all grades</p>	<p>L: Conduct formative evaluation classroom walkthroughs and provide feedback to teachers</p>	<p>O: Use Google apps to gather and share structures and increase collaboration and accountability: Ex: PLC, Weekly Instructional Schedules, Assessment and Release schedules</p>
<p>T: Use immediate tasks at beginning of lessons to get students speaking/connecting to previous learning: Do Nows, Brainstorming, Recalling, Predictions, or Think-Pair Share</p>	<p>L: Monitor Achieve3000 Implementation for users to meet 40 articles/year goal.</p>	<p>O: Provide time for certificated and /or classified staff to support MTSS structure during or beyond school day through strong organizational practices. Some examples of staff coordination teams include: TK-1 Intervention team, Inclusion coordination, Attendance Team, Assessment Team, Office Team, Family Engagement, COST, SST Team, STEAM Team, ILT, SSC, Blended Learning</p>

<p>T: Student Goal Monitoring: Classroom walls, boards, or personal charts provided information for students to know and monitor their own progress and to push toward their next "goal" level. Submit plan and implement 1:1 conferences with students for each instructional cycle.</p>	<p>L: Expand RAZ-Kids for use across all grades, create HW theory of action w/ ILT under Blended Learning</p>	<p>O: Secure consistent sub as a part of Literacy assessment team to minimize teachers missing classes for F &amp; P assessments.</p>
<p>T: Use whole group Direct Instruction for rolling out Online Learning content in 1st 3 weeks as preparation for blended learning rotations.</p>	<p>L: Explore Math Intervention Curriculum that supports Tier 2-3 students</p>	<p>O: Fund Student Family Connections Coordinator to help build literacy link between home and school.</p>
<p>T: Teach routines and procedures for small group differentiation in Reading Wkshop, Guided Reading, Writer's Wkshop so that Tier 1 acceleration is occurring throughout the day</p>	<p>L: Provide 1 day release per trimester for teams to develop their scope and sequence.</p>	<p>O: ILT determines tight and loose opportunities for student metacognition through practices such as how to use feedback, use of self-assessment rubric, using the Academic Discussion Continuum and target points int the year.</p>
<p>T: Train students for use and self-monitoring of goals using KidBiz Monthly Student Progress Tracker and guide accelerated students to increase practice in Kidbiz Stretch activities.</p>	<p>L: Survey teacher interest and availability for CCSS unpacking and vertical alignment planning for summer.</p>	<p>O: Hold stipended summer planning sessions for ELA and Math planning with teachers for Common, School-wide Lesson/Unit Design to strengthen the Common Core-aligned academic program</p>
<p>T: Common, School-wide Lesson/Unit Design to integrate district pacing guide with essential questions for learning content.</p>		<p>O: Make time and resources to support Instructional Core vision: "Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it."</p>
<p>T: Attend training for Words Their Ways and Units of Writing when offered during the year</p>	<p>L: Account in Master schedule a structure that allows for Reading Assessments, MTSS, Extended Day Personalized Learning for Gr. 3-5</p>	<p>O: Provide a research-based vocabulary program</p>
<p>T: Design quality lesson plans with rigorous learning tasks, frequent checks for understanding, targeted exit tickets</p>	<p>L: Make time in PD, schoolwide schedule, or offer through Stipends, for teachers to update goal boards and confer with students.</p>	<p>O: Create systems and structure for monitoring CCSS-formative and summative data including data conferences, digital data walls, student goal setting protocols.</p>
<p>T: All teachers are implementing Interactive Read Alouds, Reading Workshop and Writing Workshop. Some teachers may be implementing other components. (Reading Workshop, Writing Workshop, Interactive Read Aloud, Shared/Close Reading, Word Work, Interactive/Shared Writing and Small Group Guided Reading)</p>	<p>L: Develop STIP sub job description and time to include TGDS release, non-evaluation Peer Observations / Internal Instructional Rounds, Blended Learning Support, STEAM and MTSS function</p>	<p>O: First 2 weeks of school will include teachers explaining the Instructional and Assessment cycles to Gr. 2-5 students, the ways in which the class and individual students will set goals and monitor their progress, and the student recognition program.</p>

