

Board Office Use: Legislative File Info.	
File ID Number	23-1615
Introduction Date	8/9/23
Enactment Number	23-1396
Enactment Date	8/9/2023 os



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for EnCompass Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for EnCompass Academy.

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

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

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

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for EnCompass Academy



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

2023-2024 School Plan for Student Achievement (SPSA)

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

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/27/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: EnCompass Academy

Site Number: 181

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

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

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

Date(s) plan was approved: 4/27/2023

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

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

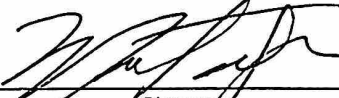
Signatures:

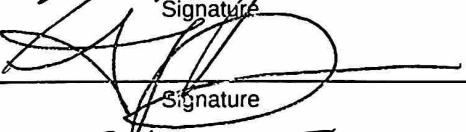
Minh-Tram Nguyen
Principal

Alicia Sikora
SSC Chairperson

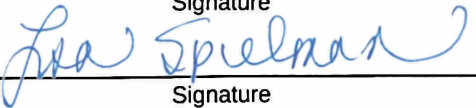
Monica Thomas
Network Superintendent

Lisa Spielman
Director, Strategic Resource Planning


Signature


Signature

Monica Thomas
Signature


Signature

4/27/23
Date

5/24/23
Date

5/30/23
Date

5/30/2023
Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: EnCompass Academy

Site Number: 181

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2023	Faculty Meeting	Identified needs and gathered ideas for solutions.
1/24/2023	SSC	Reviewed Priorities, Theories of Actions, and Strategic Actions, gave questions and provided input for adding, deleting, or refining strategies.
1/31/2023	ILT	Reviewed Priorities, Theories of Actions, and Strategic Actions, gave questions and provided input for adding, deleting, or refining strategies.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,310.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$497,716.43

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$109,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$17,940	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,910	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$229,220	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,275	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$119,310	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$378,406	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$497,716
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: EnCompass Academy

School ID: 181

School Description

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

School Mission and Vision

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.4%	47.6%	58.0%	9.2%	1.6%	0.3%	95.3%	12.6%

% Black/ African-American	% White/Caucasian	% Hispanic/Lati no	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
16.7%	2.2%	76.3%	1.0%	0.3%	1.3%	0.3%	0.3%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: If leaders facilitate PLCs using lesson-level internalization guidance that focuses on understanding the big idea of the lesson, understanding the exemplar thinking and how it's demonstrated (written/modeled/spoken) at each part of the lesson, and identifying when and how to put the lift on students... Then teachers will facilitate lessons that make the math of the lesson clear... So that ALL students will be able to engage in the math at critical points in the lesson.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	34.0%	31.6%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	28.8%	13.6%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	13.5%	8.1%	<i>not available until Fall 2023</i>	50.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-78.2	n/a	-86.6	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	11.0%	4.1%	<i>not available until Fall 2023</i>	50.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-80.4	n/a	-107.3	<i>not available until Fall 2023</i>	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	6.7%	<i>not available until Fall 2023</i>	50.0%
CAST (Science) at or above Standard	All Students	4.5%	n/a	9.6%	<i>not available until Fall 2023</i>	50.0%

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

School Goal for Targeted Supports for Focal Student Groups: Ensure teachers and leaders receive strong professional learning in family engagement, core curriculum, instructional priorities in order to design educational experiences that are affirming, liberatory, and transformational.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-122.5	n/a	-129.0	<i>not available until Fall 2023</i>	-90.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-108.6	n/a	-105.2	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	8.3%	0.0%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-123.6	n/a	-142.9	<i>not available until Fall 2023</i>	-90.0

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-98	n/a	-109.4	<i>not available until Fall 2023</i>	-50.0
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	1.5%	0.6%	15.1%	<i>not available until Fall 2023</i>	25.0%
LTEL Reclassification	Long-Term English Learners	16.7%	0.0%	38.5%	<i>not available until Fall 2023</i>	50.0%

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

School Goal for Student & Family Engagement: *If teachers build meaningful relationship with students by finding out more about their wants, likes, dislikes, challenges, dreams, and validating their home language /discourse style

*If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students’ linguistic and cultural assets, and nurture empowering narratives ...then Black students will have a positive math identity, and become the owners of mathematics.

*If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.

to increase student engagement and achievement.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	74.1%	79.7%	73.1%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	0.8%	n/a	1.1%	<i>not available until Fall 2023</i>	1.0%

Out-of-School Suspensions	African American Students	1.4%	n/a	1.1%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	1.6%	n/a	1.1%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	19.2%	22.7%	57.4%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	22.6%	29.0%	53.4%	<i>not available until Fall 2023</i>	15.0%

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

School Goal for High-Quality Staff: By May 2024, we will retain teachers by providing differentiated coaching, strategic and data based PD aligned to district priorities, and providing opportunities for teacher collective efficacy.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	81.0%	76.8%	77.1%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
-------------	--------------------	--------------------------

<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>We have seen almost triple in students in the green for I-Ready ELA EOY vs. BOY: 24% in green from 5% in BOY. We have seen our percent of students in red be reduced from 60% BOY in red to 32% EOY.</p>	<p>After initial IReady and SIPPS assessments, Kindergarten-2nd grade students receive accelerated phonics support in small groups (SIPPS) from Early Literacy tutors All K-2 teachers are SIPPS trained; All K-5 teachers receive ongoing professional development and coaching support in effective EL Education curriculum implementation; teachers implement, assess and progress monitor Eureka Math 2.0 student lessons; K-1 students received accelerated support to learn Letter Names, Letter Sound and Sight Words; Small group instruction ensures students receive targeted support; EL Education reading curriculum provides daily opportunities for students to engage with complex texts; more than 60% of all students complete lessons out of school.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>The staff works well together to identify needs, and problem-solve issues to support Tier 2, Tier 3 students.</p>	<p>We had a Literacy TSA which helped us develop the My Compass Guide project, thereby accelerating student's academic growth through increased knowledge of self. This lead to increased agency and ownership of the academic experience. Our TSA supported ELA PLCs weekly. We will add a TSA (Math) and SEL training for next year to develop a more internalized math identity, facilitate PLC, conduct observaton and feedback. The SEL training will increase students' sense of self-efficacy across content.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>Newly math core curriculum adoption Eureka2 Math; Inconsistent progress monitoring of grade level standards</p>	<p>Teachers are working on letting go of over-scaffolding in lesson execution because of worries that students who are behind will struggle. There is a need to shift mindset from looking at the gaps children have to the academic strengths they have to build from. Academic accountability and academic push for reading fluency and repeated practice for building reading stamina is needed.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>iReady Reading reading and math data in BOY of year was 5% in green, 60% in red.</p>	<p>We had 1 full time tutor and trained another part time tutor, but needed more. We did not have an Early Literacy Coordinator to provide weekly training and professional development in SIPPS Gr. 3--5 teachers are not SIPPS trained and there were big foundational skills gaps for many upper grade students</p>
---	---	--

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: EnCompass Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Title 1 expenditure of EEIP position for math intervention worked, but we need to increase the FTE to full time. We have implemented professional learning cycles and coaching support for implementing strong Tier I instruction, backwards planning from unit assessments and lesson learning targets. We have supported language and literacy instruction for all students increase academic writing and to internalize lesson planning. We have implemented weekly PLC cycles around literacy and math.

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

We have seen an increase in student to teacher talk,

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.

We have seen an increase in student to teacher talk, but are want to see an increase in student to student talk, with language target to increase quality of discourse. We want to implement the next phase of the Thinking Map to integrate ELD across content areas consistently. We need to increase our coaching support by implementing weekly observations and feedback for all teachers once we have a STIP Sub.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
Prep/Enrichment Teacher	College/Career Readiness	Provide push in and pull out math instruction	Based on observations, students in the far below band for math reduced by double digits in I-ready assesment.	I will increase the position's fte to 1.0
Stipends for teachers to lead workshop series for parents	Student Connectedness to School	Family enducation in reading skills	Approximately 20% increase in participation from the previous year	Continue to hold parent engagement sessions.

Extended Contracts	College/Career Readiness	Early Literacy tutoring	Reduced the number of students who were not SIPPS-ready by 20%	Continue to provide extended contract for teachers to support students.
--------------------	--------------------------	-------------------------	--	---

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: EnCompass Academy

School ID: 181

3: SCHOOL STRATEGIES & ACTIONS

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

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

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

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

1-3	Nurture positive math identities & mathematical agency. Provide culturally-sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction. Establish math in the school culture through Community Meeting, recess, events, weekly PD.	PD Agenda, Lesson Internalization PLC		
1-4	Provide daily, weekly, and topic quizzes	Data-driven instruction: Provide weekly Assessment of Learning to review student learning progress	Self-assessment		
1-5	Release time for Math Planning after every PLC Cycle	Math Coach provides observation and feedback	PLC, observation and feedback calendar		
1-6	Students use common 5-step problem-solving strategy for word problems	PLC Cycle on Math review student 5-step problem strategy document.	Observations, Exemplars plan		
1-7	Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons	Calendar Data Analysis	formative assessments		