T: Gr. 2-5 Teach Standards Plus for the Common Core daily and assess every 5 days	L: Conduct New Beginnings Retreat for staff to prepare for CCSS implementation	O: Organize leveled libraries in every classroom and accountable systems for independent reading, put into school calendar time per Trimester to update independent reading level book bags
T: Maintain consistent schedule so that Inclusion students can benefit from coordinated supports	L: Develop capacity of staff to work in teams for efficient and effective cross-grade/content collaboration	O: Develop schedules and tools for teachers to implement Balanced Literacy components
T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.	L: Increase student growth mindset, metacognition, and readiness for learning by integrating literacy with SEL practices	O: Tier 2-3 supports are systematic and ready in September for roll out
T: explicitly teach vocabulary	L: Hold planning meeting w/ TSA and Student Family Connections Coordinator to identify to draft Goal Setting, monitoring, communications, and recognition program.	O: Week 1: Parent-teacher conferences
T: Teach metacognition and use tools such as graphic organizers and rubrics to help students organize their thinking and reflect on their thinking process	L: Establish the times available to review weekly, monthly, and Instructional Cycle progress.	O: Conduct Parent Engagement Training Series
T: Teach students skills for asking questions of themselves and verbalizing their thinking	L: Secure a highly skilled instructional coaches who deliver ongoing and embedded professional learning.	O: Purchase hardware and subscriptions to K-1 online providers to support Blended Learning and assist with STAR testing
T: Teachers will implement reteach, acceleration, and student goal-setting practices at the end of each Instructional Cycle	L: Make time-based standards map based on cross-curricular analysis of available curriculum	O: Purchase Chromebooks to increase student access for Personalized Learning
	L: Ensure that weekly calendar and schedules are ready for August planning and PD weeks for alignment in Inclusion program and for targeted use of instructional time	O: Purchase Instructional Materials: Ex Standards Plus for the Common Core, LLI Red System
	L: ensure planning time for Inclusion and Gen Ed teachers to plan.	O: Fitness and Wellness Mentor will and help increase attendance for chronically absent students and reduce discipline referrals so as to benefit from instructional program
	L: PD process focuses in citing evidence from text that supports a claim,: modeling, safe practice, peer observation, low risk feedback, and coaching.	O: Students will show self-management, care, good decisionmaking throughout the day in their different learning configurations
	L: Lead Inclusion Program planning and implementation monitoring for program expansion	O: Learning Center will provide Tier 3 supports for expansion of Inclusion pgm.

	T: Set structures to support Student Goal Monitoring so that teachers have a plan to implement 1:1 conferences with students for each instructional cycle.	O: ILT decides on ways that our PD plan will help leverage High Impact practices on student achievement such as: classroom discussion, students expectations, metacognition, problem-solving learning, teacher feedback, and teacher clarify through unpacking standards/backwards mapping
		O: Instructional and Assessment Calendar will provide 4 academic cycles of inquiry, supported by an aligned PD and Instructional Minutes calendar
		O: Get training in Green System, Levels A-J (Grade 1) , Red System, Levels L-Q (Grade 3)
		O: Send 3 teachers to training for LLI
		O: Fund Blended learning tools to support differentiation, frequent feedback, acceleration of students.
		O: Fund staff participation for New Beginnings retreat
		O: The ILT agrees upon a shared set of expectations for CCSS-aligned instructional practice and ensures that all teachers understand these expectations; aligns teacher support tools, TGDS domains to the expectations for instructional practice; clearly communicates the purpose and use of these aligned tools to teachers; support quality implementation of PLC/CIG to focus on understanding and implementation Common Core Standards.
		O: ILT identifies the following 4 strands for our PD Plan: 1) Learn and unpack standards 2) Backwards plan to design tasks that can help students build up to demonstrating of learning through academic discussion and writing 3) Designing quality Project-Based Learning 4) Cycle of project-based learning design and reflection
		O: ILT conducts Learning Walks, preseeded for the year

		O: TK-1 Teachers will partner with Seeds of Literacy coach to focus on foundation literacy skills by working with E-CCTL
		O: Attendance Team will focus on TK-2 chronic absence reduction to maximize learning time, supported by E-CCTL as well
		O: After School program will continue to focus on balanced literacy in gender-based Grades 1-3
		O: Provide extended learning opportunities in after school program
		O: Fund Blended learning tools to support differentiation, frequent feedback, acceleration of students.

**MAJOR IMPROVEMENT PRIORITY #2: STEM**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
SMI Fall At/Above was 1%, MOY At/Above was 14%	SBAC Math 16.8% Proficient/Advance; Red in SPF
MOY CEOU At/Above: K: 90% , 1st 78%	SBAC Math ELL 3% Proficient/Advance
	MOY CEOU 5th grade is 16% At/Above

ROOT CAUSE ANALYSIS for Priority #2
<p><b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b></p> <p>In the CEOU assessments, the gap in student ability in math becomes more evident as students move up in the grades. Reading, Language needs, and math foundational skills (facts and algorithms) all contribute to the widening gap in performance as we move up in the grades. The SMI growth for students in Gr. 3-5 may be due to the fact that students are more familiar with the format, and the work we have been doing on STMath supports their growth. We have prioritized school resources on ELA this year.</p>
<p><b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b></p> <p>We need to be uncompromising in students leaving 3rd grade knowing their multiplication facts, and will continue to build on the use of XtraMath to support this. We will need to continue with focus on reading acceleration, but need to have explicit ways that the math questions are broken down for students in a systematic way. We need to be able to understand the Common Core standards in Math, teach to the higher levels of cognitive demand (Depth of Knowledge 1-4). Standards Plus Math hopefully can support this. Student problem solving through STMath and persistence in productive struggle will need to be bridged into the format of the CEOU and SMI. Giving teachers time to plan to the different forms of assessments by cycles should help. We have not provided any math intervention due to focus on reading, so we need to do that next year.</p>

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase SBAC Math proficiency (gr. 3-5) by 6% from 16.8% to 26%	SBAC Math	All Students	17%	23%	29%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Proficiency in C-EOU	Math C-EOU	All Students		40%	50%	2: Students are proficient in state academic standards.
Academic	At least 30% will be At/Above in SMI by end of year.	SMI	All Students	n/a	14% MOY, 22% EOY	30%	2: Students are proficient in state academic standards.
Academic	Increase SBAC Math ELL proficiency by 6% per year from 3% to 15%	SBAC Math	English Learners	0.03	0.09	0.15	2: Students are proficient in state academic standards.
Academic	50% of continuously enrolled 2nd-5th graders will complete 50% of the grade level appropriate ST Math curriculum at the mastery level.		All Students	n/a	30%	50%	2: Students are proficient in state academic standards.
Academic	100% will master math facts for their grade level by EOY on XtraMath		Low- Income Students		70%	100%	2: Students are proficient in state academic standards.
Climate & Culture	Increase Satisfactory Attendance by 10%, reduce Chronic Absence by 5% in order to benefit from instructional program	Attendance Rate	Low- Income Students	60.5% Satisfactory	70% Satisfactory	70% Satisfactory	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *Standards-Driven Planning: Teachers use CC/NGSS standards to backwards plan instructional units, assessments and lesson plans.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
T: Math and Science teachers will all teach explicit strategies for “3 Reads” for students to use in performance assessments	L: Build in planning time for development of coherent vision of Math program at EnCompass during summer.	O: Create systems and structures for monitoring formative and summative data including data conferences, data walls, student goal setting protocols
T: Gr. 2-5 Teach Standards Plus for the Common Core daily and assess every 5 days	L: Communicate Instructional & Assessment Cycle-cycle to ILT, lead backward math planning process that includes what will be monitored for goals progress, communicated to families, and recognized.	O: Communicate systems and structures in PD, such as New Beginnings Week, Monthly release. Provide time for teachers to design implementation into their weekly schedules.
T: Connect Exit ticket with daily Learning Target establish Learning target relevance.	L: Hold planning meeting w/ TSA and Student Family Connections Coordinator to identify to draft Goal Setting, monitoring, communications, and recognition program.	O: Communicate systems and structures in to families at Back In School Night. Explore our ability to send home 6 week progress report per child using Illuminate/OUSD1 to include Attendance, progress on STMath (2-5), Math Facts fluency (1-5), teacher-designed weekly math assessments (TK-5).
T: Teach Number Talks at least 4x/week for 10-15 minutes/day	L: Establish the times available to review weekly, monthly, and Instructional & Assessment Cycle progress.	O: Weekly Instructional schedule will include weekly progress assessments using Illuminate, and a math block break down to include Number Talks, Task-based Collaborative Learning, Independent Practice, Direct Instruction in Whole and small groups
	L: Submit grant and work with partners to bring design thinking into our STEM program	O: Provide PD time for knowing how to read high-leverage Data reports for SMI, STMath, Xtramath, Math E-CEOU
T: Teach lesson design using gradual release “You Do, We Do, You Do” with direct instruction lasting no more than 20 minutes.	L: Provide bi-weekly observation and feedback, specifically on the connection between learning target and exit tickets, as well as the use of small group instruction.	O: Week 1: Parent-teacher conferences - Teachers conduct intake interview
T: promote risk taking, productive struggle by differentiating & individualizing math instruction by skill level	L: Identify assessment tool for setting criteria of success for students in Number Talks and Performance Task-based Collaborative Learning.	O: Provide Parent workshops. Topics could include: transitioning student, home reading, high impact practices on student achievement, online learning tools, SEL tools.
T: Integrate engineering, design thinking and science investigations.	L: Monitor OUSD1 dashboard of weekly assessment progress. Report Out to Students on Schoolwide dashboard.	O: Purchase materials to use for parent engagement

T: Ensure Math facts mastery through blended learning: launch Math Facts campaign in September	L: Hold Academic Conference to analyze reading data for grading level AND how teachers are using 3 Reads in Math, integrating literacy in Science	O: Use ILT Extended Contract to develop expectations, schedules and tools for teachers to implement CCSS, Math Tasks, FOSS hands-on Science and Non-Fiction Text.
T: Conduct 1:1 conferences with students every Instructional & Assessment Cycle. Meet with Principal/Math Teacher Lead every Instructional & Assessment Cycles for data conference.	L: Recognize students for achieving math goals and start tracking of progress from week 2.	O: Through peer observations and PD sessions, we will share instructional practice to teach math thinking and data-driven achievement.
T: Teach students skills for asking questions of themselves and verbalizing their thinking	L: consistently emphasize Instructional Core vision: "Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it."	O: Purchase Standards Plus for the Common Core
T: Science: continue work on notebooking; focus on student to student interaction on Academic Discussion.	L: Display in hallways to share schoolwide dashboard to indicate progress on weekly class goals using STMath, weekly progress assessments.	O: Science Camp Admissions and Transportation for 5th grade
T: 100% will engage in Math Talk during at least 4x/week using at least 2 academic discussion strategies.	L: Create a system to recognize students who have obtained 100% in syllabus of ST Math to provide motivation	O: EEIP Teacher will teach Arts integrating Math.
Science is included on master schedule in accordance with OUSD Board Policy <ul style="list-style-type: none"> <li>o 60 minutes minimum of hands-on science per week in grades K-2</li> <li>o 90 minutes minimum of hands-on science per week in grades 3-5</li> </ul>	L: Conduct meetings with afterschool partners to align resources for STEM Literacy	O: Purchase subscriptions to Math online providers to support Personalized Learning
T: Use FOSS in grades TK-5, utilizing NGSS/Common Core-aligned practices of writing with evidence (Science Notebooks), reading complex text (big books TK-2 and Science Resources textbook 3-5), and argumentation (Science Talks)	L: Explore Engineering Adventures curriculum to Gr. 4-5 Extended Day Maker Mondays.	O: Purchase Chromebooks to increase student access for Personalized Learning in Designated ELD blocks, purchase ADEPT for K-2 ELD assessments
T: Gr. 3-5 follow NGSS-aligned SIRA Instructional Plan	L: Lead Inclusion Program planning and implementation monitoring for program expansion	O: Fund TSA to support student acceleration in a balanced math program utilizing blended learning framework.