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority:	CCSS-aligned instructional tasks will have students use meaningful reading content and new vocabulary to communicate thinking through sustained speak and writing.
School Theory of Change:	If we design and implement Tier 1 standards-aligned tasks that are rigorous, culturally relevant with clear criteria for success communicated to students, then we will see all students continuously grow towards meeting or exceeding standards.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers teach NGSS FOSS curriculum at least 60 min/week (K-1), 90 min/week (2-5).	Ensure science is included and drop in during scheduled times. Organize supports for teachers to prep materials for hands-on lessons	Weekly schedule		
2-2	Provide daily/ weekly, and topic quizzes	Data-driven instruction: Provide weekly Assessment of Learning to review student learning progress	Data brought to PLC		
2-3	Teach the equivalent of 60 minutes of EL Ed instruction.	EL Education reading curriculum provides daily opportunities for students to engage with complex texts	Daily schedule		
2-4	K-1 students received accelerated support to learn Letter Names, Letter Sound and Sight Words;	Implement First Great Eight Pilot in K. After initial IReady and SIPPS assessments, 1st grade students receive accelerated phonics support in small groups (SIPPS) from Early Literacy tutors.	MCLASS		
2-5	Small group instruction ensures students receive targeted support	Early Literacy Coordinator provides weekly training and professional development in SIPPS and EL Education Reading (OUSD) for all K-5 teachers	Weekly schedule		
2-6	Students practice and use "Work it out" document for testing	Train all K-5 teachers are SIPPS trained; All K-5 teachers receive ongoing professional development and coaching support in effective EL Education curriculum implementation;	Student work		

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers recognize student progress with families in monthly classroom-based engagement events.	Provide schoolwide staff training on SEL standards and strategies, train teachers on Crew model of community building	Participation data		
3-2	Academic achievements, attendance, and growth milestones are provided experienced-based rewards by organizing for class spirit day, silly class events, etc.	Student leadership and supports coordination will maintain positive behavior intervention systems.	Attendance data, SIPPS Mastery Test, District academic benchmark data		
3-3	Provide students repeated practice in demonstrating lifeskills and meaningful application of learning.	Organize school events- Spelling Bee, Oratorical Fest, Math Bowl, etc that involve teachers and staff	Student participation numbers, and feedback		
3-4	Teachers recognize attendance and academic student progress with families in monthly classroom-based engagement events.	ILT will collaborate with staff to design student "Story of Me Graduate Profile" working backwards to what Students need to master in order to be ready for the next grade. Focus on K-2 foundational literacy and math place value foundations.	Attendance data, weekly schedule		

3-5	Teachers will use minimum days to schedule Progress Conferences in Fall and Middle of Year to provide feedback to parents about academic progress	Coordinate weekly COST Team to support families using suspension, absence, counseling, and URF data. Explore Parent Partners/or those who sign up for strategy sessions.	Participation data		
3-6	Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	Student -family connections coordination, and professional learning structures will integrate anti-bias and cultural competency teachers and staff.	CHKS		
3-7	Engage families through progress report conferences, and frequent progress reports sent home.	Schoolwide staff support with data integration into progress reports and family meetings.	Participation data		
3-8	Teach phonics through SIPPS	30 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year.	SIPPS Mastery Tests		

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	Ensure teachers and leaders receiving strong professional learning in core curriculum, instructional priorities in order to design educational experiences that are affirming, liberatory, and transformational.
School Theory of Change:	If consistent high quality professional adult learning (PD and PLC) is provided for all teachers and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards aligned curriculum thus improving student outcomes
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	Purchasing missing curricula Provide Professional/coaching development for new teachers Observation/Feedback focused on SIPPS	Weekly schedule		
4-2	Teachers offering differentiated instruction	Schools developing systems for creating and monitoring SIPPS groups schoolwide	Observations		
4-3	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data.	Schools conducting regular data analysis weekly in PD/PLC.	Mastery Test data		
4-4	Teachers center conversation around the text, uses strategic questioning to support learning for ALL students and promote productive and equitable conversations.	Principal, TSA and ILT members observe and provide specific, timely feedback on the implementation of Strategic Questions, TDQs and academic discussions	Observations		

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Ensure teachers and leaders receiving strong professional learning in core curriculum, instructional priorities in order to design educational experiences that are affirming, liberatory, and transformational.
School Theory of Change:	<p>*If teachers provide mathematics instruction that includes culturally sustaining strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives ...then Black students will have a positive math identity, and become the owners of mathematics.</p> <p>*If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p> <p>*If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.</p>
Related Goals:	<p>Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.</p> <p>1. For high will/acceleration, low, performance students, if we ask and find out why they are low proficiency, we can move them to high performance.</p> <ul style="list-style-type: none">-What is their image/identity around academics-What is their test-taking experience?-What would it take for them to ask questions if they don't understand <p>2. For those who are cusp to proficiency but regress, we can ensure more consistency of performance if we identify what the issues are.</p> <ul style="list-style-type: none">->Survey; Sending ParentSquare post re: test taking strategies- do they know how important this is?-how can we use the story of themselves as a test taker-What would it take for them to ask questions if they don't understand, to make a commitment to their success <p>3. For those who are mid-accelerating and low performing, we can move them know to hight performance by</p> <ul style="list-style-type: none">- do they know how important this is?-how can we use the story of themselves as a test taker-What would it take for them to ask questions if they don't understand <p>4. For those who are low will/acceleration and low performance, we can engage the families to shift their will/performance.</p>