T: Maintain consistent schedule so that Inclusion students can benefit from coordinated supports	L: Conduct formative evaluation classroom walkthroughs and provide feedback to teachers	O: Fitness and Wellness coach will integrate STEM into fitness practices and goals, and help increase attendance for chronically absent students.
T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.	L: Capture student voice in identifying their own strategies for self-improvement and share with staff through ILT, Faculty Meeting, or PD	O: Students will show self-management, care, good decisionmaking throughout the day in their different learning configurations
	L: Identify a Tier 2-3 Math Intervention pgm	O: STIP Sub will support Blended Learning and STEAM programs in addition to providing TGDS release.
		O: Provide Copier for Staff use
		O: Use district Tech and Data Support training funds for Blended Learning Specialist functions
		O: Use district Tech and Data stipends for teachers to review student progress using OLPs, OUSD1/Illuminate and to develop and use the results from formative assessments using features in these program.
		O: Fund staff participation for summer curriculum planning and retreat for backwards mapping, standards unpacking, project based learning
		O: Provide time for Inclusion Teams to plan through Extended Contract
		O: Teachers in grades 3-5 administer SIRA End-of-Module Assessments <ul style="list-style-type: none"> <li>● Teachers in grades 3-5 collaboratively score SIRA End-of-Module assessments and enter scores into Illuminate (1 hr./ trimester)</li> <li>○ Allow 1 hour of collaborative time for teachers in grades 3-5 to code SIRA assessments</li> </ul>
		O: First 2 weeks of school will include teachers explaining the Instructional and Assessment cycles to Gr. 2-5 students, the ways in which the class and individual students will set goals and monitor their progress, and the student recognition program.

		O: Pay teachers for planning and collaboration time 30 minutes before school every day
--	--	--

**MAJOR IMPROVEMENT PRIORITY #3: English Language Learner Reclassification**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
2014-15 EOY Reclassification 15.9%; Green in SPF	2013-14 to 2014-15 EOY Reclassification Growth: -2.8%
2014-15: 23.9% Met CELDT Requirement for Reclassification, <1% from district average of 24.6%	2014-15 EOY Reclassification 31% (2nd), 21.9% (3rd), 35% (4th), 22.2% (5th)
2014-15 Early Adv/Adv: 41.8% Speaking, 57.5% Listening	2015-16 CELDT Intermediate Level: 36% (56 students) in Reading, 42.8% (65 students) in Writing. These are the two lowest performing areas of the CELDT
2015-16 CELDT Grade 4 students who grew from previous year: 64.3%, the highest percent growth for 4th grade in 5 years. Grade 5 students who grew from previous year: 71.9%, the highest percent growth for 5th grade in 5 years.	2015-16 CELDT Grade 2 students who grew from previous year: 34.1%. Though the highest in 5 years, it means that 65% slid or were flat. Grade 3 students who grew: 23.8%, the lowest in 5 years.

**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

In this Bridge ELD year, by November, we have added Discussion4Learning (2-5), By January Middlebury Interactive Language (4-5). For K-1, we have tried more teacher-based curriculum on scope and sequence of Language for Learning with an emphasis on Word Study.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Reclassification criteria has changed a couple of times in the last 5 years, so the data isn't really comparing the same conditions. We will be using SysELD (with ADEPT as assessment) in K-2 in this next bridge year until Common Core ELD is much more clear and supported by the district. Having Middlebury, Discussion4Learning, and SysELD all in place at the beginning of the year will ensure that we can begin our differentiated Designated ELD blocks much sooner in the fall. Our curriculum planning time with focus on task design and language content objectives will support Integrated ELD learning.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
-----------	----------------------	-----------------------	---------------------	------------------------	----------------------	----------------------	-------------------

Climate/ Culture Domain	Increase ELL Reclassification rate by 5% (36 out of 175 students)	EL Reclassification	English Learners	15.9%	20.9%	25.9%	4: English learners are reaching English fluency.
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student Group</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	<b>Related LCAP Goal</b>
Climate & Culture	Grow ELL Reclassification by at least 5% (35 out of 175)	EL Reclassification	English Learners	-2.80%	3.80%	8.80%	4: English learners are reaching English fluency.
Academic	3rd-5th ELL students will increase SBAC ELA proficiency by 5%	SBAC ELA	English Learners	3%	8%	13%	2: Students are proficient in state academic standards.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** 3) Multi-Tiered Systems of Support (MTSS) Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team-members.

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
T: Adhere to consistent schedule for systematic ELD instruction using adopted and supplemental curriculum.	L: Work with English Language Learner Office to use ELL on implementation of blended learning for ELD/AED block.	O: Create systems and structure for monitoring formative and summative data of English Language Learner progress including the data conferences, data walls, student goal setting protocols using the ELL Snapshot.
T: Provide complex texts and tasks for ELLs in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK)	L: Work with ELD Pilot teacher leads in TK-1, 2-3, 4-5 to use Bridge curriculum. Pilot web-based supplemental programs Grammar Gallery and No Red Ink.	O: Align with after school program by 1) sharing ELL and Reclassification data, 2) Training staff in reclassification requirements 3) Supporting the use of independent reading to Common Standards using Achieve3000 and RAZ-Kids and supplemental books
T: Provide differentiated Language Arts instruction to English Language Learners through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction.	L: Work with ILT to set instructional block and expectations.	O: Provide Heritage and Language clubs or enrichment modules in EnCAS and/or Extended Day gr. 3-5

T: Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.	L: Explore integration of STEM (using Maker Studio) with Gr. 2-3 ELD block to enhance student language development.	O: Recognize student reclassification in front of school and with parents.
T: Use instructional approaches that improve outcomes for English Language Learners including Academic Discussion, RALLI, Text Reconstruction (for those trained).	L: Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking such as reinforcing heritage languages and equity topics in Community Meetings and Extended Day	O: TSA, EEIP, Stip Sub participate in ELD/AED differentiation.
T: Teach goal setting for reclassification and importance for College Readiness	L: meet with cusp Reclassification students at beginning of the year	O: Allocate TSA time to ELD Coordination
T: In Designated ELD, teach systematic development of academic vocabulary. design instruction so that 50% of instructional time students are producing oral and written language.	L: Provide ADEPT assessments and training for K-1	O: Provide partner services for Family Engagement, Counseling, and Mentoring that are culturally inclusive.
T: Use content language objectives in lesson design	L: Observe ELD blocks with ILT	O: Provide opportunities for teachers to work together identify the language demands in the content area standards and curriculum.
T: Maintain consistent schedule so that Inclusion students can benefit from coordinated supports	L: Provide time for ADEPT administration and analysis in K-1	O: Utilize the afterschool program to provide extended learning and increased opportunities for student engagement and language development.
T: explicitly teach vocabulary	L: Lead Inclusion Program planning and implementation monitoring for program expansion	O: Curricula: Use SySELD (K-2, Gr. 3-5 L1-L2/newcomers), Discussion4Learning (Gr. 2-5 at the mid CELDT 2 and above, depending on the grade level), Middlebury Interactive Languages (Gr. 4-5).
T: Teach students skills for asking questions of themselves and verbalizing their thinking	O: Instructional Core vision: "Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it."	O: Systematic ELD Instructional Units will be used for the CELDT 1/low 2 levels (including newcomers 3rd to 5th, and sometimes 2nd. Systematic ELD to be used as an entry point for grade level collaboration for instructional needs and data analysis of ELLs, be used as bridge curriculum to build capacity for teachers to become more flexible and fluent in Designated ELD instruction.

<p>T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.</p>		<p>O: In Designated ELD, we will focus more on meaningful interaction for powerful language growth, while promoting the grouping students within the same grade level in order to leverage powerful grade level content connections and provide a more robust range of peer language models.</p>
		<p>O: Provide daily Designated English Language Development.</p>
		<p>O: Provide all teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding.</p>
		<p>O: Learning Center will provide Tier 3 supports for expansion of Inclusion pgm.</p>
		<p>O: Provide a research-based vocabulary program</p>
		<p>O: Provide Tier 2 Reading Intervention</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Contract with Oakland Leaf and Girls, Inc. to provide extended academic learning, Youth development through arts, culture, student voice and choice, build resiliency, support safety in vulnerable after school hours, opportunities for day and after school instructors to work together	O: Utilize the afterschool program to provide extended learning and increased opportunities for student engagement and language development.	A1.6: After School Programs	5825	n/a	n/a	n/a	181-1	181
\$15,000.00	General Purpose Discretionary	Teacher extended time for planning, tutoring, retreat attendance	T: Teach metacognition and use tools such as graphic organizers and rubrics to help students organize their thinking and reflect on their thinking process	A2.1: Implementation of CCSS & NGSS	1120	n/a	n/a	n/a	181-2	181
\$2,000.00	General Purpose Discretionary	Classified overtime to support Inclusion student supervision and support	O: Provide time for certificated and /or classified staff to support MTSS structure during or beyond school day through strong organizational practices. Some examples of staff coordination teams include: TK-1 Intervention team, Inclusion coordination, Attendance Team, Assessment Team, Office Team, Family Engagement, COST, SST Team, STEAM Team, ILT	A5.1: School Culture & Climate (Safe & Supportive Schools)	2225	n/a	n/a	n/a	181-3	181
\$8,000.00	General Purpose Discretionary	Clerical overtime to support strong organizational, compliance, and attendance management	O: Provide time for certificated and /or classified staff to support MTSS structure during or beyond school day through strong organizational practices. Some examples of staff coordination teams include: TK-1 Intervention team, Inclusion coordination, Attendance Team, Assessment Team, Office Team, Family Engagement, COST, SST Team, STEAM Team, ILT	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425	n/a	n/a	n/a	181-4	181
\$6,500.00	General Purpose Discretionary	Cover cost of copier for office and classroom use	L: consistently emphasize Instructional Core vision: "Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it."	A5.3: School Facilities	5610	n/a	n/a	n/a	181-5	181
\$10,882.50	General Purpose Discretionary	ELA Curriculum Developer and Coach	L: Secure a highly skilled instructional coaches who deliver ongoing and embedded professional learning.	A2.9: Targeted School Improvement Support	5825	n/a	n/a	n/a	181-6	181
\$10,430.00	General Purpose Discretionary	License agreements that support Blended Learning in classrooms	O: Fund Blended learning tools to support differentiation, frequent feedback, acceleration of students.	A3.1: Blended Learning	5846	n/a	n/a	n/a	181-7	181
\$7,000.00	LCFF Concentration	Stipends for Leadership Team	O: Use ILT Extended Contract to develop expectations, schedules and tools for teachers to implement CCSS, Math Tasks, FOSS hands-on Science and Non-Fiction Text.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	181-8	181
\$1,000.00	LCFF Concentration	Overtime to support organizational management	O: Provide time for certificated and /or classified staff to support MTSS structure during or beyond school day through strong organizational practices. Some examples of staff coordination teams include: TK-1 Intervention team, Inclusion coordination, Attendance Team, Assessment Team, Office Team, Family Engagement, COST, SST Team, STEAM Team, ILT	A5.1: School Culture & Climate (Safe & Supportive Schools)	2225	n/a	n/a	n/a	181-9	181
\$25,564.50	LCFF Concentration	Supplies to support student learning and achievement	T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	181-10	181
\$3,823.50	LCFF Concentration	Refreshments for teacher Professional Development	T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.	A5.2: Health and Wellness (Mental & Physical Health)	4311	n/a	n/a	n/a	181-11	181