Students to be served by these actions:		<i>All African American students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Conduct SIPPS Mastery tests and enter into Illuminate monthly.	<p>Sets a clear expectation around SIPPS mastery test completion per month for every student.</p> <p>Provides follow up PD/PLC opportunities to learn how to give the Mastery Test via illuminate, reflect on the SIPPS pacing guide for teachers' grade-level, and reflect on integrity to routines</p> <p>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</p> <p>Sets aside times as an ILT and SLT to analyze grade-level and site-wide mastery test data for progress and trends.</p>	SIPPS Mastery Test		
5-2	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	<p>Task of focal AA students</p> <p>Informal or Formal Learning</p> <p>Walk Data</p> <p>Coaching cycle</p>		
5-3	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	<p>Academic Task of focal AA students</p> <p>Informal or Formal Learning</p> <p>Walk Data</p> <p>PD</p>		

5-4	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		
5-5	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to address fears and doubt	Observations Self Reflection Participate in central PD		
5-6	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Task of focal AA students Informal or Formal Learning Walk Data PD		
5-7	"Starts with Self" project in first trimester while introducing Thinking Maps, prepare students for their presentation on the weekly rotation schedule	Schedule for schoolwide "Starts with Self" unit, provide planning time	Student project completion and presentations		
5-8	Small group instruction providing opportunities for acceleration/enrichment	<u>Find funds and curate Reconstruction.us online courses demonstrating Black excellence and Black joy.</u>	Completed courses		
5-9	Conduct check-ins with students Practice communication skills in breakfast	Provide training for code-switch, practice social check in skills with students. Structure time for informal check-ins within the instructional day	Low URF		
5-10	Attend sessions when possible, paid extended contract	Gathering AA parents/guardians and children to engage w/ our vision, guiding principles To prioritize what they want to be true for the year	CHKS		

5-11	Attend sessions when possible, paid extended contract	Storytelling campaign Testimonial recording-video library of stories organized by topic for positive stories invite from parent/guardian, neighbors, students, staff	Positive stories		
------	---	---	------------------	--	--

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Consistent implementation of Designated and Integrated ELD practices
School Theory of Change:	If we routinely use text-based Language Dives to unpack sentences, teach academic vocabulary systematically and consistently, use instructional routines to develop collaboration and student-to-student academic discussion connected to the text's big idea, and ELA learning tasks include writing response to complex texts, more of our ELLs will reclassify.
Related Goals:	<p>Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.</p> <ol style="list-style-type: none"> 1. For high will/acceleration, low, performance students, if we ask and find out why they are low proficiency, we can move them to high performance. <ul style="list-style-type: none"> -What is their image/identity around academics -What is their test-taking experience? -What would it take for them to ask questions if they don't understand 2. For those who are cusp to proficiency but regress, we can ensure more consistency of performance if we identify what the issues are. <ul style="list-style-type: none"> ->Survey; Sending ParentSquare post re: test taking strategies - do they know how important this is? -how can we use the story of themselves as a test taker -What would it take for them to ask questions if they don't understand, to make a commitment to their success 3. For those who are mid-accelerating and low performing, we can move them know to hight performance by <ul style="list-style-type: none"> - do they know how important this is? -how can we use the story of themselves as a test taker -What would it take for them to ask questions if they don't understand 4. For those who are low will/acceleration and low performance, we can engage the families to shift their will/performance.

Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teach using Language Dive and student engagement protocols across content areas.	Monitor ELL progress	Observations		
6-2	Teachers align instructional schedules for each grade level	Schedule PLC times and align key instructional support resources (e.g., interim assessments, lesson planning tools, observation tools, coaching tools, PLC agendas) to the new curriculum and guiding principles. Make them available to support teachers' professional growth.	schedules		
6-3	Teachers and instructional leaders collaborate and observe each other giving instruction and give each other feedback using the the indicators tool.	Schedule time for teachers to observe each other, providing STIP coverage and/or prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction	PD, PLC schedules		
6-4	All teachers attend central 2nd Wednesday PD opportunities	Ensure high quality centrally provided professional development for all teachers on 2nd Wednesdays of every month.	PD agenda		