\$3,200.00	LCFF Concentration	Teacher Summer PD Retreat	T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.	A2.5: Teacher Professional Development for CCSS & NGSS	5624	n/a	n/a	n/a	181-12	181
\$8,000.00	LCFF Concentration	CCSS Scope and Sequence planning support	T: Use long and short-term planning to design unit plans and learning tasks so that: Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it.	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	181-13	181
\$32,013.61	LCFF Supplemental	Fund TSA for coaching, data and professional development support for Math	O: ILT identifies the following 4 strands for our PD Plan: 1) Learn and unpack standards 2) Backwards plan to design tasks that can help students build up to demonstrating of learning through academic discussion and writing 3) Designing quality Project-Based Learning 4) Cycle of project-based learning design and reflection	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0031	0.35	181-14	181
\$17,682.03	LCFF Supplemental	Supplement base funded EEIP teacher to provide enrichment	L: consistently emphasize Instructional Core vision: "Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it."	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEIP0108	0.2	181-15	181
\$29,308.98	LCFF Supplemental	Fund STIP sub for coverage for TGDS, data observations and planning		A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.6	181-16	181
\$1,854.49	LCFF Supplemental	Refreshments for teacher Professional Development	O: Communicate systems and structures in PD, such as New Beginnings Week, Monthly release. Provide time for teachers to design implementation into their weekly schedules.	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	181-17	181
\$100,000.00	LCFF Supplemental	Reading Partners: Intervention and Support for low-performing students; Student-Family Connections Coordinator, Fitness and Wellness Coach, CCSS Scope and Sequence planning support	O: Provide Tier 2 Reading Intervention	A3.2: Reading Intervention	5825	n/a	n/a	n/a	181-18	181
\$21,000.00	Measure G (School Libraries)	Supplies to support Library- leveled, high-interest, and non-fiction texts	T: All teachers are implementing Interactive Read Alouds, Reading Workshop and Writing Workshop. Some teachers may be implementing other components. (Reading Workshop, Writing Workshop, Interactive Read Aloud, Shared/Close Reading, Word Work, Interactive/Shared Writing and Small Group Guided Reading)	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	181-19	181
\$19,539.32	Measure G (TGDS)	Fund STIP sub for coverage for TGDS, data observations and planning	O: Create systems and structures for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.4	181-20	181
\$1,200.00	Measure G (TGDS)	Substitutes to cover release time for teachers for TGDS	L: consistently emphasize Instructional Core vision: "Students can state verbally and in writing what is the problem they are trying to solve, what they know about the background of the problem, what they don't know and need to learn, questions they have about the problem, and how they would like to solve it."	A2.6: Teacher Evaluation	1150	n/a	n/a	n/a	181-21	181
\$303.88	Measure G (TGDS)	Supplies	O: Create systems and structures for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	181-22	181
\$11,193.76	Program Investment	Supplement base funded Attendance clerk to provide attendance support	O: Provide time for certificated and /or classified staff to support MTSS structure during or beyond school day through strong organizational practices. Some examples of staff coordination teams include: TK-1 Intervention team, Inclusion coordination, Attendance Team, Assessment Team, Office Team, Family Engagement, COST, SST Team, STEAM Team, ILT	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	SPECIALIST, ATTENDANCE	SPECAT9999	0.2	181-23	181
\$1,400.00	Program Investment	Cover buses to transport students on field trips	O: Science Camp Admissions and Transportation for 5th grade	A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	181-24	181

\$4,000.00	Program Investment	Cover admission fees for field trips	O: Science Camp Admissions and Transportation for 5th grade	A2.1: Implementation of CCSS & NGSS	5829	n/a	n/a	n/a	181-25	181
\$14,471.24	Program Investment	License agreements that support Blended Learning curriculum in classrooms	O: Fund Blended learning tools to support differentiation, frequent feedback, acceleration of students.	A3.1: Blended Learning	5846	n/a	n/a	n/a	181-26	181
\$59,453.86	Title I Basic	Fund TSA for coaching, data and professional development support for Math	O: Fund TSA to support student acceleration in a balanced math program utilizing blended learning framework.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0031	0.65	181-27	181
\$3,500.00	Title I Basic	Stipends for teachers to implement intervention	O: Provide Tier 2 Reading Intervention	A3.2: Reading Intervention	1120	n/a	n/a	n/a	181-28	181
\$2,990.71	Title I Basic	Supplies for intervention and support of Title 1 students	T: Enrich and amplify instruction so that all students are supported with appropriate levels of scaffolding and rich, multiple entry points into a curriculum that emphasizes depth over breadth.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	181-29	181
\$1,706.26	Title I Parent Participation	Supplies to increase parent engagement	O: Purchase materials to use for parent engagement	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4310	n/a	n/a	n/a	181-30	181





# Teaching to the Whole Child

## Student & Family Compact with School

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

- I will come to school on time and try to miss NO MORE than 5 days of school this whole year so I can achieve a 97% attendance rate!
- (TK-1) I will read, or be read to for at least 30 minutes daily afterschool. (Gr. 2-3) I will read small chapter books at least 30 minutes daily afterschool. (Gr. 4-5) I will read 60 minutes daily afterschool. TK-1: read 15-20 books per year, Gr. 2-5: 20-25 chapter books per year.
- When I learn about a new topic, I will ask a lot of questions to learn more. When I am ready to form an opinion about my topic, I will use evidence to support my claim.
- I will practice responsibility and perseverance when doing classwork and homework so I can reach my Reading and Math goals.
- My words and actions will help, not hurt our community.
- I will limit my ScreenTime to 2 hours per day at home. I will run or walk 100 miles this year for Fitness and eat healthy fruits and vegetables every day.

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

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

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

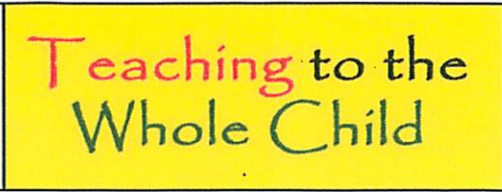
My child's success in school depends on my guidance and on our family's partnership with the school. I understand that my initials represent my understanding and commitment to the following agreements:

#### **ACADEMIC SUPPORT**

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

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

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



# Student & Family Compact with School

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

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

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

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

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

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

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

**DRESS CODE:** I understand that my child must follow the EnCompass dress code every day (details in Family Handbook). If my child is out of dress code on random “Dress Code Check Days,” my child will: lose 5 minutes of recess, will be “shirted” with a school uniform loan shirt, or sent to the bathroom to turn the shirt inside out if his/her shirt has screenprinting on it. I will have at least 3 replacement tops and bottoms (dark blue or khaki pants) to replace lost or dirty uniforms (1 will be provided by the school as a trade for my completed forms). Students with fake tatoos will be sent to bathroom to wash off. Students can be taught to wash uniform top in the sink by family or school staff if laundry delay is causing the issue.

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

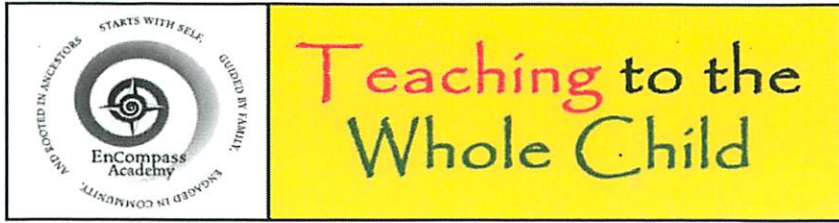
**BEFORE SCHOOL:** My child will: 1) **Arrive by 8:15am** if s/he eats **school breakfast** 2) **Line up by 8:40am** daily. Students not in line by **8:45am** pick-up will be considered tardy. Unexcused tardies=5 minutes off recess. 3) **arrive** at school **NO EARLIER THAN 8:10 am** because supervision does not begin until that time.

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

**AFTER DISMISSAL:** My child will be picked up on time; the school is not responsible for supervising for my child 10 minutes after dismissal. Given that staff may not be on duty to supervise late pick up. Picking up my child more than 60 minutes late 3 times per grading period can result in a call to the Child Protective Services for child neglect.

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





## Student & Family Compact with School

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

**DRIVING/ PARKING ON OR NEAR CAMPUS:** Following all traffic signs, parking rules, and directions by the School Security Officer will ensure that the parking lot and drop off/pick up times are safe for our community. Chronic violators may have their car photo/license plate submitted to the Oakland Police and/or posted up in front of campus.