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist, Bilingual	\$20,950	California Community Schools Partnership Program	2205	Classified Support Salaries	8992	Attendance Specialist, Bilingual	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers recognize attendance and academic student progress with families in monthly classroom-based engagement events.	181-1
12-Month Community School Manager	\$130,467	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9316	12-Month Community School Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Student leadership and supports coordination will maintain positive behavior intervention systems.	181-2
Contract	\$73,584	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Student leadership and supports coordination will maintain positive behavior intervention systems.	181-3
Instruction Partner	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Academic achievements, attendance, and growth milestones are provided experienced-based rewards by organizing for class spirit day, silly class events, etc.	181-4
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Schedule time for teachers to observe each other, providing STIP coverage and/or prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction	181-5
Early Literacy Tutor	\$32,959	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	3768	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Small group instruction ensures students receive targeted support	181-6
Early Literacy Tutor	\$34,995	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	6823	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Small group instruction ensures students receive targeted support	181-7
Meeting Refreshment	\$5,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Backwards plan using adopted curriculum, major work of the grade, and pacing guide.	181-8
Copier maintenance	\$5,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide daily, weekly, and topic quizzes	181-9
License Agreement	\$7,940	LCFF Discretionary	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Small group instruction ensures students receive targeted support	181-10
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$41,645	LCFF Supplemental	1105	Certificated Teachers' Salaries	9268	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Small group instruction ensures students receive targeted support	181-11
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$43,950	LCFF Supplemental	1105	Certificated Teachers' Salaries	8101	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide students repeated practice in demonstrating lifeskills and meaningful application of learning.	181-12
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$49,570	LCFF Supplemental	1105	Certificated Teachers' Salaries	1562	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide students repeated practice in demonstrating lifeskills and meaningful application of learning.	181-13

PROPOSED 2023-24 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	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$27,886	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2113	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons	181-14
EXtended Contract	\$733	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons	181-15
Extended Contracts	\$20,436	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Engage families through progress report conferences, and frequent progress reports sent home.	181-16
Materials	\$25,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers offering differentiated instruction	181-17
Consultant	\$10,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Provide students repeated practice in demonstrating lifeskills and meaningful application of learning.	181-18
License Agreement	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Backwards plan using adopted curriculum, major work of the grade, and pacing guide.	181-19
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$14,650	Literacy Coaches & Reading Specialists Grant	1105	Certificated Teachers' Salaries	8101	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Nurture positive math identities & mathematical agency. Provide culturally-sustaining strategies with mathematical rig. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	181-20
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$62,467	Literacy Coaches & Reading Specialists Grant	1105	Certificated Teachers' Salaries	9268	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.60	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers teach NGSS FOSS curriculum at least 60 min/week (K-1), 90 min/week (2-5).	181-21
10-Month Classroom Teacher on Special Assignment (TSA)	\$60,579	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	0.45	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Design tasks connected to mathematical Big Ideas and anticipate misconceptions.	181-22
EXtended Contract-ET/OT	\$6,315	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Teachers implement, assess and progress monitor Eureka Math 2.0 student lessons	181-23
Early Literacy Tutor	\$4,708	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3768	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Small group instruction ensures students receive targeted support	181-24
Early Literacy Tutor	\$4,999	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6823	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-1 students received accelerated support to learn Letter Names, Letter Sound and Sight Words;	181-25
Early Literacy Tutor	\$36,668	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	5265	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Small group instruction ensures students receive targeted support	181-26
To be allocated in Fall 2023.	\$2,910	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	N/A	N/A	181-27



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)
- Mid-term Progress Conferences (Fall, Winter)
- End of Term Report Card Conferences (Spring)
- Learning Showcase (May)
- Weekly parent/guardian 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 in August.
- 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 Talking Point

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Mid-term progress conferences: Assessment results home for literacy, math English fluency, SBAC tests
- We will present the plan in **August**. Translation, notice is given.
- 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 at Annual Title 1 Meeting
- Review in SSC Meeting
- We will present the plan and applicable materials at our annual Back In School Night in September. Translation, childcare, and ample notice is given.
- All fliers, conferences, and Robocalls 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 SELLS meetings held monthly and family members are given ample notice via fliers, Robocalls, Parent Square

Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- Share 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/Town Hall

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 in September. 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 29, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

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

Minh-Tram Nguyen, Principal

Signature of Principal: *Minh-Tram Nguyen*

Date: **8/29/2022**



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

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

La Academia EnCompass

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

Estándar 1 de Participación Familiar de OUSD Programa de Educación para Padres / Cuidadores Las

familias reciben apoyo con habilidades de crianza y crianza de niños, comprensión del desarrollo de niños y adolescentes y establecer condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.

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

- Noche de regreso a la escuela (septiembre)
- Reuniones semanales de padres/tutores: talleres académicos, capacitación en seguridad y bienestar
- Oakland Promise / Educación de preparación universitaria
- Conferencias de “Mid-term”, boletas de calificaciones Muestra de aprendizaje (Mayo)
- Conferencias de progreso de mitad de período (otoño, invierno)
- Conferencias de boletas de calificaciones de fin de período (primavera)
- Exhibición de aprendizaje (mayo)

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

- Presentar el plan en nuestra reunión anual de Título 1 en **agosto**. Se proporciona traducción, cuidado de niños y notificación.
- SST, IEP, SART (durante todo el año)
- Informe SARC en el sitio web de OUSD

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

Estándar 2 de participación familiar de OUSD: Comunicación con los padres y cuidadores

Las familias y el personal de la escuela participan en una comunicación significativa, bidireccional y regular sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias acerca de la Política de participación de los padres y la familia de la escuela al:

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

La escuela se comunica con las familias sobre los programas de Título I, Parte A de la escuela mediante:

- Presentación de la reunión de Título 1 en las orientación de regreso a la escuela
- Sesiones de escucha y aprende
- Proporcionar notificación y traducción al el español
- correo avisos en el campus, realizar llamadas automáticas, enviar puntos de conversación

La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del estudiante y los niveles de competencia que se espera que alcancen los estudiantes mediante:

- Resultados de la evaluación de alfabetización en el hogar, fluidez en inglés , Pruebas SBAC
- Presentaremos el plan en **agosto**. Traducción, se da notificación.
- Anualmente para fines de agosto: Reúna y difunda a los padres para que revisen los siguientes materiales en la reunión anual del Título I: Política actual de participación de los padres de la escuela, pacto entre la escuela y los padres, logros estudiantiles (resultados de evaluaciones estatales), maestro no altamente calificado.
- Para hacer esto: Comparta la fecha de la reunión con el personal, reúna con el Coordinador de Conexiones entre Estudiantes y Familia para brindar apoyo logístico para el programa (cuidado de niños, comida, limpieza, asistencia, alcance), reunirse con el coordinador de datos del sitio, brindar una presentación con la información del año, establecer rifa, capacitar voluntarios. Si es virtual, configure el enlace Zoom y envíe un aviso en Parent Square.

La escuela distribuye información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres entienden al:

- Proporcionar una notificación y traducción al español e inglés

Estándar 3 de participación familiar de OUSD: Programa de voluntariado de padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para las familias como voluntarios en los salones de clase y otras actividades escolares por:

- Provee bilingüe formación de padres españoles por conexiones Coordinador de Estudiantes-Familia Inglés y

OUSD Participación Familiar Estándar 4: aprendizaje en el hogar

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

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos mediante:

- Estándares básicos comunes
- Las del Estado de California evaluaciones académicas y del Distrito Escolar Unificado de Oakland, incluidas evaluaciones alternativas
- Niveles de competencia académica que se espera que logren los estudiantes
- Cómo monitorear el progreso de su hijo

Estándar de participación familiar de OUSD 5: Poder compartido y toma de decisiones

Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

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

- SSC
- SELLS
- Distrito LCAP

La escuela brinda oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos mediante: Se

- proporciona un aviso amplio Se proporciona
- cuidado de niños y alimentos en el SSC, reuniones de SELLS
- Se proporcionarán talleres académicos en una combinación de eventos matutinos (después del comienzo de la escuela), o para superponerse con el programa después de la escuela despido para maximizar la asistencia.
- Siempre se proporciona cuidado de niños Se proporciona siempre
- traducción

La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela por:

- Revisión en la reunión anual del Título 1
- Revisión en la reunión del SSC
- Presentaremos el plan y los materiales aplicables en nuestra Noche de Regreso a la Escuela anual a fines de septiembre. Se proporciona traducción, cuidado de niños y notificación. Las fechas están integradas en el calendario anual de la escuela
- Todos los volantes, conferencias y llamadas automáticas se proporcionan con traducción

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Reuniones y presentaciones realizadas en instalaciones accesibles y que cumplen con la ADA
- Reuniones y presentaciones realizadas en inglés y español
- Las reuniones de SSC y SELL se llevan a cabo mensualmente y los miembros de la familia reciben un aviso con suficiente antelación a través de folletos, llamadas automáticas, personal de Parent Square

Educates, con la ayuda de los padres de Título I, en el valor de las contribuciones de los padres y cómo trabajar con los padres como socios iguales.

- Compartir datos académicos al menos 2 veces al año con el personal.
- Realizar desarrollo profesional sobre la participación de los padres, incluida la escucha de un panel de padres.
- Reunión de padres de inclusión
- Participación de los padres en el Equipo de Éxito Estudiantil, Equipo de Revisión de la Asistencia de los Estudiantes, Charla entre el Director y los Padres / Ayuntamiento

La escuela brinda apoyo para las actividades de participación de los padres y la familia solicitadas por los padres por:

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

Estándar 6 de participación familiar de OUSD: Recursos y colaboración comunitaria

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

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

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

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

adopción

Esta política fue desarrollada y adoptada por EnCompass Academia en una reunión **29 de agosto, del 2022** y estará vigente para el período del **8 de agosto de 2022 al 25 de mayo de 2023**.

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

Minh-Tram Nguyen, director

Firma del director: *Minh-Tram Nguyen*

Fecha: **29/8/2022**



School-Parent-Student Compact

EnCompass Academy

2022-23

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 2022-23 school year.

School Responsibilities

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

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

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

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

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

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

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, Robocalls, Parent Square

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

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

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

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

This Compact was adopted by EnCompass Academy on **August 29, 2022** and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2022.

Signature of Principal: *Minh-Tram Nguyen*

Date: August 29, 2022



Acuerdo escuela, los padres y los estudiantes entre la pacto entre la

Este escuela y los padres se ha desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por el cual la escuela y los padres construirán y desarrollarán una sociedad para ayudar a los niños a alcanzar los altos estándares académicos del Estado de California.