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

**ITEMS NOT ALLOWED ON CAMPUS:**

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

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

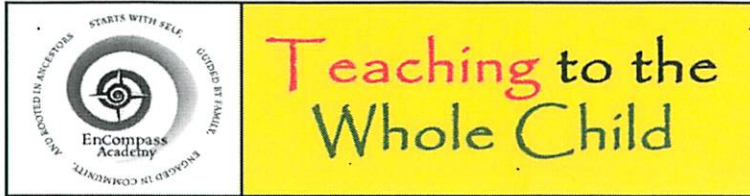
**CELL PHONES AND PORTABLE ELECTRONICS:** Children can make and receive emergency calls from the office and may not use cell phones during school hours. If students must bring a CELL PHONE to school, pre-approval by teacher or principal is required. If so, student must leave it with their teacher or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

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

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

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

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



## Student & Family Compact with School

### COMMUNICATION AND SCHOOL SUPPORT

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

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

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

## School Site Council Membership Roster – Elementary

School Name: EnCompass Academy

School Year: 2015-2016

<b>Chairperson :</b> Valezka Silva	<b>Vice Chairperson:</b> Veronica Ramirez
<b>Secretary:</b> Steve Valadez	<b>*LCAP Parent Advisory Nominee:</b> Sonia Ortega
<b>*LCAP EL Parent Advisory Nominee:</b> Sonia Ortega	<b>*LCAP Student Nominee:</b>

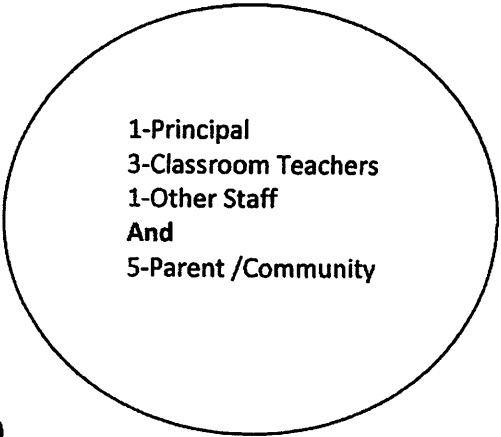
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Minh-Tram Nguyen	X			
Steven Valadez		X		
Laurien Fiddes		X		
Ann Herderson		X		
Valezka Silva			X	
Keneda Gibson			X	
Julia Araujo				X
Veronica Ramirez				X
Sonia Ortega				X
Blanca Hernandez				X

<b>Meeting Schedule</b> (day/month/time)	3rd Thursday each Month at 4:30-6:00pm in building C room C-21
---	--

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

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



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

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



# Title I School Parental Involvement Policy 2015 - 2016

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

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

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

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

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

1. Translate into Spanish
2. Provide in Family Handbook and EnCompass Developmental Blue Book for distribution
3. Share with SSC/ELAC for revision during Site Plan revision process
4. Place in parent volunteer packet
5. Post in halls, library and at parent bulletin board
6. Make Robocalls
7. Give a quiz on it and those who fill out qualify for raffle

- Offer a flexible number of meetings for parents.
  1. Family Engagement Meetings will be provided in a mix of morning events (after start of school), or to overlap with after school program dismissal to maximize attendance.
  2. Childcare is always provided
  3. Translation is always provided
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  1. By end of September annually: Gather and disseminate to parents for review the following materials at the Back In School Night/Annual Title I Meeting: School's current Parent Involvement Policy, school-parent compact, Attendance Expectations, Lexile Growth Chart, Parents' right to know: student achievement (state assessment results), non-highly qualified teacher.
  2. To do this: Share date of meeting with staff, meet w/ Student-Family Connections Consultant to provide logistical support for program (childcare, food, clean up, attendance, outreach), meet with site data coordinator, update Powerpoint Presentation with year's information, establish raffle, train volunteers.

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

- We will present the plan at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  1. We will present the plan at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Back In School Night (September)
  - Report Card Conferences
  - Science and Engineering Extravaganza (May)
  - SSTs, IEPs, SARTs (Throughout year)
  - Learning Showcase (May)
  - SARC report on OUSD website



- Work with Counseling and other partners to provide parent workshops on developing children's resiliency, efficacy, child-parent communications, self-esteem, college readiness

### School-Parent Compact

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

### Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - We will present the plan and applicable materials at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
  - We use SSTs and SARTs to help educate parents regarding what it takes to have school success
  - Faculty hold report conference in December and March report card conferences for ALL families
  - Some teachers conduct home visits, some with principal present.
  - Update Site Plan revision process with SSC: Updates will consider changes in school demographic, Family Involvement support available, strategic emphasis of the school to accelerate achievement and to improve school climate based on new data.
  - Kinder Intake interview in June provides an opportunity for families to receive information to prepare their child for Kinder in the Fall.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - Share Academic Data at least 2 times/year to staff
  - Conduct Professional Development on parent involvement, including listening to a parent panel.
  - Student-Family Connections Consultant will remain an active member of the school leadership
  - Teacher Liaison participates with Student Family Connections Consultant and Principal in Family Involvement Collaborative with other schools to share best practices
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - Student-Family Connections Consultant will remain an active member of the school Strategic Planning Group
  - Teacher Liaison participates with Student-Family Connections Consultant and Principal in Family Involvement Collaborative with other schools to share best practices
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - We will present the plan and applicable materials at our annual Back In School Night at the end of September. Translation, childcare, and ample notice is given. Dates are embedded into school's annual calendar
  - All fliers, conferences, and Robocalls are provided with translation

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

**Accessibility**

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

**Adoption**

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

This policy was adopted by the (EnCompass Academy) School Site Council on (5/20/15) and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (EnCompass Academy) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Minh-Tram Nguyen (electronic signature)

(Principal's Signature)

5/20/15

(Date)