Este Pacto entre la escuela y los padres está en vigor para el año escolar 2022-23.

Responsabilidades de

la escuela La escuela se compromete a llevar a cabo las siguientes responsabilidades de la mejor manera posible:

- 1) Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los desafíos del Estado de California. estándares académicos.**
 - a) Comunicar expectativas claras de desempeño a los estudiantes, el personal y los miembros de la
 - b) familia. Abordar las necesidades individuales del estudiante a través de la instrucción de Nivel 1 y el uso de un modelo de servicio y apoyo de varios niveles para determinar el apoyo de Nivel 2 o 3 según sea necesario. Proporcionar
 - c) un ambiente seguro, positivo y saludable. Entorno de aprendizaje
 - d) Llevar a cabo SST, IEP, Plan 504, SART oportunos para los estudiantes correspondientes referidos a través del proceso COST
 - e) Trabajar con socios de la comunidad para proporcionar talleres para padres sobre el desarrollo de la resiliencia, la eficacia, las comunicaciones entre padres e hijos, la autoestima y la preparación universitaria de los niños

- 2) Celebrar conferencias de padres y maestros durante el cual se discutirá este pacto en lo que se refiere a los logros individuales del niño.**
 - a) El personal docente lleva a cabo una conferencia de informes en noviembre y marzo Conferencias de boleta de calificaciones para todas las familias
 - b) Los miembros de la familia tendrán apoyo de traducción en español según sea necesario
 - c) Los miembros de la familia tendrán la oportunidad de asistir a conferencias de recuperación si no pueden asistir durante el período de la conferencia

- 3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**

- a) La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos a través de la Orientación de Regreso a la Escuela. Reuniones semanales Aula familiares, Oakland Promise / Educación Superior de Preparación, Conferencias Report Card, aprendizaje del escaparate, Ayuntamiento con la directora
 - b) Los comunica escolares a las familias acerca de la Escuela de Padres y Política de Participación de la Familia mediante la convocatoria de una reunión anual, en un momento conveniente, a la que todos Se invitará y alentará a los padres a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar. Presentaremos el plan en nuestra reunión de Título 1 en agosto.
 - c) Publicar avisos, realizar llamadas automáticas, enviar puntos de conversación
- 4) Proporcionar a los padres un acceso razonable al personal.**
- a) Sesiones virtuales de comprensión auditiva y aprendizaje) llevadas a cabo por los maestros en agosto
 - b) Proporcionar disponibilidad del personal durante el día de instrucción para una reunión programada sobre el progreso del niño, si un miembro de la familia no está disponible para reunirse después del horario escolar.
 - c) Coordinar el apoyo de traducción según sea necesario para las reuniones de padres y personal. Proporcionar
 - d) Parent Square como un medio para la comunicación de texto entre maestros y padres en el idioma materno de los miembros de la familia. Los
 - e) maestros / personal son compensados por el contrato extendido por realizar reuniones generales, entrevistas de admisión familiar y / o visitas domiciliarias para establecer relaciones con los estudiantes y los miembros de la familia fuera del horario contractual
- 5) Brindar a todos los padres y miembros de la familia, incluidos los que tienen un dominio limitado del inglés y los que tienen discapacidades, oportunidades para ofrecerse como voluntarios y participar en la clase de su hijo y para observar las actividades del aula.**
- a) Reuniones y presentaciones realizadas en instalaciones accesibles y que cumplen con la ADA
 - b) Proporcionar servicios de traducción a través del personal en el sitio o servicios de traducción del distrito según sea necesario
 - c) Distribuir información relacionada con la escuela y los programas para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres entienden que las
 - d) reuniones de SSC y SELLS que se llevan a cabo mensualmente y los miembros de la familia reciben una notificación amplia a través de folletos, llamadas automáticas, Parent Square
- 6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**

- a) Proporcionar servicios de traducción a través de servicios de traducción en el sitio o del distrito según sea necesario
 - b) Proporcionar a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos a través de la alfabetización temprana, reuniones que brindan información sobre cómo monitorear el progreso de sus hijos, explicación de Se espera que los estudiantes logren los estándares básicos comunes, las evaluaciones académicas estatales y distritales y los niveles de competencia académica
- 7) Proporcionar capacitación anual del personal de miembros de la comunidad y de la familia de una lente basada en los activos**
- a) proporcionar entrevistas familia de admisión para estudiantes TK-K entrantes, y TSM por la petición de la familia o por medio de procesos COSTE
 - b) Conducta Desarrollo Profesional en familyinvolvement
 - c) Conexiones Estudiante-Familia Consultor seguirá siendo un miembro activo del liderazgo escolar para proporcionar entrenamiento y apoyo al personal y construir sistemas para asociaciones familiares
 - d) sólidas. Realizar una reunión de padres de inclusión para abordar las necesidades únicas de los estudiantes. Involucrar a los
 - e) miembros de la familia en la resolución de problemas y el apoyo para los estudiantes que utilizan el proceso COST, lo que podría resultar en el éxito del estudiante. Equipo, Equipo de Revisión de la Asistencia de los Estudiantes
- 8) Asegurar una comunicación significativa y regular entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
- a) Oportunidades para consultar con el coordinador de conexiones entre estudiantes y familias
 - b) Usar los SST y SART para ayudar a educar a los padres sobre lo que se necesita para tener éxito en la escuela

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el aula virtual o física de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo al limitar la visualización de televisión o los juegos de video y estar en las redes sociales.
- *Responderé a los mensajes del maestro de mi hijo.*
- *Cumplir con las acciones recomendadas por la escuela y comunicar mis necesidades si tengo dificultades.*
- *Colaborar activamente y comunicarme con los maestros para satisfacer las necesidades de aprendizaje de mi hijo. Si tengo una inquietud o pregunta, primero me*

comunicaré con el maestro. Tales acciones serán bien recibidas por los maestros y no se utilizarán para contar en contra de mi hijo.

- *Comunicarme con el maestro si tengo preguntas, comentarios, inquietudes o necesito apoyo para cumplir con estos compromisos.*
- *Revise este acuerdo con mi hijo.*
- *Cuando esté en el campus, modele los Principios rectores de la Academia EnCompass (en el Manual para la familia / publicados en el edificio).*

Responsabilidades del estudiante

Sé que tengo el poder y la responsabilidad de respetar, cuidar y perseverar. Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que:

- pueda llegar a la escuela a tiempo todos los días.
- Hago mi tarea todos los días.
 - **1) Practique la responsabilidad personal** (por ejemplo: termine lo que comenzó, establezca una meta y vaya tras ella, siga su propio progreso para lograr su meta, "maneje su negocio")
 - **2) Practique las habilidades de estudio** (por ejemplo: use diferentes formas de memorizar información, resolver un problema, hacer buenas preguntas, administrar su tiempo o usar recursos para hacer lo que necesita)
 - **3) Aplicar habilidades organizativas** (por ejemplo: poner las cosas en su lugar, organizar el espacio de trabajo, completar su trabajo, hacer el trabajo ordenado, obtener crédito para tu trabajo).
- Pide ayuda cuando la necesite.
- Respeto a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.
- Si está en la escuela, quédese en casa. **ARTÍCULOS NO PERMITIDOS EN EL CAMPUS:**
- Armas o "armas de simulación" son motivo de acción disciplinaria grave, incluida la suspensión o expulsión.
- Heelies, todos los juguetes, como figuras de acción, cartas Pokémon y juegos de cartas
- Joyas preciosas y colgantes, chicles, caramelos, comida chatarra
 - Teléfonos celulares / teléfonos inteligentes (ver más abajo), Game Boys, otros artículos electrónicos
- **TELÉFONOS CELULARES Y APARATOS ELECTRÓNICOS PORTÁTILES:** Puedo hacer y recibir llamadas de emergencia desde la oficina y no puedo usar teléfonos celulares durante el horario escolar. Si debo traer un TELÉFONO CELULAR a la escuela, se requiere la aprobación previa del maestro o director. Si es así, debo dejarlo con su maestro o en la oficina para que lo recojan después de la escuela. **Estos objetos de valor que se traen a la escuela pueden perderse o ser robados; la escuela no se hace responsable por objetos de valor perdidos o robados, incluso si se entregan al personal.** Si llevo un teléfono a la escuela y suena /

vibra en una bolsa, o se usa de alguna manera, el TELÉFONO CELULAR será confiscado hasta que el padre / tutor lo recoja de acuerdo con los siguientes pasos.

- 1ª infracción = teléfono confiscados para el día
- 2ª Ofensa = teléfono confiscado durante 5 días escolares
- 3ª Ofensa = teléfono confiscado hasta el final del año
- Límite mi tiempo en pantalla en el hogar de 2 horas por día.
- Haga ejercicio, beba al menos 6 tazas de agua y coma frutas y verduras saludables todos los días.

Este Pacto fue adoptado por la Academia EnCompass el 29 de agosto de 2022 y estará en vigencia durante el período del 8 de agosto de 2022 al 25 de mayo de 2023.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el Título. I, programa de la Parte A el 31 de agosto de 2022 o antes.

Firma del director: *Minh-Tram Nguyen*

Fecha: 29 de agosto de 2022



EnCompass Academy
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Alicia Sikora
Vice Chairperson:	Monica de Leon
Secretary:	Jenny Huang

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"/>	
Raul Alcantar	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Justine McGrath	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Samara Espinoza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Victoria Angel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Monica de Leon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Beatriz Ochoa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kisha Hampton*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jenny Huang*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Alicia Sikora*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Thursdays, 1st of each month 3:30-5:00 PM
--	---

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.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members